

EXPLORING SECONDARY SCHOOL TEACHERS' UNDERSTANDING AND
PRACTICES OF PEACE AND SECURITY EDUCATION IN NEPAL: A
NARRATIVE INQUIRY

Madhav Khadka

A Dissertation

Submitted to
School of Education

in Partial Fulfillment of the Requirements for the Degree of
Master of Philosophy in Development Education

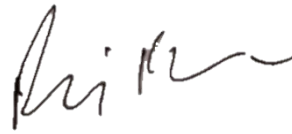
Kathmandu University
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AN ABSTRACT

of the dissertation of *Madhav Khadka* for the degree of *Master of Philosophy in Education (Development Studies)* presented on 27 April 2025, entitled *Exploring Secondary School Teachers' Understanding and Practices of Peace and Security Education in Nepal: A Narrative Inquiry*.

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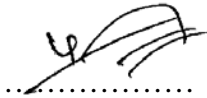
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Violence and a sense of insecurity in school spaces have been increasing globally. Integration of peace in school education fosters the value of peace and provides students with a sense of security in school as well. This study explores secondary school teachers' understanding and practices of peace in school education in Nepal through a narrative inquiry. This study collected the stories of the school teachers on their understanding as well as their practices of peace education. I selected thirteen secondary school teachers teaching in Kathmandu and Bajhang districts as research participants. For collecting stories from the participants, this study has adopted in-depth interviews, observations, and group discussions. The collected narratives from the participants were analysed using structuration theory. This study revealed that school teachers' understanding of peace and security education is limited due to the lack of adequate exposure to peace and security-related content in their pre-service and in-service trainings. As a result of limited knowledge and skills, mostly, the teachers are using *Kanthessori* (rote memorization) pedagogical approach and use *Dandessori* (corporal punishment) against the students who fail to memorize the lessons. The high prevalence of *Kanthessori* is perpetuating *Dandessori* in schools, resulting in the schools being an insecure space for many children in Nepal.

Teachers understood that the school environment is susceptible to various forms of violence and insecurity and necessitates the value of peace and security education in addressing these issues. While the teachers are unable to connect the

structural violence, the issue is the use of the rote learning method instead of child-friendly teaching and learning methods in schools. Despite these challenges, school teachers actively engage their students in classroom activities such as promoting diversity, value-based learning, participatory teaching methods, and community involvement based on available resources. Nonetheless, there are still practices like corporal punishment and verbal abuse of the students, especially in rural settings, undermining the principles of peace education. I conclude that *Kanthessori* is a major obstacle to peace education in Nepali schools.

The study concludes the importance of fostering teacher agency by transforming them to follow peaceful, safe and child-friendly pedagogy that is generally presented as *Montessori* approach, to inculcate peace in the mind of children and in making the school environment peaceful and safe. In addition, teachers should engage with parents, community leaders, local government representatives and the education system. It underscores the need for a policy framework, thematic curriculum integration, and continuous professional development to support teacher agency in Nepal.

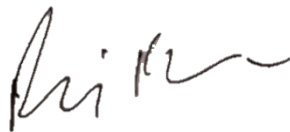


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27 April 2025

सोध सार

विकास शिक्षामा दर्शनशास्त्रको स्नातकोत्तर डिग्रीको लागि माधव खड्काको शोध प्रबन्धको शिर्षक " नेपालमा माध्यमिक विद्यालयका शिक्षकहरूको शान्ति र सुरक्षा शिक्षाप्रतिको बुझाइ र अभ्यासको अध्ययन: एक संकथन" १४ वैशाख २०८२ मा प्रस्तुत गरिएको थियो ।



राजकुमार ठुंगाना, पिएचडी
सोध निर्देशक

विद्यालयको वातावरणमा हिंसा र असुरक्षाको भावना विश्वव्यापी रूपमा व्याप्त छ । विद्यालयमा शान्ति शिक्षाको समावेशले शान्तिको प्रवर्धन गर्नुका साथै विद्यार्थीहरूलाई सुरक्षित महसुस गराउने कार्य गर्दछ । यस अध्ययनले नेपालको माध्यमिक विद्यालय शिक्षकहरूले शान्ति शिक्षालाई कसरी बुझ्छन् र अभ्यास गर्छन् भन्ने विषयमा कथात्मक अनुसन्धान मार्फत अन्वेषण गरिएको छ । अनुसन्धानका लागि काठमाडौं र बझाङ जिल्लाबाट १३ जना माध्यमिक विद्यालय शिक्षकहरू छनोट गरिएको थियो । गहिरो अन्तर्वार्ता, अवलोकन र सामूहिक छलफल गरि सहभागीहरूको भोगाइ तथा अनुभव उजागर गरिएको थियो । सङ्कलित कथालाई शिक्षक एजेन्सीको सिद्धान्त र संरचनात्मक सिद्धान्तको प्रयोग गरी विश्लेषण गरिएको छ । यस अध्ययनले शिक्षकहरूमा विशेष गरी पूर्व-सेवा तथा सेवा-कालीन तालिममा शान्ति सम्बन्धी सामग्रीहरूको अभावका कारण शान्ति र सुरक्षाको बुझाइ सीमित रहेको देखाउँछ । सीमित ज्ञान र सीपका कारण धेरैजसो शिक्षकहरूले कन्टेश्वरी (कण्ठस्थ गराउने) शिक्षण पद्धति प्रयोग गर्छन् र पाठ याद गर्न नसक्ने विद्यार्थीहरूलाई डण्डेश्वरी (शारीरिक सजाय) दिने गर्छन् । विद्यालयमा कन्टेश्वरीको प्रयोगले डण्डेश्वरीलाई प्रवर्द्धन गरिरहेको छ, जसले गर्दा धेरै बालबालिकाहरूका लागि विद्यालय असुरक्षित स्थल बनेको छ ।

शिक्षकहरूले विद्यालय वातावरणमा विभिन्न प्रकारका हिंसा र असुरक्षाको जोखिम रहेको कुरा बुझ्दछन् र शान्ति तथा सुरक्षा शिक्षाको महत्वलाई स्वीकार्छन् । तर, उनीहरू विद्यालयमा प्रयोग हुने पाठ याद गराउने पद्धति र संरचनात्मक हिंसाबीचको सम्बन्ध बुझ्न सकिरहेका छैनन् । यस्ता चुनौतीहरूका बाबजुद केही शिक्षकहरू विविधता प्रवर्द्धन, मूल्यमा आधारित सिकाइ, सहभागी विधिहरू, र समुदायको सहभागिता जस्ता गतिविधिमा विद्यार्थीहरूलाई संलग्न गराइरहेका छन् । तर, अझै पनि कतिपय ग्रामीण क्षेत्रहरूमा शिक्षकहरूले शारीरिक सजाय र दुर्व्यवहार जस्ता अभ्यासहरू प्रयोग गरिरहेकाछन्, जसले शान्ति शिक्षाका सिद्धान्तहरूलाई कमजोर बनाउँछ ।

यस अध्ययनले देखाउँछ कि कन्टेश्वरी नेपाली विद्यालयहरूमा शान्ति शिक्षाको लागि ठूलो बाधा बनेको छ । त्यसैले, शिक्षकहरूलाई मोन्टेश्वरी पद्धतिको आधारमा शान्तिपूर्ण, सुरक्षित, र बालमैत्री शिक्षण

पद्धति अपनाउन प्रेरित गरी शिक्षकहरूको क्षमता विकास गर्न आवश्यक छ । यो रूपान्तरणले बालबालिकाको मनमा शान्तिको भावना विकास गराउने र विद्यालयलाई शान्तिपूर्ण र सुरक्षित बनाउने मार्ग प्रशस्त गर्दछ । यसका साथै, शिक्षकहरूले अभिभावक, समुदायका अगुवा, स्थानीय सरकार तथा समग्र शिक्षा प्रणालीसँग सहकार्य गर्नुपर्छ । यस अध्ययनले नीतिगत व्यवस्था, पाठ्यक्रममा शान्ति र सुरक्षा सम्बन्धी विषयगत एकीकरण, र शिक्षकहरूको निरन्तर पेशागत अविवृद्धिको आवश्यकता औल्याएको छ जसले शिक्षकको क्षमतालाई सुदृढ पार्न सहयोग पुऱ्याउनेछ ।

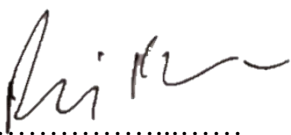


माधव खड्का
उपाधि उम्मेदवार

१४ वैशाख २०८२

This dissertation entitled *Exploring Secondary School Teachers' Understanding and Practices of Peace and Security Education in Nepal: A Narrative Inquiry*, was presented by *Madhav Khadka* on 27 April 2025.

APPROVED BY



27 April 2025

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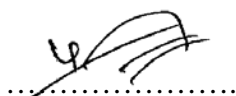
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I understand that my dissertation will become a part of the permanent collection of Kathmandu University Library. My signature below authorizes the release of my dissertation to any reader upon request for scholarly purposes.



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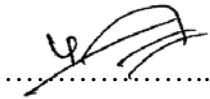
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DECLARATION

I hereby declare that this dissertation is my original work, and it has not been submitted for the candidature of any other degree at any other university.

A handwritten signature in black ink, consisting of a stylized 'M' followed by a series of loops and a horizontal stroke, positioned above a dotted line.

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27 April 2025

DEDICATION

To all my dedicated Gurus who have borne the profound responsibility of nurturing and shaping young minds with wisdom, patience, and unwavering commitment.

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ABBREVIATIONS

CDC	Curriculum Development Centre
CDO	Chief District Officer
CEHRD	Centre for Education and Human Resource Development
DDR	Disarmament, Demobilization and Reintegration
DOE	Department of Education
ECD	Early Childhood Development
GBV	Gender Based Violence
GCC	Gulf Cooperation Council
GK	General Knowledge
GoN	Government of Nepal
ICT	Information and Communications Technology
IQ	Intelligence Quotient
LAA	Local Administration Act
LTTE	Liberation Tigers of Tamil Eelam
MOD	Ministry of Defence
MoEST	Ministry of Education, Science and Technology
MOHA	Ministry of Home Affairs
NCF	National Curriculum Framework
NCED	National Centre for Educational Development
NEP	National Education Policy
NFE	Non-formal Education
NOC	No Objection Letter
NSC	National Security Council
SEE	Secondary Education Examination
SETA	Security Education, Training, and Awareness
TSC	Teachers Service Commission
UK	United Kingdom
UN	United Nations
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific and Cultural Organization

UNPO	United Nations Peacekeeping Operations
UNSC	United Nations Security Council
USA	United States of America
WMD	Weapons of Mass Destruction
WPS	Women, Peace and Security

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CHAPTER I

INTRODUCTION

In a remote area of one of the hilly districts, at the age of 11 and 12, I had to walk for two hours to reach school in the morning and another two hours to return home in the evening. Thus, four hours a day were spent just travelling to school. Physical and mental exhaustion did not allow me to stay awake in class. Many of the teachers used to ask us to read on our own while they kept standing at the door with a stick to intimidate the students. The effort of the teachers used to be spent on insulting, discouraging, humiliating, and punishing the students. Additionally, the availability of subject teachers, mainly English, Maths, and Science subjects, was a distant dream. The teachers used to be identified and recognized for their non-professional qualities among the students and the guardians. We never had the courage to discuss any issues. Similarly, I had to work and support my parents in their agricultural work, pushing my studies to a second priority. Most significantly, we experienced strict corporal punishments for every breach of the rules. We used to live in extreme fear while putting forward our interests and needs to teachers. Friendly, free, and frank interaction hardly used to take place in the class. Such an experience of a fearful and insecure environment in the school inspired me to study peace and security-related research. It took me about three decades to develop an interest in and understand the importance of peace and security in education. Amidst this horrible realization and retrospection of my school days, I began to wonder whether school teachers can attain a level of understanding of peace and security and practice the same in the school space. Hence, my major concerns are the ways in which the school teachers understand the concept of peace and security in education and how they practice it in the classroom.

