

## Role of Peace Education in Sustainability and Development of Pakistan

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### ABSTRACT

The study is based on AHP analysis to identify the feasibility of each level of schooling with respect to peace education. The AHP application presented, provided results of each relative factor or criteria to each respondent as well as the overall weightage for these criteria's given by each individual/respondent in our study. The findings of the study revealed that, the dominant alternative for academic professionals and field experts that can play impressive role in peace education is the primary schooling, while the central criteria having influence on peace education are norms/values, followed by approaches/standards and knowledge/skills with respect to teacher's judgements. On the other hand, significant factors/criteria for student's choice with respect to peace education is approaches and standards. Students also prefer primary education level as the most effective stage for children to learn/catch peace education skills and adopt peace values. The quantification of impacting factors-like in our study are; knowledge/skills, approaches/standards and norms/values. Decision making with respect to peace building in young generation will play a significant role in achievement of sustainability in the peace. Therefore, at the grassroots level, providing trainings on peace education to the children in primary school can reduce risk of conflicts in Pakistan. The government and policy implementers should prioritize addition of peace education in devising curriculum and its implementation.

**Keywords:** AHP, Peace Education, Knowledge and Skills, Teachers, Sustainability

**JEL Classifications:** D74, I25, Q01

### 1. INTRODUCTION

Among the educated slot of Pakistan, it is evident from research that peace education has not been given the status as deserved as part of the curriculum. Indeed, most of them are even not aware of this term. on the other hand, conflict denotes a condition where more than one group of people are in opposition to each other, having different views or interests that may lead to a violent or non-violent activity detrimental to associates of the conflicting party (Getui, 2009). However, education has empowered the lives of people in a society where complex and diverse cultural practices exercised (Krueger and Maleckova, 2003). This study is therefore designed to elaborate peace education and its need in society. Peace is the nonexistence of violence, not only particular and direct, but also structural or secondary. The signs of structural

violence are imbalanced dispersal of resources and power. Peace is about nonappearance of direct ferocity and the existence of justice (Galtung, 1996). Peace comprises training individuals to reason critically to recognize and resolve clashes through countermeasure approaches. Root causes are resolved by developing vigorous capabilities and interactive variations that arouse tolerance and admiration for all, irrespective of ethnic basis, race, gender or faith (Ahmed, 2011). Betty Reardon follows to alter the human ailment by shifting communal structures (Reardon, 1988). Understanding of peace can be apprehended by the imprint of negative and positive peace. Former mentions the nonappearance of war or physical / direct violence, latter denote presence of reasonable circumstances, as well as human and environmental goodness. Different stages of associations can be found in peace, initiating with personal peace and extending to broader spheres (Galtung,

1990). Interpersonal peace characterizes admiration for others, justice, tolerance and support. Social peace and World peace involves respect for others within nation and admiration for other nations correspondingly, combined with same elements as of interpersonal peace (Navarro and Nario, 2008).

Education can be a tool of struggle (burning complains, stereotypes, biases and hostilities), Lederach (2003), Galtung, (1996), but can be a foundation of accumulation of “conversion of skirmishes, the linking’s amongst education and conflict is essential because education is a vital right that must be well-kept throughout the conflict”. If the idea for education has been disappeared because of the conflict, it is impairment for humanity to restore. Policies within the education structure should be scrutinized in relationships of their likelihood to deteriorate or recuperate skirmishes. Smith and Vaux, (2003) Peace is habitually unspecified, breakdowns are recurrent, so the goal of education is to inspire conflict transformation. Davies (2010) suggests that any examination of the education structure is anticipated to spot frequent zones where some fragments of the structure can wound conflicts in an extremely lobbied means, although there may be other features that attempt to craft alteration and augment conflict transformation. In disputed societies, peace education is the footing of socialization through communication of knowledge, skills, morals and boldness (Bush and Saltarelli, 2000).

Peace education is the “the course of sanctioning the knowledge, skills, approaches and standards desirable to produce social alterations to enable children, teenagers and adults to prevent and resolve skirmishes and make circumstances promising to concord in social dealings, at the countrywide or transnational level.” Fountain (1999) key areas of peace education comprises of the following; Skills reflect serious scrutiny, ability to make choices and opt for the best, thoughts, communication skills, kindness, team building. Knowledge in this regard is related to awareness about the concept of peace, conflict and violence, choices available for non-violence: demilitarization, resolving conflicts, deterrence, Human rights, harmony, democratization, and justice based development or fairness. Respect for everyone, equality, non-violence, consideration, universal and conservational concern, honesty and endurance, impartiality, communal accountability and positive image. Lenience/tolerance, morals, optimistic boldness/conduct, self-determination, candor/straightforwardness, admiration, and acceptance. Peace education is built on coaching nonaggression, deliberation, confidence, teamwork and regard for all (Ahmed, 2011).

Pakistan is currently peace hungry; its values are fragmented by class differences, low economic condition, variant legislations, credence, different languages, topography, status and color. The younger age group knows their culture through families, education, and media. Bar-Tal and Rosen (2009). The future depends on our ability to thoughtlessness ferocious and aggressive passages to solve anomalies (Murithi, 2009). Pakistan has been mainly susceptible to invigorated conflict, whether it be religious, militaristic, cultural autonomy or border conflict (Ahmed, 2011). Durrani and Dunne (2009) found that the relationships between education, religion and countrywide identity inclined to

construct “essential” mutual identities. Educational part in identity development can be a reason why education and schooling is the aim of attack in many conflicts. In conflict-stricken states there are four areas that justify consideration, linked to separate education systems, languages, faith and nationality.