The general concept of peace and security cannot be promoted by a single sector. Therefore, the role of education in promoting peace in education, including a sense of security in school, is critical. Here, I have dealt with peace and security education under the umbrella of peace education. However, I used peace and security education more prominently and interchangeably to highlight the importance of having a sense of security among learners and teachers in school as the central precondition for learning. Similarly, while recognising the importance of national

security, in this study, I defined the concept of security from the teacher's perspective, and as a need of teachers and students, so that learning can take place in a safer environment.

Context of the Study

Secondary-level students, generally aged 13 to 17 years, in Nepal, experience significant changes in physical, emotional, cognitive, and social dimensions. This phase marks the transition from puberty to adolescence, representing a critical stage of development characterized by profound transformations. Physically, adolescents undergo rapid growth, the development of secondary sexual characteristics, and shifts in body image, which can deeply impact their self-esteem (Santrock, 2019). Cognitively, they enter Piaget's 'formal operational stage' wherein they develop logical reasoning and problem-solving abilities (Steinberg, 2011). Emotionally, Erikson (1968) identifies this period as the stage of 'identity vs. role confusion', during which adolescents focus on forming a sense of self and personal identity. Socially, peer relationships take on significant importance, shaping behaviours, attitudes, and self-perception. Adolescents may also exhibit risk-taking behaviours as they explore autonomy and test boundaries (Wood, 2009). Hence, there are several opportunities as well as challenges at this stage of human life. Recognizing these novel developmental features in this stage, the role of secondary school teachers is crucial for creating a supportive environment.

Education, as a pivotal agent of socialization and social transformation, empowers citizens in peace and security (Farahani, 2014; Enu, 2016; Alabede, 2018). Particularly, the role of school teachers is noteworthy for educating children and instilling peace and security awareness. Peace and security awareness contribute to a harmonious individual, fostering peace within the family, society, country, and the world while also remaining vigilant about emerging threats and challenges (Khan, 2023). Peace and security have become crucial elements in education, gaining prominence in academia and, specifically, in school education (Bush & Saltarelli, 2000). Following the restoration of multiparty democracy in 1990, Nepal integrated peace education and multicultural education, including peace into its education system, mainly in school curricula and textbooks (Dhungana, 2021). Hence, the purpose of education is to prepare future citizens with essential knowledge, skills and attitudes to realise and recognise diversity and understand human dignity (Mishra et al., 2020).

The efficacy of peace and the sense of safety and security in a school setting are particularly pertinent in countries like Nepal due to its unique geostrategic location, political landscape, social fabric, cultural diversity, religious practices, and so forth (Upreti, 2006). Moreover, he further advances that Nepal experienced a decade-long armed insurgency from 1996 to 2006, followed by mass agitation that led to the abolishment of the monarchy, altering the country's political, social, cultural, religious, and administrative landscape. The ensuing transformation has given rise to various ideologies, increased brain drain and heightened public expectations within the globalized environment (Richmond, 2002). Additionally, there is a growing interest from neighbouring countries like India and China, as well as the Western world, resulting in the emergence of hybrid forms of security challenges in Nepal (Adhikari, 2024). Considering these circumstances, Nepal is likely to face diverse peace and security-related threats from both internal and external elements. For this purpose, it is essential to integrate peace and security education at the school level to prepare the children to be more active in protecting and promoting peace and security at the personal, societal and national level. School teachers' thorough understanding and practices of peace and security contribute to promoting and protecting peace and security.

Statement of the Problem

Nepali schools have historically served not only as academic institutions but also as an important platform for political activity, including cultural violence, often overshadowing educational purposes (Dhungana, 2020; Rai, 2018). The political instability and armed conflict in Nepal have made teachers and students vulnerable targets, creating a sense of insecurity within the school environment (Van Wessel & Van Hirtum, 2013). Despite these persistent challenges, meager policy and institutional efforts have been executed to embed peace and security in school education, research, or public discourse (Upreti, 2019).

Schools have not been a safer space for students for their learning. Students often hesitate to open up to their teachers due to the lack of trust and confidence towards their teachers (Pianta et al., 2012). Most significantly, pedagogy can also perpetuate violent norms in school (Krek, 2020). Teaching methods or educational practices themselves may unintentionally reinforce harmful behaviour or attitudes in the students. Studies have revealed that some teachers act as trusted mentors while others instil fear in the students, undermining student-teacher relationships (Glewwe

et al., 2009). A teacher's ability to understand and respond to students' emotional and social needs is crucial in building trust and fostering a sense of security. The UNESCO report 2016 has reflected that teachers of Nepal have played an important role in promoting inclusive education among disabled students (Sharma, 2019). Teachers who are well-versed in peace and security practices are better positioned to address broader social issues that affect students, families, communities, and the nation (Harris & Morrison, 2012). During our schooling, there were teachers who consistently motivated us and remained our genuine mentors, while others who instilled fear in us through corporal punishment could never foster peace, harmony, equality and justice in the school space. Hence, school teachers' positive orientation or behaviour towards students or practice of peace and security in school space makes a huge difference in promoting peace and security among students.

The socio-cultural and economic division within Nepali society is reflected in the classroom, contributing to exclusion, discrimination, and conflict (Dhungana, 2012, 2022). During our school days, there used to be student-led gang fights among ourselves due to caste-based, social or familial differences. The teachers' proactive and unbiased mediation played an important role in de-escalating students' conflicts; however, some teachers' biased decisions at times provoked anger, sparked debates, and created divisions among students. Therefore, Nepal's national curriculum framework for school education 2020 has come up with school teachers' substantial role to arrange peace and security in the school space.

In the broader context of the 21st century, like other nations, Nepal is experiencing emerging security threats such as climate change, pandemics, and natural disasters (Upreti, 2019). School teachers can play a vital role in raising awareness of these challenges by integrating peace and security education into classroom discussions, thereby preparing students to think critically and act responsibly. Specifically, Nepal's diverse society, characterized by multiple castes, ethnicities, and languages, faces peace and security challenges. Historically, Nepal's education system has perceived multiculturalism as a significant threat to national unity, and classrooms were structured to propagate uniformity, often disregarding cultural, linguistic, religious, and social diversities (Joshi, 2020; Dhungana, 2021). However, the 2015 Constitution officially recognizes Nepal as a multicultural and multilingual nation. Hence, school teachers must be equipped to embrace diversity and foster a spirit of unity and mutual respect among students, which are key to

nurturing peace and security in one's personal life, home, community, nation, and the world at large. Therefore, the discourse of school teachers' understanding and practices on peace and security in education is instrumental in the context of Nepal.

Purpose of the Study

This study explores the secondary school teachers' understanding and practices of peace and security in education.

Research Questions

To adequately explore the secondary school teachers' understanding and practices of peace and security education in Nepal, the following specific research questions are formulated.

1. In what ways do secondary school teachers understand the concept of peace and security education in Nepal?
2. How do secondary school teachers practice peace and security in education?

Significance of the Study

This study is significant for different individuals and institutions, exploring the secondary school teachers' understanding and practices of peace and security in school through teachers' narratives. By investigating the perceptions and practices of secondary school teachers in Nepal, this research significantly contributes to the discourse on peace education, highlighting its potential to transform classrooms into spaces that nurture harmony, critical thinking, and respect for diversity. It also offers practical insights for policymakers, pedagogues, researchers and stakeholders striving to promote peace and a sense of safety and security in school through education in Nepal.

Policy Significance

This study has significant implications for policy formulation, particularly within the context of the National Education Policy in Nepal. It has the potential to offer valuable insights into the implementation of integrating peace and a sense of security at the school level. Consequently, the conclusion from this research may contribute valuable perspectives to the national security policymakers as it addresses peace and security through education.

Pedagogical Significance

Integrating peace in education holds a meaningful pedagogical approach to education. Furthermore, peace and a sense of security awareness are among the major

competencies for secondary school teachers in shaping a peaceful society. Therefore, this study can present a model for integrating peace and a sense of security in school.

Research Significance

This study has the potential to broaden education research through peace, including the sense of safety and security dimension from conceptual, theoretical, and methodological outlooks. Likewise, peace and a sense of security in school efforts can be enhanced by integrating required themes in education. Hence, further research is recommended to seek peace and a sense of security in education and vice versa to benefit both.

Delimitations

This research had certain delimitations for the convenience of the study. The spectrum of peace and sense of security is quite broad. Hence, this study has been delimited to the secondary school teachers' basic understanding and classroom practices on peace and sense of security. This study has explored the peace education approach within the framework of educating for peace, education about peace and educating by peace for the purpose of the study, where the previous two concepts are related to understanding and the latter to practices. For the uniformity of the research work, the concept of peace and security has been inclusively used because peace cannot be attained without a sense of security.

Chapter Summary

Secondary school teachers' understanding and practices on peace and security are critical phenomena since they enhance and promote students' awareness in peace, safety and security, thereby assisting them in living peaceful lives, being conscious of contemporary security threats, contributing to the overall peacefulness and security of the self, society, nation, and the world. Peace and a sense of security in school are under-researched areas in academia, particularly in Nepal. Nepali education system has limited or relatively low recognition of peace and security education; rather, there is a high misconception that security is the responsibility of the security agencies. Thus, it is essential to promote peace and security through education, mainly through the education policies, curriculum, teacher training and classroom teaching and learning activities in Nepal.

CHAPTER II

LITERATURE REVIEW

This chapter discusses the conceptual, methodological, and theoretical aspects of the study. To explore the school teachers' understanding and practices on peace that includes safety and security in education, I conducted a discourse on how school teachers understand and practice peace, safety and security in the school environment. This study includes a peace education approach to explore the school teachers' understanding and practices of peace and security through Giddens' theory of structuration, particularly the idea of teacher agency (Priestley et al., 2012). I have organised this chapter into the thematic, empirical, policy, and theoretical review for providing a systematic overview of the concept of peace education, specifically emphasizing learners' security in school.

Conceptualizing Peace and Security

The concepts of peace and security were realized from the beginning of human civilization. Sagkal et al. (2016) state that peace is difficult to define, having multiple perspectives to describe the same. As they discuss, peace is not just the absence of all forms of violence; it requires many other things. Security is a significant prerequisite to realize peace, for instance, violence of any form is directly related to security, and peace cannot prevail without the elimination of such violence; however, peace requires many other components. Key Hindu texts and resources, such as the Veda, Upanishad, Ramayana, and Mahabharata, depict the whole world as one family and attempt to encourage the growth of its followers to foster their acceptance as all being part of one universal family together (Dhungana, 2014). Upanishads are one of the most ancient scriptures known to humanity, dating back around 2900 years. The following Peace Mantra is from the Upanishad, praying for universal peace.

ॐ द्यौः शान्ति, रन्तरिक्षं शान्ति, पृथ्वी शान्ति, राप शान्ति, रोषधय शान्ति, वनस्पतय शान्ति, विश्वे देवा शान्ति, ब्रह्म शान्ति,
सर्व शान्ति, शान्तिरेव शान्ति, सा मा शान्तिरेधि । ॐ शान्तिः शान्तिः शान्तिः ॥

My interpretation of the above text is that peace should rule all things living or not, no matter of its place on earth or within the endless universe. Hence, the concept of peace is broadly comprehensive, it expects prevalence of peace in everywhere and everything. Thus, peace is ubiquitous. Likewise, Manusmriti mentions,

ॐ सर्वे भवन्तु सुखिन, सर्वे सन्तु निरामया, सर्वे भद्राणि पश्यन्तु, मा कश्चिद्दुःखभाग्भवेत् ॥

My interpretation of the above line is that we need to let everyone experience happiness, be free from disease, witness goodness in life, be spared from suffering, and prevail peace everywhere. Education can play important role to foster peace education in society.

The essence of Buddhism is to bring about peace, well-being and happiness in mankind. In Buddhism, peace is the inner stillness, freedom from suffering, and liberation from craving, hatred, and ignorance (Yeh, 2006). Human beings' alienation from evil in their mind and behavior keeps them peaceful. Buddhism emphasizes the four noble truths: life involves suffering, the cause of suffering is craving, suffering can be ended by letting go of craving, and there is a path to end suffering. Likewise, the noble eightfold path to end suffering includes the use of right view, right intention, right speech, right action, right livelihood, right effort, right mindfulness and right concentration (Huxter, 2015). Hence, Buddhism is to make one peaceful, thereby prevailing peace amongst human beings. As mentioned in Dhammapada,

सर्वपापस्य अकरणं कुशलस्य उपसम्पदा ।
स्वचित्तपरियोदापनं एषा बुद्धानां शिक्षाः॥

Here, my interpretation is that to refrain from all evil, cultivate the good, and purify one's mind is the teaching of the Buddha. Attainment of peace in oneself brings peace in the family, society, nation and the world. Therefore, Eastern philosophy expresses peace in a more holistic way, seeking peace not only among living beings but also within non-living things, the Earth, and the entire universe.

Galtung (1969) discusses negative peace and positive peace, wherein negative peace denotes the absence of physical violence, whereas positive peace involves the presence of social and economic justice, equity and harmony. Peace, thus, not only incorporates the absence of war and violence but also the social and economic well-being of all. Hence, peace encompasses even security as its basic prerequisite. Therefore, negative and positive peace prepare the foundation of complete peace, be it in an individual, group, society, nation or the world.

Security is generally understood as the protection against intentional harm. It is the prevention of property damage, injury, and loss of life by unwanted human factors (Firesmith, 2003). With the establishment of the nation state, the rulers remained worried about the security of their territory, freedom of movement, and so forth. Traditional or state-centric security is to protect the sovereignty, independence, and territorial integrity of the nation, which is fundamentally ascertained using force

(Ripsman & Paul, 2010). However, non-traditional or human security is much broader and includes a wide range of dangers and threats to human existence (Purpura, 2007). This notion primarily includes individuals as an essential aspect of security. Srikanth (2014) posits that the protection of individuals from external aggression is a necessary condition for security, but it is not enough, and the present-day threats may be terrorism, hunger, denial of human rights, irrational use of natural resources, trade of illegal goods and so on.

The modern concept of security also encompasses protecting individuals from hunger, poverty, illness, epidemics, environmental harm, exploitation, and inhumane conditions (Swanstrom, 2010). In this background, security goes beyond conventional threats. Individual needs are more preferred in human security. Unlike the traditional notion of protecting one's own territory from foreign invasion, human security encompasses a wide range of individual and societal concerns. Thus, a broader perspective of security is covered in human security, which aims to reduce threats to individual well-being, covering socio-economic and political aspects like food security, healthcare, environmental stability, community support, and personal safety (Upreti et al., 2013). Moreover, United Nations Development Programme (UNDP) (1994) has advanced seven key areas of human security: economic, food, health, environment, personal, community, and political security. Hence, human security is more concerned with an individual's basic concerns that are required for day-to-day livelihood rather than the traditional notion of national security, which is more focused on safeguarding territorial integrity as well as deterring inimical states to ensure one's own territory.

Introducing Peace Education

Peace and security in education can be attained through peace education. Peace education encompasses a wide range of educational dimensions, including educating for peace, educating by peace and educating about peace (Danesh, 2006). Educating for peace is related to increasing peacefulness in self, social justice, harmonious relations with all. Educating by peace is to adopt peace pedagogy and educating about peace is concerned with the subject of peace or peace process (Standish & Joyce, 2017). This dimension of peace education has a broader spectrum for introducing peace and security in education. Peace education is a diverse field which generally entails several areas in the 21st century: international education, human rights education, development education, environment education and conflict

resolution education (Harris, 2004). International education basically includes the emerging areas in the world. Likewise, human rights education creates awareness of the rights of human beings as inherent rights. The development education incorporates several facets of human interests and benefits. Similarly, environmental education is correlated to safeguarding nature for future generations. And conflict resolution education awakens individuals to settle disputes of all types. Aspeslagh and Burns (1996) mentioned that peace education is based on the international system, peace, development, human rights, and environment. Thus, different scholars have underlined the scope of peace education differently. Hence, the aim of peace education is the prevalence of peace culture in the self, family, society, country and the world.

The people in the world are using educational tools to liberate themselves from direct and structural violence, and Harris and Howlett (2013) postulate that there will be peace educators if there are conflicts. Therefore, the role of peace educators becomes critical in the post-conflict context. School teachers as peace educators have a tremendous role to acquaint their students with peace and security. Hence, the secondary school teachers' understanding and practices of peace and security in education have been analysed through the approach to peace education.

Understanding peace and security in education involves fostering a culture that promotes non-violence, respect for diversity, and conflict resolution. It prepares individuals, especially teachers, to advocate for peace and harmony, ultimately contributing to a just and equitable society (Duckworth, 2015). It is the integration of the peace and security dimension in education, like nurturing an environment where students can learn, and teachers can teach in a free, fair and supportive atmosphere. It includes not only the absence of violence but also the promotion of respect, tolerance, and peaceful conflict resolution skills, which contribute to a stable society (Rieckmann, 2018).

To this study, understanding peace and security in education has been interrelated with educating for peace, educating about peace and educating by peace. Educating for peace is related to increasing social justice, and educating about peace is concerned with the subject of peace or the peace process (Standish & Joyce, 2017). Peace education may inculcate peace and security as indispensable content since peace cannot materialize without security. Peace education can be described as the process of gaining values and understanding, while cultivating the attitudes, skills,

and behaviours needed to live harmoniously with oneself, other people, and the natural world (Saroja, 2016). Hence, understanding peace and security in education helps students prevent violence, thereby contributing to peace and security.

The idea of integrating peace and security into education has significantly progressed in many nations, where it is understood as the process of teaching and learning concepts and real-life experiences essential for fostering peace and ensuring security (Al-Sakran, 2008, as cited in Al-Edwan, 2016). Similarly, it involves a range of strategies, actions, experiences, and preventive approaches aimed at safeguarding individuals from engaging in any form of criminal behaviour (Al-Basheer, 2005, as cited in Al-Edwan, 2016). Hence, peace and security in education also avert intentional harm to others and prepare a foundation for lasting peace.

Security awareness should be cultivated by teaching values and fostering positive attitudes toward security among students through curriculum and school activities (Al-Hoshan, 2004, as cited in Al-Edwan, 2016). This indicates that curricula and school activities require the incorporation of content on security in developing security awareness among the students. Social Studies is considered an important subject that includes concepts like human beings, their environment, and what is happening in this environment, such as interactions, social relations, behaviour, traditions, and customs (Al-Edwan, 2016). Thus, social subjects can be useful for imparting peace and security in the school.

Educating for peace increases social justice and reduces violence in society. Educating for peace is essential at all levels and members of academia to ensure borderless peace and security. To educate for peace is a vast and open-ended task; it does have some key fields on which to focus, however, it entails five general areas in the twenty-first century: international education, human rights education, development education, environment education, as well as conflict resolution education (Harris, 2004). Similarly, Aspeslagh and Burns (1996) organize peace education around five common themes: the international system, peace, development, human rights, and the environment. Likewise, Toh (2004) summarizes it through six themes: dismantling the culture of war, environmental peace, education for justice and compassion, human rights education, cultivating intercultural solidarity, and harnessing inner peace. Hence, different scholars have emphasized the contents of peace and security differently. However, the goal is the prevalence of peace culture in the self, family, society, country, and the world. According to Ekah (2021), peace

education provides individuals with the knowledge and abilities necessary to actively foster and create a culture of peace and non-violence. Olowo (2016) finds that the inclusion of peace education in Nigerian School curricula is required to reduce crime, violence, and other social vices in Nigeria. Hence, crime, violence, social vices, and social inequality can be abolished by implementing peace and security in education.

Educating about peace is concerned with the subject of peace or peace process (Standish & Joyce, 2017), which involves a broad spectrum of topics related to peaceful resolutions and processes encompassing various scenarios, instances, and narratives from around the globe, illustrating efforts to mitigate conflicts. Sharing such narratives among school-level students aids in understanding conflicts on a deeper level and fosters aspirations for a brighter future. These stories, whether depicting successes or setbacks, offer valuable lessons that serve as reminders for instilling values of peace and security (Howlett & Harris, 2010). Thus, educating about peace equips the students in adopting the peace process so that a secure and conducive environment can be created for human existence.

Practicing Peace in School Education

Teachers are responsible for engaging students in teaching and learning activities. Hence, the excellence of teachers is associated with what the students have achieved. Barber and Mourshed (2007) assert that the quality of the education system does not go beyond the quality of its teachers. Thus, the students' performance can relate to the teachers' performance. The World Bank review of 2012 highlights that effective schools are those that have good-quality teachers. Thus, the role of teachers remains instrumental in achieving the desired outcomes for the students.

Montessori has claimed that peace education aims to free the child from all types of restraints, promote love for others, and remove all barriers (Kester, 2010). The researcher further stresses that a teacher's pedagogy must substantially help build a peaceful world wherein they teach contemporary social, political, economic, and ecological problems by rectifying the root causes of insecurity and violence. Practising peace and security in education has been associated with Standish & Joyce's model of educating by peace, which is related to peace pedagogy and requires teachers to challenge the students by questioning, inspiring, and debating in a way that is favourable to peace. Hence, peace pedagogy is important in school education, wherein the teachers play a crucial role in harmonizing the situation and instilling peace and security awareness in the school children. The way school teachers

approach the students significantly affects how the students practise peace and security. Hence, school teachers' way of teaching which involves educating by peace, prepares the students to be aware of contemporary security threats, promoting peace, harmonizing their social relations and securing the school environment.

Competencies of School Teachers

Various knowledge, skills and attitudes are required for successful teaching and learning activities. As key classroom facilitators, school teachers play a pivotal role in developing peace and security awareness among the students. Their proficiency in the subject matter, ability to engage students in learning, positive interactions with the students, and integration of knowledge with skills and attitudes can significantly influence students' outcomes (Ten Dam & Volman, 2004). Therefore, school teachers need a range of competencies to meet the educational requirements of the day.

Department of Education and Training (2004) outlines a competency framework for teachers, consisting of three phases and five dimensions. Phase 1 begins with involving students in meaningful and suitable learning activities to promote teamwork within the school community. Likewise, dimension 1 opens up by facilitating student learning to form partnerships within the school community. Moreover, this competency model outlines key professional qualities for teachers, including being collaborative, committed, effective communicators, ethical, innovative, inclusive, positive, and reflective. It also emphasizes the need for teachers to adapt to the evolving needs of students. The secondary school teachers of Nepal are entrusted to educate students in puberty and adolescence. The students of this age group are to form partnerships within the school community, as mentioned in dimension 3 of the framework. Hence, the required competencies of the school teachers are more inclined to the teacher-student-community relationship, classroom strategies of the teachers, mobilization of the school community and so forth. These practices bring the teachers, students and school community in one educational domain, thereby keeping students aware of the context of present-day security threats and the peaceful existence of all. This competency model can thus contribute to the study of school teachers' peace and security understanding and practices.