Differentiated pious and mixed-race institutes are the unparalleled way to encounter narrow-mindedness and discernment, signifying that faith-based schools can offer a first-class and imaginative setting for long-term growth in tolerance and non-discrimination of religion and faith (McGlynn, 2005). “Ministry of Education Pakistan” (Curriculum Wing) in November 2000 settled a workshop on peace and human rights education intended for better understanding of teachers from all provinces of the country. A fictional reader called “Parh kay barh” was documented in August 1999 for student literacy titled “Each one Teach one.” Rawalpindi Grammer School works meticulously with the Ministry of Education on human rights and peace education and teacher training. Grammar School Rawalpindi (GSR) took part in a HREP movement “A piece of peace.” The International Center for Religion and Diplomacy (ICRD), working on the Islamic divine school in Pakistan (madrassas) to sanction education for peace and coaching the values of conflict resolution.

Bargad Organization has arranged three agendas in peace education proceedings with the support of several NGOs: “Capacity building through substitute education,” “Heartening Substantial and Independent Morals in Pakistan,” and a program to help culture of peace and in Society. Sadako Foundation has a lively goal of “education, friendship and peace.” Ravi Foundation objects to train the community by conveying knowledge, skills, concepts, capability and ability to work with the rights-based method. Harmony Foundation continued its gold harmony movement and peace through the girls’ school in Faisalabad and Toba Tek Singh districts. International bodies like UNESCO and UNICEF are bridging to reinforce education for a nonviolent, prescribed and un-prescribed ethos at all levels. UNICEF has established distinction of life guide for youth. ICRD is bringing leaders of the Pakistani madrassas in teacher education plans, with strain on devout open-mindedness and conflict tenacity. South Asia is becoming more complex as judicious voices decrease in countries such as Bangladesh, India and Pakistan (Ahmed, 2011). Education disturbs the whole lot from monetary yield to civic morals (Berliner and Biddle, 1995).

As government is the provider of services and security, education is crucial among all as it is the extensive institute around the globe. Several countries affected by the cold war faced changeovers leading to transformation of their education systems through appraisal of prevailing educational procedures. In Germany and Japan afterwards World War II, restructuring of education system were executed. This was imposed with external players providing significant parts in foremost educative revolution and transformations (Masako, 2005). He also emphasizes that Curriculum modification is vital in conflict transformation, to evade elements that have paid to conflict or done naught to avoid it. However, in states where strains persist, such transformations demonstrate problematic in implementation, such as the reissuing

of text books in Afghanistan in 2003 and Iraq in 2004 which was completed to eradicate substantial material that threatened peace (Novelli and Lopes Cardozo, 2008). A case study of Sri Lanka on peace education presented to settle down dogmatic and socio-economic inequalities driving prolonged skirmishes discloses educational improvements announced into universal education guidelines. Peace education was presented into all themes by the Ministry of Education as a part of a whole-approach for all in the 1997 education modifications (Orjuela, 2003). Though, a dearth of consideration was given to refining outlooks towards the advancement of peaceful relations, morals and attitudes. Accomplishment of peace education has therefore been reliant on the attitudes and skills of trainers in Sri Lanka.

In Uganda, discrepancies among the 53 publicly familiar racial clusters; categorized by massive racial, religious, and dialectal rift, date back to pre-colonial times (Broere and Vermaas, 2005). Regional solidity has been endangered by the 20-year-old war between the government and the Lord's Army, settled by peace contract in May 2007. The war obstructed schools, abolishing education set-up broadening the gap between less-educated North and well-educated South. Few scholars identified the necessity for peace education in school syllabus. Yet, several INGO's are vigorous in the field of peace education like peace education programmes in Uganda run by UNHCR and UNESCO (Nicolai, 2009). Massacre, peace and settlement, good governance, Human rights, gender matters and the environment are all covered in the Life skills education handbook released by the Ministry of Education, Science, Technology and Scientific Research of Rwanda (Lederach, 1997) Nevertheless, diverse intellectuals agree that projected education revolutions habitually remain slightly more than articulately fashioned on paper. Thus, there's a need for vital support, top-down transformation energies corresponding to bottom-up action to sustenance those variations at school and classroom levels to allow positive outcomes. Grassroots creativities requires backing and confirmation to permit their incorporation into conventional policies. Shortage of funds and dishonesty from avaricious official's creel the upgradation of educational reforms. Lederach (1997) advocated involvement of civil society in conflict transformation movements instead of international establishments as according to him internal actors have the aptitude to find socially pertinent and enduring keys to their problems. He reinforced this idea with his multilevel model demonstrating three categories of performers and tactics to building peace and transforming conflicts ranging from top level having inadequate room, middle level leaders engaged in identifying solutions and resolving problems and the ordinary level who engage in native peace directives and rapport building among the parties in direct conflict to shape maintainable peace.

AHP is used to make instant decisions in case the study contains blend of qualitative, quantitative and occasionally contradictory issues (Alexander, 2012). AHP allows informal and ordered identification of collection of procedures, their weighting and scrutiny (Chauhan et al., 2008). AHP relies on choice of professionals to stem significance scale and this scheme is measured through pairwise comparisons (Saaty, 2008). The tactic of AHP contains organizing multifaceted issues into diverse order

to achieve specified goal (Bayazit, 2005). AHP permits easier and well-organized identification of selection of measures, their weighting and examination (Chauhan et al., 2008). The technique certifies assessment of substitutes by numerous traits (Eagan and Weinberg, 1999). Saaty (1990), elucidated, possibly the utmost job in deciding is to opt the features having importance in making conclusions. AHP in resolving problem contains four steps. To set the choice order by segmenting the issue in an order of interconnected choices, input facts and figures by pairwise evaluations, by means of normalized weights method to assess the comparative masses of rudiments, and finally gathering comparative masses to attain a set of rankings for the result substitutes (Zahedi, 1986).

As currently Pakistan has many regional and international challenges in its economic, linguistics, caste and political variances in the class of the people with in the region. Therefore, to improve these challenges faced by the country education is the only way to mobilize the society through civilized norms and values. As the geographical location of Pakistan in regional as well as international development has a significant role, but due to long conflict in bordering country such as Afghanistan and India the country should overcome on these conflicts (Murithi, 2009). However, the dynamic types of conflicts, such as extremism, sectarian violence, racial issues, domestic violence and ethical conflicts are prevailing in Pakistan (Ahmed, 2011). As currently Pakistan has more than 190 million populations in which 63% comprises of youth, has effect of conflict. However, 32% of the youth has no job opportunities and are illiterate (World Bank Statistics, 2014). Thus, the ignorant adolescence is an easy target for radicalization. However, increasing population of young people in developing countries leads to conflict and violence (Fuller, 1995). As Pakistan 1947 affianced in sectarian and religious conflicts. Therefore, the youth is brainwashed to participate in terror activities as they can easily be trapped. Thus, to transform the negative side of the youth into positive activities. Peace education can play a vital role in building sustainable peace and establishment of essential skills in life. The main objectives of the study are articulated as under: To know the opinions of academic professionals, field experts and students about the role of peace education in building sustainable peace. To analyze feasibility of peace education at primary, secondary and higher level of education with the help of analytic hierarchy process.

## 2. RESEARCH METHODOLOGY

This section presents the methodology adopted to provide the basic grounds for discussion and analysis and to facilitate in meeting the objectives of the research. It was intended to help paint a picture on the perception of academic professionals, field experts and students about willingness to inculcate peace education in which of the three levels of formal education system and get to know regarding their opinions about the role peace education could play towards conflict transformation. This section of study will highlight the design and method applied in studying the research objectives. In line with the objectives of the study, to get the worthy opinions of experts and academic professionals, and to analyze these opinions quantitatively, AHP has been incorporated. As it is

not possible to cover both the formal and informal education sector, study is restricted to formal education system only. Among various conflict-ridden zones of Pakistan, this study will focus on KP for data collection. Pairwise comparative questionnaire has been utilized for primary data collection from academic professionals, field experts and students.

District Mansehra is located in Khyber Pakhtunkhwa. In 2017 its population has reached to 1.55 million. However, male population is based on 0.772 million and female population is based on 0.784 million. Thus, on average annual population growth of the district is 2.47 from 1998 to 2017 (Population Census, 2017). Study area is comprised of the selected Institutes and NGO's operating in Mansehra, Khyber Pakhtunkhwa. To know the views of the experts, sample of 10 respondents purposively selected from different Institutes and NGO's in the district.

### 2.1. Sample Size and Sampling Technique

10 respondents were selected, which includes 5 academic professional's/field experts and 5 students expressively and not arbitrarily based on profound relevant acquaintance and experience in study area. Then, confirmed the factors which remained significant as far as peace education is concerned, from the view point of teacher's/field experts and students. Finally, pairwise comparison of all significant factors was developed and comparisons were made with respect to each alternate by building (AHP) model (Saaty, 1980). Purposive sampling technique has been utilized to opt respondents for the said task. Purposive sampling is appropriate when the key informants have relevant information or ability required in the study. For primary data collection, a pairwise comparative questionnaire is designed. The questionnaire consists of comparative questions to get to know about opinions of academic professionals and intellectuals on a quantitative scale developed by Saaty. The study relied on secondary data from books, articles, journals, newspapers, research papers and conference papers. This also includes published material from different sources such as reports published by government and NGO's. Studies on the topic being discussed were also referred across the globe. The responses of partakers had construed quantitatively using pairwise comparative questionnaire. Quantitative data obtained from respondents by pairwise questionnaire was analyzed using AHP (Analytic hierarchy Process). AHP is used by most of the researchers, organizations and institutions to take decisions. It's a decision-making framework on some basis or criteria. To get the significance of each criteria (Knowledge/skills, Norms/Values, Approaches/standards to Peace Education), alternative preferences (Primary education/secondary education and higher education) and priorities for other factors (including traits of peace education, course preferences) from teachers and students point of view by using AHP.