Context of Peace Education at the School Level

Peace and security in education can be an important tool to introduce peace and security awareness in school education in countries like Nepal, where school

students face a lot of peace and security challenges. Peace and security in education aims to prepare one with knowledge, skills and attitudes who would recognize and respect the diversity and human dignity (Mishra et al., 2020). Hence, the introduction of peace and security awareness in school education helps to produce harmonious, cooperative and peaceful citizens with adequate consciousness on national and human security issues.

A study on peace education in the secondary schools of Mizoram found that the underlying cause of peace education is to teach love, sympathy, conviction, fairness and cooperation for all. It recommends that the government establish peace clubs and self-defence training centres in such schools towards promoting peace education (Mishra et al., 2020). Hence, this study emphasises peace and security awareness among school teachers so that they can instill knowledge, skill and attitude on peace and security to the students.

Another study on teachers' awareness of peace education found that 68% of the school teachers are aware of peace education, and 32% are unaware of the same and recommends that more serious efforts be taken in making the teachers aware of this concept (Singh et al., 2013). This reveals that there are still a large number of teachers who are unaware of peace education. Hence, adequate measures must be adopted to educate them on peace education.

Studying peace education, Danesh (2006) emphasizes the inclusion of the spiritual dimension in formulating curriculum, an invitation to serious discourse on peace academics and practitioners, and the resolution of conflict without creating new conflicts on this neglected issue of peace education. This study also thoroughly advocates the efficacy of practicing peace in school education.

Conducting research on conceptual awareness of peace education in elementary school teachers, Mahmood and Ashraf (2014) posit that the elementary school teachers must know the concept of holistic peace education, development based on justice, sustainable development, human solidarity, nonviolence, democratization and disarmament. Likewise, they recommend that the government introduce peace education in formal, informal, and non-formal education. Its other primary recommendation was to establish a UN-sponsored university, basically in each third-world country, to incorporate peace awareness in the mainstream education system compulsorily as a discipline. Here, this study discussed the contents that

school teachers should know and the incorporation of peace and security contents in the school curriculum.

Studying the effects of peace education in Nigeria, Olowo (2016) finds that the introduction of peace education in Nigerian School programs is required to diminish crime, violence and other social evils. Meanwhile, the researcher recommends that the training of teachers should be strengthened to allow the teachers to gain the fundamentals of peace and security.

Security is closely linked to education; the stronger the moral values instilled in students, the greater the security and stability in society. Therefore, schools must create curricula that address rapid changes and continue their mission to promote security education (Al-Edwan, 2016). A general study course on security education (with emergency management and disaster risk management education) has been proposed to generally sensitize all teachers (Iyamu & Edozie, 2015). Hence, security education also comprises those dimensions which are required during an emergency and the preparedness for an emergency.

Hu et al. (2022) reviewed a review of 80 articles published between 1998 and 2020 on employees' security-related intentions and behaviours and revealed that security education, training, and awareness (SETA) is a crucial strategy for reducing security risks in organizations. Therefore, SETA can play a key role for school teachers as well. Meanwhile, peace can't be ensured without security. Hence, this vividly necessitates the pertinence of peace and security in school education for the prevalence of more peaceful, secure and stable self, family, society, country and the world.

Policy Review

The United Nations Charter is the most dominant and internationally recognized policy to maintain international peace and security. The constitution of Nepal, the national security policy of Nepal and the local administration act of Nepal are the steering policies to arrange internal peace and security of Nepal. Furthermore, major documents to direct the Nepali school education include the national education policy, national curriculum framework for school education, school-level curricula, the Education Act, and the free and compulsory education act.

Peace and Security Arrangements in the Charter of the United Nations

The United Nations' (UN) Charter, which was convened in 1945, guides the conduct and activities to be accomplished by the United Nations. Article 1 of the

Charter states that the goal of the United Nations is to preserve international peace and security, and to achieve this, it aims to implement effective collective actions to prevent and eliminate threats to peace (UN Charter, 1945). The Security Council, as an organ of the United Nations, is responsible for peace and security arrangements in the world. In the context of increasing escalation of intra- or inter-conflict in different parts of the world, the UN's intervention becomes substantially paramount to de-escalate conflicts. In the post-conflict context, peacebuilding is mandatory, which resembles a long-term process of creating a favourable situation for sustainable peace. It may involve measures to reduce the risk of re-escalating conflict by consolidating national capabilities (United Nations Peacekeeping Operations, 2008). Hence, the United Nations is responsible for international peace and security through conflict prevention, peacemaking, peacebuilding, peacekeeping and peace enforcement. The United Nations has adopted several measures to settle conflicts around the world. However, the curriculum of secondary education, especially Social Studies, includes an introductory section on the United Nations, its organs, and Nepal's role in international peace. However, it does not link the role of education in international peace and security.

Constitution of Nepal

The Constitution of Nepal was constituted by the Constituent Assembly and promulgated in 2015. Regarding fundamental rights, compulsory and free education is guaranteed up to the basic level and free education up to the secondary level. In Article 266 of the constitution, there is a provision relating to national security which mentions that there will be the National Security Council under the chairmanship of the Prime Minister to make recommendations to the Government of Nepal for the formulation of policy on overall national interest, security and defence of Nepal. Likewise, Schedule 5 of the Constitution enlists the federal powers, including the protection of national unity, territorial integrity and national security as the domain of the federal government. Similarly, Schedule 6 is a list of State Powers, including the State police administration and peace and order. The local level government is profoundly involved and engaged in its area of responsibility, including peace and security, since it has direct touch with the people. Hence, maintaining peace and security is a holistic and fundamental responsibility of all tiers of government in Nepal. However, these aspects are not exclusively included in the secondary level curriculum of Nepal. The teachers' interplay with these concerns as an agency can

have a significant contribution in re/formulating education policy (structure) because their classroom discourse and policy formulation are mutually inclusive.

Local Administration Act 1971 of Nepal

Local Administration Act 1971 mentions that there will be a Chief District Officer in the district as the chairperson of the district security committee to maintain peace, order and security. CDO, in coordination with other security officials in the district, arranges peace and security in the respective district. However, such a legal provision as to how peace and security are arranged in the district has not been mentioned in the secondary education curriculum of Nepal.

National Security Policy 2016

National Security Policy 2016 mentions that freedom, sovereignty, territorial integrity, national unity, independence, dignity and social cohesion intact are Nepal's core national interests for achieving sustainable peace. The National Security Council, embodying the Prime Minister as the chairperson, formulates policies and recommends to the Government of Nepal to maintain peace and security in the country. However, the role of education is not recognised in Nepal's National Security Policy.

National Education Policy 2020

Nepal's National Education Policy was formulated in 2020, which mentions that education plays an important role in the country's sustainable peace, good governance, development and prosperity. It envisages engendering educated, civilized, healthy, and capable human resources through social justice, transformation, and prosperity. Likewise, the mission statement of this document is to develop competitive, techno-friendly, employment and production-oriented human resources through education. However, this policy regards some of its challenges as less privileged teachers, a little correlation between education and employment, secondary education not being entirely free, burgeoning educated unemployment in the market, education not being productive and research oriented, privately run schools being more profit oriented than services, lack of sufficient investment in education, lack of professional competence, morality and motivation in teachers, educational activity being more exam focused, lack of students' continuity in education, i.e. dropout, a large number of children outside school domain and so forth.

National education policy does not include an array of tangible contents on peace and security in the secondary-level education. Peace and security awareness

have a huge bearing on sensitizing the national education policy. The current education policy is more inclined to a modernistic educational approach and fails to comprise ethical and moral values and harmonious relations amongst students, teachers, societies, nations and international communities. Accordingly, it fails to incorporate essential elements like peace and security, without which peace, prosperity, harmony, coordination, and cooperation among students, teachers and surroundings cannot be ensured for holistic development and sustainable peace. Likewise, the constructive feedback of stakeholders such as teachers, students, guardians, along with the present and future demand of national and international markets, could have multiplied the efforts of the policy.

Peace Education in the National Curriculum Framework

The National Curriculum Framework for School Education came into existence in 2020 by the Curriculum Development Centre, Nepal. It provides a general outline of Nepal's school-level education while devising a 12-point national objective of school education. It outlines the structure of Nepal's school-level education from early childhood education, basic education (from grade 1 to 8) and secondary education (from grade 9 to 12). ECD is a major introduction to Nepal's school education as outlined in this framework. Meanwhile, secondary education is categorized into general, technical, vocational, and traditional. This framework devises major provisions of peace and security awareness in Nepal's school education, including education based on local needs, provision of local curriculum, Nepali tradition and value-based education, insertion of eastern philosophy in school-level education, research-based teaching and learning, introduction of mother tongue as medium of instruction in basic level education and so forth. There is some scattered content on peace and security; however, the concepts are not thematically integrated to holistically inculcate the concept of peace and security in secondary education.

The framework mentions that school education must focus on developing human resources dedicated to the nation, nationality, national unity, the federal democratic republic and Nepali speciality. These contents will help keep national awareness of peace and security. Likewise, this framework emphasizes sustainable development, protection of human rights, child rights, peace, social and gender equality, demography, protection of the environment and the issues related to social transformation. These contents may assure the concept of peace and security in the society, nation and the world. This framework also aims to enhance value-based

education by incorporating Nepali values and standards, peace, harmony, service and tolerance and developing collaboration and good character in the curriculum.

Similarly, it introduces the values such as truth, selflessness, service, independence, problem-solving, nonviolence, education based on local needs, conflict management, mutual dependence and critical thoughtfulness as essential instruments to promote peace and a sense of security in school through education.

This framework states to prepare sovereign, moral, well-charactered and responsible Nepali citizens dedicated to the nation and nationality who would respect the social and cultural diversity as the national objectives of school education. Furthermore, it bolsters socialisation and develops social harmony, tolerance and national unity. Likewise, the national objective of school education is to keep citizens aware of the preservation of natural, national and ecological resources and their utilization for sustainable development. It also aims to develop an individual with peace, human rights, equality, inclusiveness, equitable and social justice. It further envisages the preparation of expert and competitive human resources in modern science and technology in the national and international arena.

This framework also aims to keep the citizens aware of disaster management caused by climate change and natural and human-induced calamities, and their mitigation. Similarly, it encourages preserving and expanding Nepali art, culture, ideals, values, and standards. National Curriculum Framework for School Education explicitly entails certain standards of secondary education. It primarily aims to produce citizens who are responsive to the nation and nationality, human values, and democratic culture. Similarly, respect for diversity, harmony and coexistence are expected to be demonstrated by the Nepali citizens in the national and international arena. The exchange of effective communication for efficient learning, creativity and analytical thought is another milestone in the framework. It expects secondary level students to be sensible in preserving the environment, analysing natural and social events and exhibiting a positive outlook. Hence, the domain of peace and security is amply incorporated in the National Curriculum Framework for School Education 2020. However, the role of secondary school teachers seems dormant in further advancing the national curriculum framework for school education. Since school teachers are the ones to implement policy, their active role in policy formulation provides schools with a solid ground for encompassing educating for peace, educating about peace and educating by peace. The study suggests that developing contextual

curriculum and teacher training tools for peace education is possible, provided that the education system better recognises the teacher agency (Priestley et al., 2012) in the curriculum development process. The higher the level of mutual coordination between the curriculum development structure and teacher agency, the better the quality of the national curriculum framework may be developed.

Peace Education in Secondary Level (Grade 9 and 10) Curriculum

The secondary level (Grades 9 and 10) curriculum was prescribed by the Curriculum Development Centre (CDC), Nepal, in 2022. It is a 221-page document with six chapters, including introduction, structure and the subject-wise details of Nepali, English, Maths, Science and Technology and Social Studies. These five are the compulsory subjects of a general secondary school. All these subjects are of five credit hours with 160 hours annually, except for Social Studies, which has four credit hours with 128 hours annually. Each compulsory subject has an elaborated list including introduction, competencies, learning outcomes, elaboration matrix, principles of learning facilitation, learning resources, methods, techniques, activities and students' assessment process. Similarly, the first optional subject (a list of 42 different subjects in total) and the second optional subject (a list of 37 different subjects in total) are elective subjects in general secondary schools.

The curriculum has recognized the National Curriculum Framework and National Education Policy as its guiding principles. Nepali school education is a medium to prepare proficient and competitive citizens for prosperous nation-building based on social justice (CDC, 2021). The secondary level curriculum has emphasized strengthening social justice, which is directly associated with cherishing positive peace. Likewise, the curriculum aims to nurture sustainable development in the individual, society and the nation (CDC, 2021). This distinctively articulates that secondary level students must contribute to the sustainable development of society and the nation, which is well aligned with human security. Fundamental competencies of secondary level education are to assist the students in demonstrating a high level of moral values, sensitive to social harmony and ecological balance, and committed to conflict management and sustainable peace (CDC, 2021). The notions of ethical values, social harmony, ecological balance, conflict management and sustainable development have intimate relations with peace and security. Similarly, the mission of secondary level education is to respect the nation, nationality and national ideals, adopt socially accepted norms and cultures, have tolerance, be innovative, exhibit

ideal-based behaviour, successfully manage contemporary challenges and have a high degree of thought (CDC, 2021). This curriculum overtly mentions the patriotism-based ideals of peace. However, there is a lack of peacefulness in oneself as an international citizen to shape the scope of peace more comprehensively.

This curriculum exclusively entails 12-point national educational objectives, most aligned to augment peace and security awareness among school students. Those objectives revolve around enhancing nationalism, social tolerance, socialization, peace, human rights, Nepali-origin art and ideals, hazard mitigation, disaster management, social justice, inclusiveness and so forth. Hence, in one way or another, the national objectives of education amply reinforce school students' peace and security awareness. Its objective no. 6 mentions that every individual should be assisted in developing etiquette such as peace, human rights, equality, inclusiveness and social justice, thereby building an equitable, inclusive, just and socialist nation (CDC, 2021). Thus, it intends to incorporate peace and security awareness in secondary-level education.

There are 11-point competencies of secondary level education (grades 9 and 10) as mentioned in the curriculum. Competency no. 1 mentions that applying human values, ideals and democratic culture, the citizens should be sensible and responsible in promoting the nation and nationality (CDC, 2021). Similarly, competency no. 2 states that playing a role in building a civilized, well-cultured and equitable society adhering to diversity, reverence and co-existence, is acquainted with the national and international environment (CDC, 2021). Likewise, competency no. 8 quotes that analysing natural and social occurrences, comprehending/envisaging its consequences and exhibiting positive behaviour (CDC, 2021). Hence, many of the competencies of secondary level (grades 9 and 10) are well articulated to keep the students aware of peace and security.

In the secondary education (grade 9 and 10) compulsory subjects' curriculum, the subjects like Nepali, English and Social Studies contain the contents of peace and security, including cyber security, identification of social evils, fostering international relations, negative impacts of information and technology, human rights, conflict resolution, cybercrime and so forth. The curriculum has mentioned the concept related to peace and security arrangements as an important prerequisite for development. Likewise, it is envisioned to enhance peace culture, and the role of Nepal in international peace is an indispensable concept in peace and security. Hence, there are

several peace and security-related contents in the compulsory subjects of grades 9 and 10. However, there is a lack of thematic integration. Most significantly, it devises tools to regularly monitor and evaluate the students in the curriculum. This also fosters a strong and trusting relationship between teachers and students as an inevitable departure from peace and security practices in the classroom.

Peace Education in Secondary Level (Grade 11 and 12) Curriculum

The Secondary Level Curriculum (Grades 11 and 12) was designed by the Curriculum Development Centre, Government of Nepal, in 2019. The curriculum of grades 11 and 12 of general education incorporates Nepali, English and Social Studies/Life Skills Education as the compulsory subjects. Similarly, there is the first optional subject (a list of 15 different subjects), the second optional subject (a list of 15 different subjects), the third optional subject (a list of 28 different subjects) and one additional optional subject (a list of 21 different subjects) in the general education. This level of education expects students to demonstrate moral character, become sensitive to social harmony, be aware of ecological balance, remain dedicated to conflict management and sustainable peace. Likewise, respecting nation, nationality and national ideals, adopting socially accepted conduct and toleration, exhibiting ideal behaviour, managing contemporary challenges, the students of this level are expected to become independent, nationalistic, change-making and thoughtful to create an inclusive society (CDC, 2019).

Secondary Level (Grades 11 and 12) is the highest level of school education, which prepares the foundation for university education. The age range of this level of students is 15 to 16 years (CDC, 2019). There are 10-point competencies of this level of education, and most of them are inclined to nurturing peace and security in the students. Competency no. 1 of this level of education, as mentioned in the curriculum, asserts that assuming responsibility of sensible citizens for advancing the nation and nationality, one must adopt the culture of human values, beliefs and democratic norms. Likewise, competency no. 2 states that playing the role for building a civilized, well-cultured and equitable society adhering to diversity, goodwill and co-existence, accepting national and international atmosphere (CDC, 2019). Similarly, life skills, environmental preservation, sustainable development, demonstration of positive behaviour during natural and social incidents, and adoption of healthy lifestyles are other major competencies of this level of education. Inclusion of these

contents in the curriculum acknowledges that there are peace and security-related contents in the curriculum of secondary level (grades 11 and 12).

As mentioned in the grade 11 and 12 curriculum, there will be 205 school days in a year. Likewise, there will be 27 to 32 credit hours for one subject, where one credit hour is equivalent to 32 hours. One subject will have one hour per day. For the facilitation of learning, it has been exclusively stated that there will be student-centred and child-friendly teaching and learning activities. Similarly, the students' participation is ensured in planning, report writing, educational excursions, problem solving, exploratory studies, and progressive teaching as methods of teaching and learning. Moreover, it states that the teaching procedure must be more activity-oriented than theoretical. Teachers' role must be more of a facilitator, a motivator and an explorer. Most importantly, the classroom facilitation must be so inclusive that the students of all kinds of necessities and needs (disability, parentless and feeble, etc.). Furthermore, the provision of systematic and progressive student evaluation may help them learn in a better way. Hence, from content to classroom modality, methodology and assessment, the peace and security aspect is amply covered in the curriculum of grade 11 and 12 compulsory subjects.

Peace Education in the Curriculum of the Teachers' Service Commission

Teachers' Service Commission (TSC) of Nepal was established in 1999 and is responsible for recruiting qualified teachers and their promotion for the community schools across Nepal, providing teaching license following necessary procedures to those who want to teach in schools, designing the curriculum for a teaching license and administer the examination, providing necessary recommendation to MoEST in regard to teachers' services, conditions and privileges, developing the curriculum for the promotion of teachers (TSC, 1999). One of the key responsibilities of TSC is to design the curriculum for teaching licenses and to recruit and promote teachers.

The current secondary-level teaching license curriculum was designed by TSC in 2020. The teaching license exam is held for one hour and consists of 50 objective questions with two marks for each question. It holds broad categories such as general education, educational management, and teaching procedures. General education consists of six subchapters: Nepal's national education system, innovative thoughts in education, learning and child psychology, school community relations and local education plan, development of teachers' professional efficiency and quality education with 20 questions in the license exam (TSC, 1999). Similarly, educational

management and teaching procedure consist of eight subchapters with 30 marks in the license exam: educational governance and leadership, classroom management and educational plan, curriculum and student assistance system, teaching strategies and educational procedure, student evaluation, research and usage in education, information and communication technology and general intelligence quotient. At the same time, there are no contents to support teachers in prepared for the promotion of peace and a sense of security among students in school.

Looking at the contents of the teaching license curriculum, the aspirants of future teachers are expected to address the school space with child-friendly and student-centric teaching methods with sufficient leaning in child psychology, advance the relations between school and community, incorporate innovative means and media in education with adequate knowledge in the historical development of education, educational reformation, student evaluation and so forth. However, the objective type of test in the teaching license exam restricts the aspirants from internalizing the peace and security domain. Since the peace and security literacy of the teachers must be observed in action, reaction and behaviour, adopting the objective test may not suffice in understanding peace and security education. Moreover, some subjective types of questions in relation to peace and security content could have enhanced the peace and security horizon of the upcoming school teachers. Peace and security contents may not necessarily include a certain predesigned domain, but may incorporate critical and creative thinking development plans and programs. Critical and creative thinking of secondary school teachers may bring a lot of positive changes to the students.

TSC is responsible for designing the curriculum and recruiting school teachers in Nepal. It has already developed the curriculum for English, Math, Nepali, Science, Technology and Social Studies for the secondary level. The English curriculum is designed to have 10 questions, each with 10 marks. The first five questions are related to pedagogy, and the second five questions cover the cognitive level. It mostly covers various aspects of the English language, planning and designing of teaching materials, overviewing English language curriculum, research in the English language, professional development of English language teachers and so on. Likewise, regarding the Nepali curriculum, there are 10 questions, each carrying 10 marks, with a total of 100 marks. The first five questions are related to teaching methodology, and the second five are related to cognitive level. The curriculum covers Nepali grammar, literature, research, teaching methods, linguistics, learning facilitation and so on.

Likewise, the curriculum of Social Studies covers 10 questions, each question carrying 10 marks with a total of 100 marks. The total time to complete the exam is three hours. The first five questions cover teaching methodology, and the second five questions are related to cognitive level (TSC, 1999). The broad topics in it comprise the history of Nepal and the world, citizen awareness and constitution, economy and development of Nepal, Nepal's international relations and contemporary incidents, contemporary social issues and diversity management, and so forth.

The first part of the teachers' recruitment test is the objective test of 100 marks covering IQ, GK, and contemporary educational issues. Candidates who secure 50 percent on it can attend the subjective test of 100 marks, which will be on a subject-wise basis. Those candidates who succeed in this test will be asked to attend the interview for 25 marks. There is also the provision of an experimental class, but it is not in use (TSC, 1999). Looking at the entire process of teaching license, teacher selection and promotion, candidates' cognitive assessment is considered an important parameter of all types of tests. However, there is no mandatory provision or practice for assessing their peace and security awareness on a thematic basis, though the aspirants/candidates are evaluated based on their cognitive and pedagogical knowledge.