### 2.2. Theoretical Structure of the Study

An assumed state was shaped for the nominated respondents (teacher's/field experts and students) as they remained tangled in diverse sorts of educational activities. So, AHP method is implemented to identify the importance of each attribute with in the substitute. At that point, each hypothetical decision is

weighted by Tones approach in AHP. Then decisions were enclosed and data was placed in matrix set for additional scheming. This technique was assumed for each respondent. An all-inclusive questionnaire (MS Excel) was devised to gather the information linked to the significant elements having inordinate effect on the goal. Saaty's pair-wise scale for evaluation from 1 to 9 in AHP (Table 1) is used to check out the significant decision weights of teachers and students and to get data for input matrix. And each alternative towards individually designated factor with in (Primary education/Secondary education/Higher Education). The schedule for interview was accordingly pre-tested on 1<sup>st</sup> March 2018 to 5<sup>th</sup> March 2018 in the field.

In our research work, we discussed peace education and its multiple criteria while considering primary, secondary and higher education as alternatives. Peace education is getting attention in Pakistan due to recent conflicted scenarios faced by Pakistan, specifically in Khyber Pakhtunkhwa. Thus, the selected research area belongs to Khyber Pakhtunkhwa, methods of delivering peace education may vary in terms of higher ranks/importance given to Knowledge/skills, Norms and Values, approaches/Standards to Peace education but all the above-mentioned factors somehow contribute to strengthen the goal of inculcating peace education in the national education curriculum. This research work employs the AHP in order to evaluate through Multi Criteria Decision Making (MCDM) technique, its hypothetical condition with every decision maker in (Academic professional/field expert and students). AHP as a tool or method has been practical in education sector for many reasons (Grandzol, 2005).

#### 2.2.1. Consistency index

Consistency index is the index of the consistency of judgements across all pairwise comparisons (Alonso and Lamata, 2006).

#### 2.2.2. Random index

RI is the average CI of 500 randomly filled in matrices Saaty (2012).

N	2	3	4	5	6	7	8	9	10
RI	0	0.58	0.9	1.12	1.24	1.32	1.41	1.45	1.49

Source: (Saaty, 2012)

**Table 1: Theoretical Explanation of important Factors in AHP as per Academic Professionals/field experts and students**

Factors/Criteria	Definition
Knowledge/ Skills	Skills reflect serious scrutiny, ability to make choices and opt for the best, thoughts, communication skills, kindness, team building.
Approaches/ Standards	Knowledge in this regard is related to awareness about the concept of peace, conflict and violence, choices available for non-violence: demilitarization, resolving conflicts, deterrence, Human rights, harmony, democratization, and justice based development or fairness.
Values/Norms	Respect for everyone, equality, non-violence, consideration, universal and conservational concern, honesty and endurance, impartiality, communal accountability and positive image.

Source: Author's own theoretical explanations, 2018

2.2.3. Consistency ratio

As proposed by Saaty: Consistency Ratio is comparison between Consistency Index and Random Index.  $CR = CI/RI$ . If the value of consistency ratio is smaller or equal to 10%, the changeability is tolerable. If uniformity ratio is bigger than 10%, subjective judgement is needed to be revised.

2.2.4. Lambda max

$\lambda_{max}$  is the highest eigenvalue of the matrix to calculate unique measures for each judgement scale (Tables 2-4).

3. DISCUSSION AND RESULTS

To analyze the role of peace education in building sustainable peace and development and to identify feasibility of peace education among primary, secondary and higher levels of education using analytic hierarchy process below mentioned steps were followed.

1. The decision is broken down into different levels, namely: goals, criteria and alternatives.
2. Priorities are derived for level 2, i.e.; criteria.
3. Preferences for alternatives choices are derived.
4. Finally, overall priorities are derived and this step is termed as Model Synthesis.
5. Based on synthesis outcome, final decision can be made.

The 1<sup>st</sup> level in this model is goal as shown in Figure 1. The 2<sup>nd</sup> level is instituted by defined criteria. This study has mentioned three criteria: Knowledge/Skills, Approaches/Standards to Peace education, and Norms and Values to peace education. The final

Table 2: Comparative input matrix w.r.t factors/criteria

Comparative matrix	Knowledge/ Skills	Approaches/ Standards to P. E	Values
Knowledge/Skills	1		
App/Standards to PE		1	
Norms/Values			1
Sum			

Source: Author’s own survey, 2018

Table 3: Pairwise comparisons of scale and its relative importance (Saaty’s 1–9 scale)

Numeric	Scaling in verbal form
1	Two factors contribute equally to the objective
3	Experience and judgement slightly favor
5	Experience and judgement strongly favor
7	Activity is favored very strong over another
9	Importance of one activity over another.
2, 4, 6, 8	Intermediate values when compromise is needed

Source: Saaty, 2008

Table 4: Demographics of respondents

Classification	Total number of respondents		Field experts/academic professionals (Mean)		Students (Mean)		
	Institutes/Org’s	Number of experts	Number of students	Age (years)	Edu (years)	Age (years)	Edu (years)
CUI, Atd Campus		1.000	5.000	36.000	21.000	27.000	18.000
Punjab College		1.000	0.000	45.000	15.000	0.000	0.000
Peace College		1.000	0.000	48.000	18.000	0.000	0.000
Hazara University		1.000	0.000	50.000	16.000	0.000	0.000
SRSP		1.000	0.000	52.000	16.000	0.000	0.000
Total		5.000	5.000	46.2	17.000	27.000	18.000