Peace Education Related Contents in Teacher Trainings

Teacher education curricula should include peace education, which will be more effective for students in solving conflicts peacefully as well as respecting the socio-economic status of people in society (Singh, 2013). Hence, teacher education is directly responsible for students' learning. The Centre for Education and Human Resource Development (CEHRD), established in 2019 under the Ministry of Education, Science, and Technology (MoEST) in Nepal, was formed by merging three central agencies: the Department of Education (DOE), the National Centre for Educational Development (NCED), and Non-formal Education (NFE). The CEHRD's functions are divided into three key areas: establishing school standards and managing grants, enhancing the capacity of teachers and educational staff, and promoting literacy and lifelong learning (CEHRD, 2019). CEHRD has three divisions: the educational planning and development division, the educational technology and nonformal division, and the human resource development division. The teacher training branch under the human resource development division is responsible for developing policies, directives and standardization of teacher training, curriculum

design, authorization, and directives for skills assessment and documentation (Centre for Education and Human Resource Development [CEHRD], 2019). Two types of teachers' training modules exist in the context of Nepal: short-term and long-term training sessions. The short-term training session runs for five days, and the long-term training package lasts one month. There is no distinct curriculum for peace and security during teacher training. However, this concept is delivered in social subjects. Since CEHRD is autonomous in designing and executing teacher training, it is its prerogative whether to incorporate peace and security aspects in teacher training or not.

There are several areas where teachers receive training. The declaration of 'Schools as Peace Zone' is a turning point in line with peace and security in the school space. This metaphor may have several connotations in terms of peace and security. This may mean that no political campaigns are permitted on the school premises. Likewise, it may mean that any form of violence in the school space is strictly forbidden. Similarly, any forms of punishment/corporal punishment involving inappropriate behaviour, bullying, harassment, beating, or flogging of students are not tolerated. Every individual has the right to education and can develop their personality. Hence, the teacher training does not seem comprehensive in Nepal, and the training content does not incorporate peace and security domains.

Peace Education in Some Other Countries

Finland's education is regarded as one of the best in the world and is believed to have outperformed many countries in global testing (Morgan, 2014). The major strengths of Finnish education are the exceptional commitment to fulfilling the fundamental needs of students, adopting the student-centred methods, and providing trained teachers recruited from the best in the country (Sarjala, 2013). This outlines that Finnish education policy emphasizes the contemporary needs and its compatibility with the resources. Finland's education pays attention to social values comprising equality, cooperation, strong commitment to competent teachers, justice, diversity, conversation, open-ended tests and strong welfare programs for the students (Sahlberg, 2012). Unlike many other education systems, Finnish education policy is based on equity, flexibility, creativity, teachers' professionalism and trust (Morgan, 2014). It seems that Finnish education is dedicated to enhancing students' creativity and respect for diversity.

Similarly, the South Asian country Sri Lanka, which was fighting against the LTTE until 2009, endeavours to eliminate the practices of harassment and violence in the educational domain by empowering law-enforcing authorities to handle the cases (Jayawardena & Jayawardena, 2016). Moreover, the study reveals that they allocate less weightage to summative tests and more to formative assessment as their fundamental tenet. Likewise, psychosocial support to the students and their career guidance, provision of project-based assignments, ensuring access to trained counsellors/therapists for the students, and student welfare are other major reforms in education (Presidential Task Force, 2020). This further manages to provision civics & ethics as core subjects, focusing on extracurricular activities. It equally emphasizes sports and encourages the students to interact with the environment. Sri Lankan education policy also focuses on activity-based learning for making responsible citizens with social and cultural values (Samarasinghe, 2021). It also values physical and mental relaxation of the students by eliminating disparities between rural and popular urban schools by enhancing the facilities in the rural schools, promoting a student-centred, participatory and active learning environment (Alawattegam, 2020). Hence, education policy is a dynamic process, and it is implemented to achieve the desired outcome. It can be deduced that the teachers' professionalism is the foundation for bringing excellence in education.

Anthony Giddens' Theory of Structuration

Anthony Giddens' theory of structuration has played a significant role in examining the interplay between structure and agency, addressing concepts like power, identities, contexts, and social systems (Ma, 2010). As developed by Giddens, three basic concepts, such as structure, agency, and structuration, prevail in the theory of structuration. In this research, the interplay between school teachers as individuals and the school education space as a social structure has been explored as a tool of the theory of structuration. Secondary school teachers' understanding and practices of peace and security in education are driven by the prevailing education system and policies. Selection of secondary school teachers commences with their teaching license test and recruitment test by TSC, and on-the-job training by CEHRD. Hence, their action as an agency is directed and guided by education policy and such policy guidelines get corrected, modified or changed based on school teachers' feedback, observations and comments. Since education is a dynamic process, secondary school teachers' understanding and practices must bring substantial changes in policy

guidelines as well as their activities must be aligned with the policy guidelines. Giddens specifies that structure and agency cannot be separated; that they are connected to one another, which Giddens has termed the 'duality of structure' (Lamsal, 2012). Hence, school teachers' social and educational behaviour and policy guidelines continue to operate steadily like the turning of a porter's spinning wheel. Therefore, Giddens' theory of structuration has been implemented for the purpose of this research. Secondary school teachers' teaching learning activities to promote peace and security education as an agency and school space as a structure are mutually inclusive. Their teaching and learning activities must guide the society and the nation in the right direction, thereby eliminating social evils, superstition, and conservative dogma. In turn, social harmony, cohesion, unity, and trust must be introduced into the classroom. Hence, the theory of structuration by Giddens has been associated with this research.

Giddens' view of human agency emphasizes the importance of individual actions. While social structures can both constrain and empower, the concept of structuration links structure and agency, providing continuity and flow, while also allowing for potential structural change (Whittington, 2010). Structure and agency mutually complete a cyclic process wherein one enables the other and cannot be separated from one another. Secondary school teachers' understanding and practices of peace and security education in Nepal can be well described through Giddens' theory of structuration, mainly the teacher agency. School teachers, students, guardians, educationists, researchers, and others make up the agency in education. However, for the purpose of this research, teacher agency (Priestley et al., 2012) is used as the overarching concept, recognising that teachers' understanding of peace and security is expected to be translated into action. On the other hand, the prevailing rules, systems, resources, and policies in education are the structure. School teachers' teaching and learning activities depend on education policy guidelines, sociocultural setting of the school and so forth. School teachers are guided by policy structure as well as the policy structure is updated based on gaps found by the school teachers. Therefore, Giddens' theory of structuration is best suited for the purpose of this research.

Taking Giddens' structuration theory as the sociological theory in reference, this study applied the concept of teacher agent, the theory adopted by Priestley et al. (2012). They conceptualised agency as the theory of action rather than the

sociological theory. They described that the agency is not what actors can do, but rather it is about what they do within the given context. “Agency denotes a ‘quality’ of the engagement of actors with temporal-relational contexts-for-action, not a quality of the actors themselves (p.3).” While using the theory of structuration, I concluded that the teachers as the agents of change are not about what they are able to do in school for the promotion of peace and making school a safe and secure place, but rather is the ability of actors in certain social context, instead what they are doing in school context.

Theoretical Framework

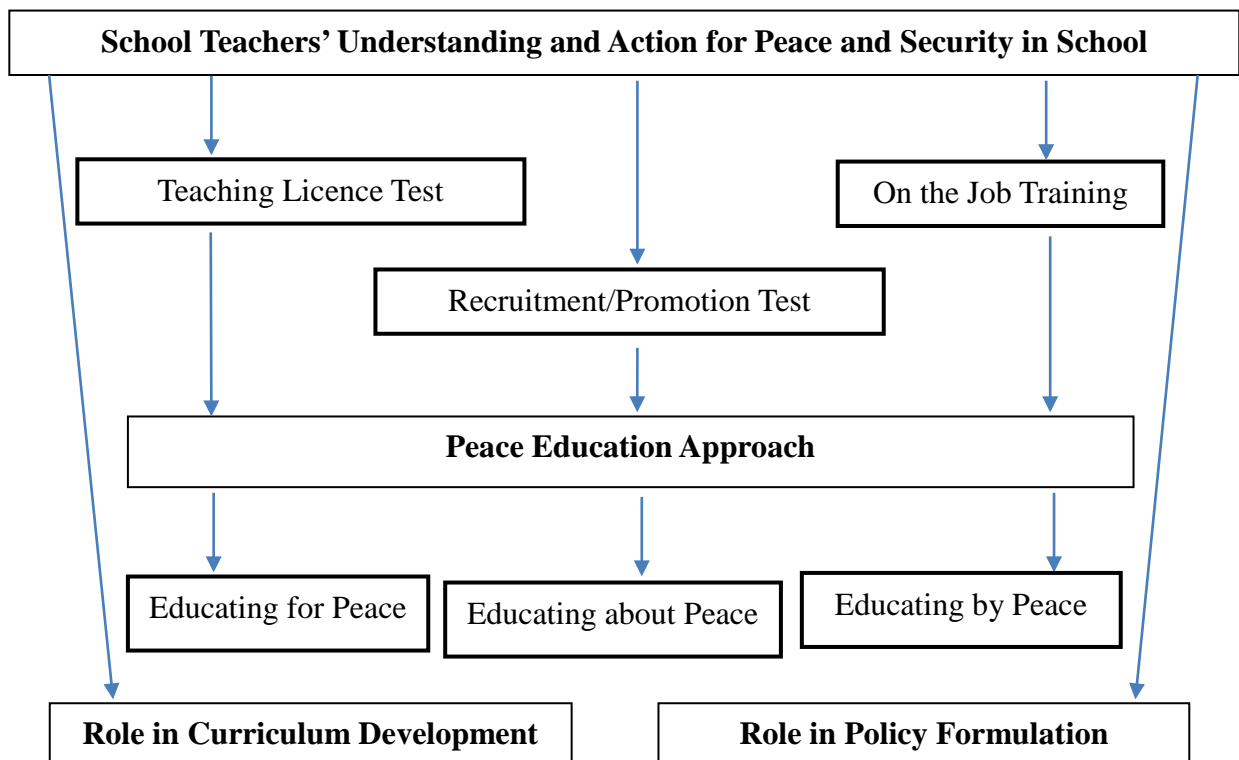
Peace and security are interrelated entities where peace cannot be attained without security, and security advances in peace. Thus, security is a major prerequisite for peace. Peace is not only the absence of war, violent conflict, or physical violence but the presence of social and economic justice, cooperation, and harmony. Meanwhile, security can be categorized as traditional/state/national security and non-traditional/human security. Traditional security is concerned with the conventional security notion, which focuses on territorial or border security through traditional means. In contrast, human security is a holistic notion incorporating individual security at the centre. Human security is not just territorial security; it refers to the security of individuals or people in terms of their political, social, environmental, economic, and cultural rights and choices (Alkire, 2003). Hence, human security is a modern concept of security which focuses on the security of an individual rather than the traditional notion of national security. Thus, peace and security have a wide range of contexts and contents in the modern-day world. In the present-day world, security threats are complex, uncertain, volatile and ambiguous. Likewise, peace is a very relative concept and cannot be understood in an absolute sense.

This study endeavours to explore secondary school teachers’ understanding and practices of peace and security in education. Given that peace and security are complex and interdependent phenomena, Harris’s model of the peace education framework has been implemented to explore the context. This model basically unveils three broader concepts: educating for peace, educating about peace, and educating by peace. Educating for peace brought the secondary school teachers’ understanding of the contents of peace and security. Likewise, educating about peace revealed the peace process mechanism adopted by the secondary school teachers in the school

environment. More specifically, educating about peace brought out how secondary school teachers handled the challenging/conflicting situation in the school space. Educating by peace, on the other hand, discusses peace pedagogy, which is the actual classroom activity adopted by the secondary school teachers. Secondary school teachers' knowledge, skill and attitude on peace and security are based on the curricula of teaching license test, school teachers' recruitment/promotion test and on-the-job training. Similarly, their involvement in school-level curriculum development and policy formulation makes a difference since they are the ones to implement, and they understand the areas of its shortfalls and strengths. Hence, school teachers' understanding and practices on peace and security in education have been analysed in relation to the peace education approach. Meanwhile, the theory of structuration by Giddens has been adopted to oversee the relationship between the prevailing education policies (structure) and the school teachers' understanding, leading to action that fosters peace and creates a school where students feel a sense of security.