Source: Author’s own Survey, 2018

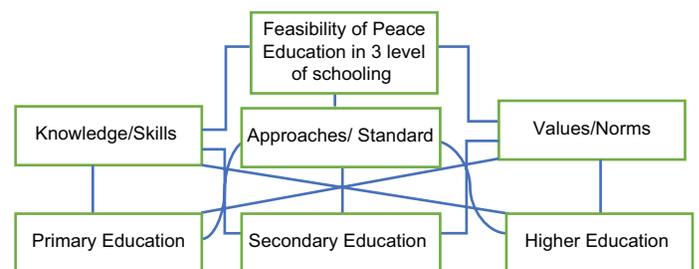
level comprises existing choices. In this study, our alternatives include primary education, secondary education, and higher level of education. In the next step, relative priorities were derived for the defined criteria. In this case, a student may give more importance to knowledge/skills than norms and values, whereas academic professional or field experts may give more significance to norms and values than other factors. To perform the pairwise comparison, a comparison matrix of the criteria involved in the decision was created as shown in Table 5.

3.1. Results and Discussion w.r.t Opinions of Academic Professionals/Field Experts

Matrix 3.1 shows that the judgment of academic professionals/field experts for each substitute w.r.t criteria. In case of KVA, the leading weights were Norms/Values 65.5%, Knowledge and Skills 18.7% and Approaches and Standards 15.8% respectively. However, it was observed during visits to the respective institutes and NGO that the academic professionals and field experts have some power in the designing approaches and standards to achieve better outcome in implementation of peace education. The importance of human knowledge and skills is still the main source of enriching curriculum contents towards inbuilt tolerance, empathy and positive behaviors in early age children.

It was also observed that there is acute shortage of trained faculty/teachers in the respective area, i.e.; peace education. Interviews with the head of institutes revealed that there is a dire need to conduct such training sessions by the Ministry of Education, international bodies working in the area like UNESCO, UNICEF and ICRD (International Centre for Religion and Diplomacy) to bring about most pressing change in the field of education for a society that would be highly capable of tolerating, resisting and diverting the negative conflicted energies into positive ones. Therefore, the Head of Institutes want efficient workforce mindful of the notion of peace education and its approaches.

Figure 1: A hierarchical representation of Goal, Criteria and alternatives W.r.t both Teachers and Students



Source: Author’s own survey, 2018

**Table 5: AHP matrix result for academic professionals/field experts**

Level 1: Paired comparison matrix w.r.t goal								
Factor priority weights and CI for Teacher/academic professional 1								
Criteria	K/S	App/St	N/V	Priority weights	$\lambda_{max}$	CI	RI	CR
K/S	1.000	1.000	0.333	0.187	3.043	0.043	0.580	0.037
App/St	1.000	1.000	0.200	0.158		0.022		
N/V	3.000	5.000	1.000	0.655				
Sum	5.000	7.000	1.533	1.000				
Factor priority weights and CI for Teacher/academic professional 2								
Criteria	K/S	App/St	N/V	Priority weights	$\lambda_{max}$	CI	RI	CR
K/S	1.000	0.333	5.000	0.283	3.097	0.097	0.580	0.084
App/St	3.000	1.000	7.000	0.643		0.049		
N/V	0.200	0.143	1.000	0.074				
Sum	4.200	1.476	13.000	1.000				
Factor priority weights and CI for Teacher/academic professional 3								
Criteria	K/S	App/St	N/V	Priority weights	$\lambda_{max}$	CI	RI	CR
K/S	1.000	3.000	3.000	0.632	3.086	0.086	0.580	0.074
App/St	0.333	1.000	5.000	0.266		0.043		
N/V	0.333	0.200	1.000	0.102				
Sum	1.667	4.200	9.000	1.000				
Factor priority weights and CI for Teacher/academic professional 4								
Criteria	K/S	App/St	N/V	Priority weights	$\lambda_{max}$	CI	RI	CR
K/S	1.000	3.000	0.200	0.193	3.112	0.111	0.580	0.096
App/St	0.333	1.000	0.143	0.083		0.056		
N/V	5.000	7.000	1.000	0.724				
Sum	6.333	11.000	1.343	1.000				
Factor priority weights and CI for/academic professional/Field Expert 5								
Criteria	K/S	App/St	N/V	Priority weights	$\lambda_{max}$	CI	RI	CR
K/S	1.000	1.000	3.000	0.405	3.036	0.036	0.580	0.031
App/St	1.000	1.000	5.000	0.480		0.018		
N/V	0.333	0.200	1.000	0.115				
Sum	2.333	2.200	9.000	1.000				

Source: Author's own calculations, 2018

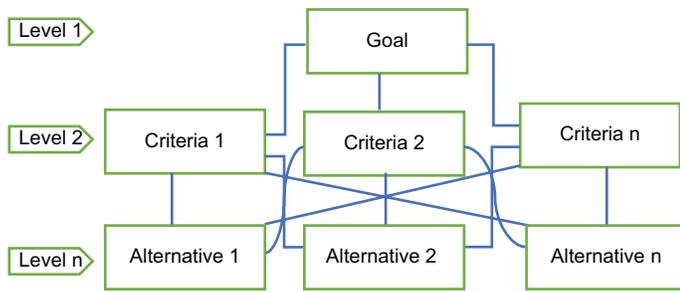
The compound score specifies the concluding decisions of respondents for their knowledge/skills application by peace education implementation. Numeric value of the cells reflects relative preferences in each of the compared pairs. In this study, Teacher 1 consider that norms and values have moderately more importance than knowledge/skills, as shown by the intersection of the knowledge/skills-norms/values comparison matrix in Table 5. For that reason, the opposing comparison yield the reciprocal of this value. (Knowledge and skills/Norms and values=1/3) as shown in Table 5. By comparing the criteria with itself, knowledge and skills versus knowledge and skills; the resultant value is 1 which shows that these are equally significant according to the scale developed by Saaty, as shown in the Table 3.

For calculation of overall priorities, the approximate method is applied in the approximate method, comparison matrix is normalized by adding values in each column and then dividing each cell by the total of the column. The results in Table 5 indicates that academic professional/teacher 1 gives more importance to norms and values criterion (65.5%) followed by knowledge and skills (18.6%). The approaches and standards factor has a minimum weight 15.7%.

It is not possible to circumvent some variations in the concluding matrix of decisions, as mathematical values are consequential of the individual preferences of respondents. If the consistency

ratio is >10%, it is essential to review the findings to trace the origin of the discrepancy to achieve required accuracy. The next phase consists of deriving the relative primacies of substitutes/alternatives w.r.t each criterion. In a model with 3 alternatives, 3 comparisons were made. (Alternative 1 with alternative 2, alternative 2 with alternative 3, and alternative 1 with alternative 3) for each criterion as shown in Figure 2. In this study, 3 comparison matrices consistent to the following three comparisons were made: W.r.t knowledge/skills criterion, which alternative is desirable: primary education, secondary education or higher education? W.r.t approaches/standards criterion, which alternative is better among the 3 mentioned alternatives of this study. W.r.t norms/values criterion, which alternative is superior to another? In this case, academic professional/teacher-1 prefer primary education over secondary education (using the scale as shown in Table 3). Similarly, the reciprocal value  $\frac{1}{2}$  in secondary education-primary education cell was assigned as shown in Table 5. The outcomes are depicted in Table 5. With respect to Approaches/standards criterion, Teacher-1 assigned a value of 7 to primary education over secondary education (using scale from Table 3) in comparison matrix and reciprocal value  $\frac{1}{7}$  in secondary education-primary education cell as shown in the Table 5. On the other hand, Teacher-1 assigned a value of 1 in the primary education-secondary education cell and vice versa considering both levels of education equally important w.r.t approaches/standards to peace education. As far as higher education-secondary

**Figure 2:** The decision schema in AHP (Standard form)



Source: Zahedi, 1986

education comparison is concerned, Teacher-1 considers higher education of utmost importance assigning the value of 5 to higher education as compared to its counterpart. With respect to Norms/ Values criterion, Teacher-1 assigned a value of 7 to primary education over secondary education (using scale from Table 3) and reciprocal value 1/7 in secondary education-primary education cell as shown in the Table 5. On the other hand, Teacher-1 assigned a value of 1 in the primary education-secondary education cell and vice versa considering both levels of education equally important w.r.t Norms/values to Peace education. As far as higher education-secondary education comparison is concerned, Teacher-1 considers higher education of utmost importance assigning the value of 3 to higher education as compared to its counterpart. Consequently, primary education is on top of the list with 51.5%, higher education 38.8%, and secondary education 9.7% respectively. In the next step, overall priorities are derived, also termed as “Model Synthesis”. The knowledge/skill criteria have a weight 0.186, primary education has a local preference 0.582 relative to knowledge/skills; consequently, the weighted priority, with respect to knowledge/skill, of alternative 1 (Primary education) is:  $0.186 \times 0.582 = 0.108$ .

**3.2. Matrices for the Teacher’s Response**

**Teacher 1**

	0.582	0.487	0.515
Overall =	$0.186 \times 0.367 + 0.158 \times 0.078 + 0.655 \times 0.097$		
	0.051	0.435	0.388
Primary Education	0.522		
Secondary Education =	0.144		
Higher Education	0.332		

**Teacher 2**

	0.582	0.487	0.487
Overall =	$0.283 \times 0.367 + 0.144 \times 0.078 + 0.332 \times 0.078$		
	0.051	0.435	0.435
Primary Education	0.514		
Secondary Education =	0.159		
Higher Education	0.326		

**Teacher 3**

	0.474	0.386	0.487
Overall =	$0.632 \times 0.474 + 0.266 \times 0.443 + 0.655 \times 0.078$		
	0.053	0.170	0.435
Primary Education	0.452		
Secondary Education =	0.425		
Higher Education	0.123		

**Teacher 4**

	0.574	0.474	0.582
Overall =	$0.193 \times 0.065 + 0.083 \times 0.474 + 0.724 \times 0.367$		
	0.361	0.053	0.361
Primary Education	0.571		
Secondary Education =	0.318		
Higher Education	0.325		

**Teacher 5**

	0.649	0.225	0.481
Overall =	$0.405 \times 0.072 + 0.480 \times 0.610 + 0.115 \times 0.114$		
	0.279	0.166	0.405
Primary Education	0.426		
Secondary Education =	0.335		
Higher Education	0.239		

Source: Author’s Own Analysis 2018

In the same way, all other respondents including teachers and students ranked the alternatives in a comparative manner showing for their order of preferences.