Figure 1

Theoretical Framework of the Study



Research Gap

Several studies have been conducted on peace and security, mostly focusing on introducing the dimensions of peace education in school curricula, syllabuses, and textbooks; however, no substantial studies have been conducted on school teachers' understanding and practices of peace and security education. However, some studies recommend the inclusion of peace and security contents in formal, informal, and non-formal modes of education (Datzberger, 2017). There are studies which have recommended to establish peace education universities in third world countries (Omeje, 2015); however, the importance of peace and security education to secondary level school teachers is the purpose of this study. Some studies necessitate the importance of peace and security training for teachers (Harris, 2004), however, this study encompasses secondary school teachers' understanding and practices in peace and security education through their exposure from teaching licence test, recruitment test, on-the-job training and so forth. Most studies are based on curriculum and policy review; however, this study explores curriculum and policy review as well as secondary school teachers' understanding and practices through their in-depth narratives. Most importantly, this study also brought out the mutual relationship between the prevailing education policies (structure) and the secondary school teachers' role (agency) in reshaping/restructuring the concept of peace and security in education through the theory of structuration by Giddens.

Chapter Summary

This section unearthed the concepts of peace and security, operationalizing peace and security in education, understanding and practices on peace and security in education, competencies of school teachers, peace education approach, the practice of peace education in some other countries, the policy review on peace and security education in the context of Nepal, the research gap, and the theoretical framework of the study. The concepts of peace and security were realized with the genesis of human civilization. Peace is difficult to define; having multiple perspectives and security, such as the prevention of property damage, injury, and loss of life by unwanted human factors, is an essential prerequisite for peace. Galtung discusses negative and positive peace, where negative peace refers to the absence of physical violence, and positive peace is the presence of social/economic justice, equity, harmony, and

tranquillity. Looking at the guiding doctrines and frameworks of Nepali education, one can see that the peace and security domain is not sufficiently incorporated into education. United Nations is responsible for international peace and security. The Constitution of Nepal, National Security Council and Local Administration Act entrust security agencies to manage peace and security in Nepal, but there is no integration of education into peace and security. Likewise, National Education Policy, National Curriculum Framework for School Education, Secondary Level Curriculum, the curricula for teachers' selection by TSC and teachers' training modality of CEHRD contain scant peace and security content in a scattered manner without any thematic integration. Through the lens of peace education, the theory of structuration by Giddens has been adopted to oversee the relationship between the prevailing education policies and guidelines (structure) and the secondary school teachers' understanding and practices in reshaping/restructuring the concept of peace and security in education (agency).

CHAPTER III

RESEARCH METHODOLOGY

This section gives a detailed description of the philosophical standpoint and the methods of the study. Based on the philosophical standpoint, the researcher adopted the qualitative method with the narrative inquiry as an approach to the study to bring the secondary school teachers' understanding and practices on peace and security in education. Furthermore, this section includes the study's research design.

Philosophical Standpoint of the Research

The researcher's ontological and epistemological assumptions have been discussed as follows.

Ontological Assumption

The ontological assumption of the study is to see the nature of truth (Crotty, 1998). The ontological foundation of this study was to explore the nature of the existing reality in the research, wherein the researcher analysed secondary school teachers' understanding and practices on peace and security in education. The truth or reality in question differed from individual to individual. How the participants are exposed to the environment helps the researcher to cultivate the experiences and insights about the phenomenon differently (Ritchie et al., 2013). Since the school teachers had different perceptions of narratives and understandings, the researcher relied on multiple realities in relation to the secondary school teachers' understanding and practices of peace and security in education.

As knowledge is personal, subjective, and unique (Cohen et al., 2002), multiple realities exist in the school teachers' understanding of peace and security in education. Several components, such as the school teachers' and students' socioeconomic and psychosocial context, school environment, classroom setting, etc., are responsible for the school teachers' understanding of peace and security and their practices. Hence, such a diverse and multifaceted phenomenon is brought out subjectively. Thus, multiple realities had to be deeply explored, interpreted, and analysed as the ontological stance of this study.

Epistemological Assumption

In the search for knowledge, the ontology of multiple realities led the researcher to study secondary school teachers' understanding and practices of peace

and security in education. Epistemology refers to the science of knowledge and tries to discover the relationship between the knower and the known (Richard et al., 2003). Therefore, epistemology discusses the knowledge construction mechanism. The secondary school teachers' understanding and practices on peace and security in education were analysed through the peace education approach to generate new knowledge. The teachers' actions, interactions, and counteractions in experiencing and dealing with peace and security in education were the data for this study.

Research Design

The qualitative research method was adopted in this study. Burns and Grove (2009) posited that qualitative research is a systematic and subjective approach to highlighting and explaining daily life experiences. This research explained the daily life experiences, acts and actions of teachers in the school environment based on their experience and practices on peace and security in education. Therefore, the qualitative method is applicable in this study. Narrative inquiry was best suited for the study because it brings out the participants' lived experiences. Human experiences happen in a sequence that we call a story, and they emerge with the collaboration between researchers and participants (Connelly & Clandinin, 2000). Hence, this collaboration was established through the question-and-answer session between the researcher and the participants.

Scholars of narrative inquiry understand that, beyond being a discursive form, narrating is a basic, necessary, and fascinating human activity because narrative inquiry draws on narrating in daily life; a discussion about its qualities is foundational (Daiute, 2018). The narrative seems to copy life events. In this study, the researcher explored how the school teachers understood and practiced peace and security in education. Their understanding and classroom practices regarding peace and security were the source of knowledge for the researcher.

The basic postulation of the narrative method is that the participants are encouraged to tell stories, and the researcher makes sense of them (Figgou & Pavlopoulos, 2015). Hence, the participants' lived experiences, accounts, and stories became critical sources of knowledge for the researcher. Theories in educational research hold that humans are storytelling organisms who come up with their stories (Connelly & Clandinin, 1990). Hence, their stories were crucially important in this study. While presenting the experience of the participants, a researcher constructs and reconstructs personal social stories. Clark and Oswald (1996) have mentioned that our

story comes from the words and voices of the people involved. Narrative, therefore, captures both the individual and the context. Such a way of presenting the data helped the researcher organize the participants' experiences, thereby leading to the claim of knowledge. Through this process, the researcher develops a certain framework and presents the human experience of the world (Mendieta, 2013). The narrative is regarded as the primary scheme by which human existence is provided meaning (Polkinghorne, 1996). It is said that the human experience is always narrated. To explore the school teachers' competencies and practices on peace and security in education, their actual stories and interactions with the students at the school remained instrumental. Hence, narrative inquiry is most suited for this study.

Study Area and Participant Selection

To explore the school teachers' competencies and practices on peace and security education in Nepal, the researcher selected the urban and rural-based community secondary schools of Nepal based on information-rich cases. Parajuli and Das (2013) have argued that different plans, programs, projects, and strategies have been implemented for the quality of public education in Nepal, but the desired results have not been achieved. Hence, the community schools' academic performance is inadequate compared to the investment in them. Such community schools are the last option in urban areas and the only option in rural areas for parents. Therefore, I selected the community secondary schools of both rural and urban settings for the purpose of this research. Thus, I selected the community secondary schools in the Kathmandu and Bajhang districts.

The profile of the participants has been mentioned herewith.

Table 1

Participants' Profile

S/N	Participants (Pseudo Names)	District	Researcher's Reflective Notes
1.	Narad	Kathmandu	Was serious in nature but had a strong determination to educate the students. Was seeking for the role of teachers in policy formulation.
2.	Krish	Kathmandu	Was clever in terms of personality. Focused on teacher training as an important tool to attain peace and security awareness on the teachers.
3.	Haridwar	Kathmandu	Was a gentle teacher with a little oratory skill. Was worried that classroom was overloaded with a huge crowd of students.
4.	Dilu	Kathmandu	Was very gentle in nature. Focused on the ideal size of the classroom and teacher training for effective classroom activities.
5.	Chandu	Kathmandu	Was a gentle teacher. Did not like to speak much. Focus was more on facilities to the teachers.
6.	Shant	Kathmandu	Was an outspoken teacher who focused on the resourcefulness of the school in terms of teachers, teaching aids, infrastructure and so forth.
7.	Ramu	Bajhang	Was very gentle in terms of personality. Sought for the enriched resources and teacher friendly environment in the school for quality education.
8.	Rekdo	Bajhang	Was an energetic person and, was facing overcrowded classroom. Mentioned that quality education depends on quality of teachers.
9.	Rajesh	Bajhang	Was very active in terms of personality. Was worried of degrading quality of education due to the lack of proficient teachers and material resources in the schools.
10.	Himal	Bajhang	Had a good oratory skill and focused on moral education to all

11.	Janu	Bajhang	for peace and security. Had a gentle personality. Emphasized on a level of corporal punishment to maintain discipline in the classroom.
12.	Rupem	Bajhang	Was very conscious on the role and responsibilities of a teacher. Focused on peace and security awareness on teachers to benefit all.
13.	Bhakel	Bajhang	Was very conscious on safety and security of the students by delivering plenty of information by the teachers. Sought for the material resources in the schools for quality education.

Data Collection Technique

This research has adopted a qualitative method. The researcher prepared the checklist and interview guidelines based on the research questions. Firstly, the researcher developed certain open-ended questions and administered them to the participants. In this study, in-depth interviews and observations were the techniques used to collect data. In-depth interviews were conducted with the secondary-level teachers, and their classes were observed.

Data Collection in Two Districts of Nepal

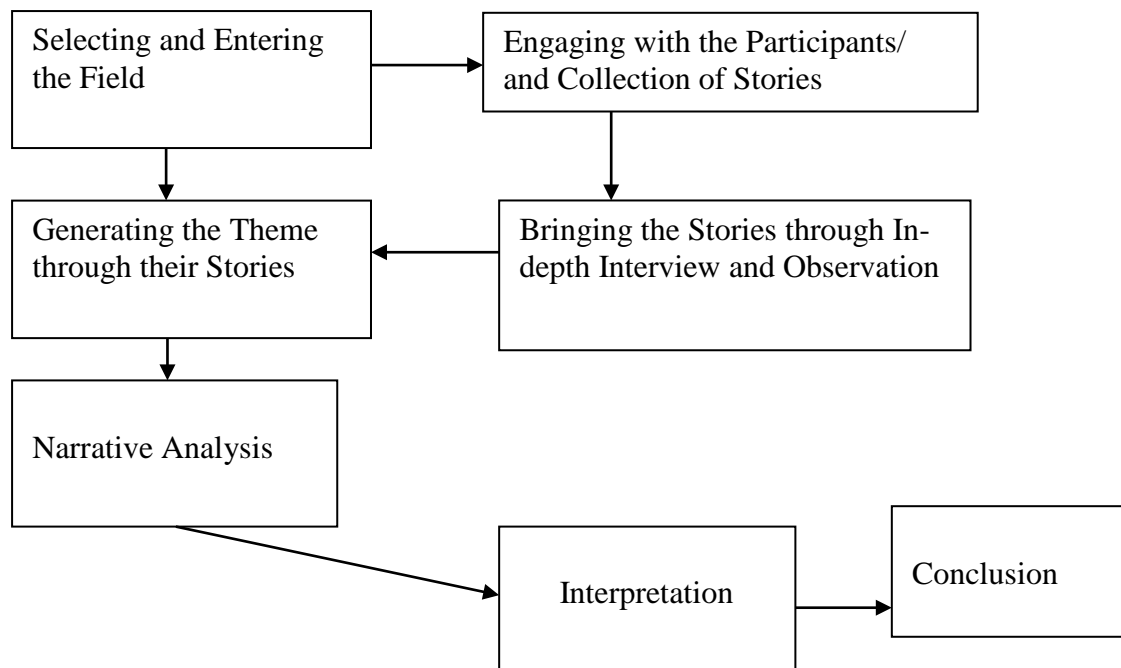
This study was conducted in public schools in Bajhang and Kathmandu districts of Nepal. The data were collected from the individual teachers as well as the group of teachers. The researcher visited the participants in their preferred locations, mostly schools, their houses, and local tea vendors, for in-depth interviews. The researcher telephoned, got the appointment, obtained the verbal consent of the participants, and commenced the interview. Initially, the researcher keenly listened to them and engaged in note-taking only, but later, the researcher realized the importance of recording the interview and followed the same procedure.