Primary education is on top of the list with 48.7%, higher education 43.5%, and secondary education 7.8% respectively. Finally, overall priority of alternative 1 is attained by adding these values/results along the row. Given the weight of each criteria (knowledge/skills, approaches/standards, and norms/values), primary education is preferable (overall priority 52.2%) as compared to higher education 32.2% and secondary education 14.4% respectively (as shown in Table 6).

**3.3. Results and Discussion w.r.t Opinions of Students**

The weights of alternatives clarify the student’s preferences for each factor in the resulting set. In case of KVA, the leading features weights were approaches and standards 75.03%, knowledge and skills 19%% and norms/values 6% respectively as shown in Table 7. The important weights were 48% for primary education level, 38% secondary education and 14% weightage is given to higher education level by student 1 in the pairwise comparison

**Table 6: Overall priorities (%)**

Alternatives	Teacher-1	Teacher-2	Teacher-3	Teacher-4	Teacher-5
Primary Education	52.20	51.30	45.20	57.10	42.60
Secondary Education	14.40	15.90	42.50	31.70	33.50
Higher Education	33.20	32.60	12.30	33.50	23.90
Criteria	Teacher-1	Teacher-2	Teacher-3	Teacher-4	Teacher-5
K/S	0.187	0.283	0.632	0.193	0.405
App/St	0.158	0.643	0.266	0.083	0.480
N/V	0.655	0.074	0.102	0.724	0.115

Source: Author's own Calculations, 2018

**Table 7: AHP matrix result for students**

Level 1: Paired comparison matrix w.r.t goal								
Factor priority weights and CI for Student 1								
Criteria	K/S	App/St	N/V	Priority weights	$\lambda_{max}$	CI	RI	CR
K/S	1.000	1.000	9.000	0.190	3.000	-	0.580	-
App/St	1.000	1.000	9.000	0.750		-		
N/V	0.111	0.111	1.000	0.060				
Sum	2.111	2.111	19.000	1.000				
Factor priority weights and CI for Student 2								
Criteria	K/S	App/St	N/V	Priority weights	$\lambda_{max}$	CI	RI	CR
K/S	1.000	0.333	7.000	0.241	3.092	0.092	0.580	0.079
App/St	3.000	1.000	5.000	0.678		0.046		
N/V	0.143	0.200	1.000	0.081				
Sum	4.143	1.533	13.000	1.000				
Factor Priority Weights and CI for Student 3								
Criteria	K/S	App/St	N/V	Priority weights	$\lambda_{max}$	CI	RI	CR
K/S	1.000	0.333	5.000	0.283	3.097	0.097	0.580	0.084
App/St	3.000	1.000	7.000	0.643		0.049		
N/V	0.200	0.143	1.000	0.074				
Sum	4.200	1.476	13.000	1.000				
Factor Priority Weights and CI for Student 4								
Criteria	K/S	App/St	N/V	Priority weights	$\lambda_{max}$	CI	RI	CR
K/S	1.000	3.000	0.200	0.193	3.112	0.111	0.580	0.096
App/St	0.333	1.000	0.143	0.083		0.056		
N/V	5.000	7.000	1.000	0.724				
Sum	6.333	11.000	1.343	1.000				
Factor Priority Weights and CI for Student 5								
Criteria	K/S	App/St	N/V	Priority weights	$\lambda_{max}$	CI	RI	CR
K/S	1.000	1.000	3.000	0.405	3.036	0.036	0.580	0.031
App/St	1.000	1.000	5.000	0.480		0.018		
N/V	0.333	0.200	1.000	0.115				
Sum	2.333	2.200	9.000	1.000				

Source: Author's own Calculations, 2018

**Table 8: Overall priorities (%)**

Alternatives	Student-1	Student-2	Student-3	Student-4	Student-5
Primary Education	47.800	49.060	24.300	47.300	37.300
Secondary Education	38.300	12.600	65.100	36.500	56.400
Higher education	13.900	38.300	10.500	16.200	6.210
Criteria	Student-1	Student-2	Student-3	Student-4	Student-5
K/S	0.190	0.241	0.283	0.193	0.405
App/St	0.750	0.678	0.643	0.083	0.480
N/V	0.060	0.081	0.074	0.724	0.115

Source: Author's own Calculations, 2018

with in the factors (as shown in Table 8). The cumulative score shows final judgment of the students for proper implementation of peace curriculum through trained human resource in the specific area.

Table 7 demonstrates the factors comparison input matrices, priority weights, principle Eigen value and consistency indexes of 5 student's judgments. Table 8 indicates, in case of student 2, the dominant priority weights were 49% for primary education

level, 38% secondary education, followed by 12.6% for higher education level. The calculated priority weights for student 3 was 65% for secondary education level. In case of Student 4, the dominant alternative proved to be primary education level with 47% weightage among all. For Student 5, the priority weights were 37% primary education, 56% secondary education and 6.0% weightage given to higher education level in terms of feasibility considered for peace education to be incorporated in the curriculum.

### 3.4. Matrices for the Student’s Response

#### Student 1

$$\begin{matrix} & & 0.481 & 0.474 & 0.515 \\ \text{Overall} = & 0.190 \times & 0.114 + & 0.750 \times & 0.474 + & 0.060 \times & 0.097 \\ & & 0.405 & 0.053 & 0.388 \\ \\ & \text{Primary Education} & & 0.477 \\ & \text{Secondary Education} = & & 0.383 \\ & \text{Higher Education} & & 0.139 \end{matrix}$$

#### Student 2

$$\begin{matrix} & & 0.487 & 0.481 & 0.582 \\ \text{Overall} = & 0.241 \times & 0.078 + & 0.678 \times & 0.114 + & 0.081 \times & 0.367 \\ & & 0.435 & 0.405 & 0.051 \\ \\ & \text{Primary Education} & & 0.490 \\ & \text{Secondary Education} = & & 0.126 \\ & \text{Higher Education} & & 0.384 \end{matrix}$$

#### Student 3

$$\begin{matrix} & & 0.387 & 0.188 & 0.178 \\ \text{Overall} = & 0.283 \times & 0.443 + & 0.643 \times & 0.731 + & 0.074 \times & 0.751 \\ & & 0.169 & 0.081 & 0.070 \\ \\ & \text{Primary Education} & & 0.243 \\ & \text{Secondary Education} = & & 0.651 \\ & \text{Higher Education} & & 0.105 \end{matrix}$$

#### Student 4

$$\begin{matrix} & & 0.452 & 0.515 & 0.474 \\ \text{Overall} = & 0.193 \times & 0.072 + & 0.083 \times & 0.097 + & 0.724 \times & 0.474 \\ & & 0.476 & 0.388 & 0.053 \\ \\ & \text{Primary Education} & & 0.473 \\ & \text{Secondary Education} = & & 0.365 \\ & \text{Higher Education} & & 0.162 \end{matrix}$$

#### Student 5

$$\begin{matrix} & & 0.178 & 0.582 & 0.188 \\ \text{Overall} = & 0.405 \times & 0.751 + & 0.480 \times & 0.367 + & 0.115 \times & 0.731 \\ & & 0.070 & 0.051 & 0.081 \\ \\ & \text{Primary Education} & & 0.373 \\ & \text{Secondary Education} = & & 0.564 \\ & \text{Higher Education} & & 0.062 \end{matrix}$$

Source: Author’s own analysis 2018

Alternative 1 has the most dominant priority weights as shown in the Table 8. Primary education is on top of the list with 48.7%, higher education 43.5%, and secondary education 7.8% respectively. Overall priority of alternative 1 is attained by adding these values/ results along the row. Given the weight of each criteria (knowledge/ skills, approaches/standards, and norms/values), primary education is preferable (overall priority 52.2%) as compared to higher education 32.2% and secondary education 14.4% respectively.

## 4. CONCLUSION AND RECOMMENDATIONS

The AHP application, provided results of each relative factor or criteria with respect to each respondent as well as the overall weightage for these criteria’s given by each individual/respondent in our study. Thus, the dominant alternative for teachers that can play impressive role in peace education is the primary education level while the most dominant criteria having influence on peace education are norms/values, followed by approaches/standards and knowledge/skills with respect to teacher’s judgements. On the other hand, significant factor factors/criteria for student’s choice with respect to peace education is approaches and standards. Students also prefer primary education level as the most effective stage for children to learn/catch peace education skills and adopt peace values. The impacting factors-like; knowledge/skills, approaches/standards and norms/values- contributes to decision making in inculcation of peace education and peace building in general and for the role peace education can play in conflict transformation.

It is suggested to researchers who are willing to extend their work in the area undertaken here, it is recommended to conduct AHP/ any other research tool to collect and analyze data from informal education sector about inculcation of peace education and to know about the potential role of peace education in informal education sector as well. It is highly recommended to analyze contents of the national educational curriculum for courses such as Islamic studies/Pakistan studies which are under doubt about having elements that can be a source of adding fuel to aggravate violent behavior in the immature ages. It is suggested to whom willing to extend research in the area to have a meeting with the Ministry of education, Pakistan to discuss about the shortfalls of current education system, prevailing curriculum for Grades-IX-XII, strengths of Peace education, and strategies for Peace education to be incorporated in the national educational curriculum.

Data to be collected with the help of National and international bodies working over Peace education. It is recommended to opt Research area where these national and international bodies are extending their relevant project to get maximum input from the field. It is recommended for media to highlight the progress of institutes and organizations which are working over Peace education to get the attention of most of the public. It is suggested to Government of Pakistan to conduct frequent trainings, workshops, and seminars for teachers to train them regarding Peace education. Besides this, Govt. must take serious action to develop same curriculum for both Govt. and Private schools, as different type of schooling is widening the social divide, consequently, the most ignored could turn to be a source of violent conflicts.

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