While collecting the data, the researcher used his personal network to connect with the participants. He found it relatively comfortable to access the participants in the rural areas. Some participants were grateful to the researcher for bringing their voices and opinions. However, it was a bit difficult in the urban setting. At times, the researcher felt that the participants were trying to escape the interview. The researcher realized that the participants were not interested in sharing information.

Data Interpretation and Analysis

Through the collected data in the form of field notes, stories, and reflections, the researcher coded, categorized, and thematized the data to draw findings and conclusions. The direct quotations of the participants were portrayed and analysed through the peace education approach and the structuration theory of Giddens to explore secondary school teachers' understanding and practices on peace and security in education.

Figure 2



Narrative Inquiry Design

Ensuring Trustworthiness

As mentioned by Creswell and Miller (2000), there is a general understanding that qualitative researchers need to establish that their studies are trustworthy. The researcher, hence, pays attention to maintaining credibility in this research.

Trustworthiness in narrative inquiry research rests upon several parameters. Firstly, the researcher allowed the participants to review their narratives and validate their interpretations through prolonged engagement (Lincoln & Guba, 1985). This prolonged engagement with the participants helped achieve credibility in the research process as well as the product. Likewise, to enable readers to assess the relevance of the findings to other settings, the research included thick descriptions of the context

(Creswell, 2013). The researcher's in-depth discussion with the participants, including the school setting, classroom environment, students' background, and the findings of this research, is relevant and based on an accurate description of the participants.

An audit trail was maintained to document all research decisions, data collection procedures, and analysis steps (Nowell et al., 2017). The researcher kept detailed notes about the research process, including decisions made during data collection and analysis. This helped the researcher understand how he followed the research procedure to make it trustworthy. Similarly, since this research followed narrative inquiry, the reflection of the researcher never shadows the participants' voices. Their narratives, opinions and views are authentic. Hence, trustworthiness remained a central concern of the researcher in this research.

This research seeks to maintain the researcher's research integrity throughout the research process. Likewise, a consistent research design needs to be ensured for that end. Similarly, the extent to which the research findings are applicable is another prerequisite for trustworthiness in qualitative research (Whitbeck, 1995). As the entire research effort is to ensure trustworthiness in the research, the researcher paid attention to gaining data by selecting participants based on information-rich cases.

Different participants from different public schools, as well as frequent meetings with the same participants, assisted the researcher in achieving trustworthiness. Likewise, the researcher's justice in data interpretation and analysis in the light of a range of narratives paved the way for achieving trustworthy findings and conclusions.

In the process of collecting data, the researcher adopted in-depth and engaged conversations to generate thick narrative stories so that I could document the lived experiences of the teachers, the key participants of this study (Clandinin, 2006). The researcher was always concerned with the consent of the participants and the confidentiality of the information they provided, even during interpretation and analysis.

Denzin (1998) asserts that thick descriptions are deep, dense, detailed accounts. The researcher revealed a detailed description of the participants' opinions and experiences through prolonged and continuous engagement, which enabled the researcher to bring out the issue elaborately. The accounts, hence, received were examined through the lens of interpretivism, integrating the researchers' reflexivity.

The pursuit of trustworthiness in both the process and product of the research was a major focus of the researcher in this study.

Ethical Considerations

A researcher must consider certain research ethics during the research process and the product. Creswell (2017) posits that ethical considerations concern the respect for individuals and sites related to research. Hence, a researcher is entitled to respect the participants and their sites. In this research, the researcher followed the ethics, values, and norms related to the participants and their surroundings based on the Kathmandu University guidelines. Moreover, the researcher's conscience was always vigilant in being respectful and thankful to all his participants and surroundings. According to Holloway and Wheeler (1995), the researcher maintained the following three major ethical concerns: informed consent, no deception, and confidentiality. Therefore, the researcher obtained verbal consent from the participants for meetings and conversations and recorded their voices. Similarly, the researcher didn't receive any information in a deceptive way. He mentioned all his realities as a researcher behind collecting the data and possible ways to maintain the confidentiality of the information. The participants were informed about the academic purpose of their narratives. The researcher, hence, maintained the utmost ethical consideration of the information provided by the participants.

Chapter Summary

This research was carried out under the interpretivist philosophical paradigm, considering ontology, epistemology, and qualitative methodology in relation to secondary school teachers' understanding and practices of peace and security in education. Since the researcher adopted narrative inquiry as its methodological consideration, in-depth interviews were carried out among the community school teachers from Kathmandu and Bajhang districts. Based on interview guidelines, the researcher administered in-depth interviews with the community secondary school teachers in the mentioned districts to collect data. Through the collected data in the form of field notes, stories, and reflections, the researcher coded, categorized, and thematized the data to draw findings and conclusions. Similarly, the researcher followed the ethics of data collection as per the Kathmandu University guidelines. The data were explored through thematic analysis.

CHAPTER IV

SCHOOL TEACHERS' UNDERSTANDING OF THE CONCEPT OF PEACE AND SECURITY IN EDUCATION

This chapter deals with secondary school teachers' understanding in relation to peace and security in education. Studies have reflected that peace and security are important components in education; however, this dimension is inadequately discussed in academia. This chapter thus deals with the secondary school teachers' understanding of peace and security education in Nepal. To present the issue in question, both rural and urban-based community secondary school teachers have been enquired to dig into the phenomenon to present the issue in question. The participants' views and the researcher's observation/reflection are the major departure from which to interpret their understanding regarding peace and security in education. In this process, the researcher employed the framework of peace education, focusing on both educating for peace and educating about peace. This involves examining how secondary school teachers understand the concepts and contents of peace and security, along with the approaches they use to resolve student conflicts. Accordingly, the study explored how these themes and strategies are integrated into the curriculum for teacher recruitment and promotion exams, teaching license tests, and in-service training programs. Additionally, the researcher examined the teachers' involvement in formulating education policies and developing school curricula.

Narrow Understanding of Peace and Security in Education

It was found that secondary school teachers understand peace and security with limited perspectives. They perceive safety and security as synonymous. The teachers provide safety briefings to the students during morning assemblies and regular classes. Such a safety awareness among the students has been considered a security measure by the teachers. However, safety and security are different disciplines. Safety focuses more on unintentional events and security on intentional malicious behaviour (Jore, 2019). If any harm is unintentionally caused to happen, then it is related to safety, whereas if someone is harmed due to anyone's intention to harm, injure or damage him/her, that is related to security. Security must encompass the intention to harm or injure someone. Hence, safety and security are different

concepts, and students must be educated accordingly. The teachers' understanding of security is limited and incomplete. According to Harris (2004), peace education encompasses several key thematic areas that promote nonviolence and social justice, including human rights education, conflict resolution education, international education, development education, and environmental education. Peace education, as a broader framework to include peace and security, entails a broader thematic area. Secondary school teachers' understanding of these areas enhances classroom practices on peace and security. Hence, a diverse domain of peace and security is not discussed and understood.

As a headteacher of one of the remote-based schools of Nepal, Bhakel has been teaching for 26 years and has been a headteacher for four years. He taught in another school for a long time and was transferred to the current school four years before becoming the headteacher. During the researcher's visit to the school, he was addressing the students about the importance of discipline in student life with a very melodious voice. He was found hard-working, meticulous and devoted to his work. His understanding of safety and security was synonymous. As per the participant,

All needs security. Peace and security are very important. At first, we brief the students on safety awareness, such as ditches, wooden planks, electric wires, etc., in the school. These are dangers. Going to the rooftop of the building, we convince them that, 'what should be life if fallen from the roof top?', 'Could you be secured or not?' Next is the drinking water, whether it is safe or not. Sometimes the food we eat might be expired or even poisonous. We advise them that the expiry date is mentioned, which you can understand. It is as bad as poison (Secondary School, Bhakel, 20 November 2023).

The participant was found to interchange the concepts of safety and security. They had been using these terms synonymously. As revealed by the participants, they keep their students aware of possible dangers such as walking on the rooftop, roaming around the ditches, playing with the wooden planks, and mishandling the electric appliances. Secondary school teachers' briefing their students on such safety precautions has a lot of bearing on their safety. However, it doesn't conceptually encompass the notion of peace and security. Safety refers to being protected from dangers that occur due to natural events or unintentional human mistakes. In this case, hazards come from either nature or accidental human errors. On the other hand, security involves protection from threats that are intentionally caused by people,

meaning the harm is deliberate and purposeful. While safety deals with accidental risks, security focuses on intentional actions that aim to cause harm (Bieder & Pettersen, 2020). While inquiring the participants regarding their exposure to peace and security, they reported that they were not informed on such contents in any of their courses, be it their university studies, teaching license test, teacher selection test or in-service training. They raised the importance of peace and security exposure in such content.

During our school days, we used to have long lectures from our school teachers, mostly from the school principal, on day-to-day safety issues. His focus used to be on personal safety. To reach school, there were two ways: one was a shorter but narrow cliffy foot trail, and the other was longer but easier. Most of the students wanted to follow the shorter one. Hence, the principal's emphasis usually used to be on this issue. He used to urge us to use the safer one. This implies that teachers' messages become very strong and convincing to persuade the students. The very safety briefing may have contributed to saving lives. Hence, safety and security awareness are essential in school education. However, the new notion of security goes beyond just protection from violence or threats. It also includes ensuring that individuals are free from hunger, poverty, diseases, and epidemics. Additionally, it covers safeguarding against environmental damage, exploitation, and inhumane treatment. This broader view of security emphasizes the overall well-being and dignity of people, not just physical safety (Swanstrom, 2010). This indicates that human security is a broader perspective and includes the security of an individual from all possible threats. However, school teachers' understanding of peace and security seems incomplete and narrow.

Secondary school teachers understand peace and security in education as the preparation for global citizenship. Their view is that many people leave the country after completing their school-level education, and their security awareness helps them to stay in the foreign land peacefully and securely. About 3.5 million Nepalis, which is around 14% of the country's total population, are working in other countries. Most of them are employed in Malaysia, the six Gulf Cooperation Council (GCC) countries, and India. This shows a significant portion of Nepal's population relies on foreign employment, particularly in these regions, for job opportunities and income (Simkhada et al., 2017). In the present-day globalized era, people are moving for several reasons. The movement of people from one place to another since the

beginning of human civilization is the desire to live in relative peace along with secure and prosperous social conditions (Upreti, 2019). Hence, people do not restrict themselves to a well-defined area. They are connected to the external world physically, virtually, educationally, economically, and socially (Martin & McLellan, 2013). Thus, people are moving to foreign lands willingly or forcibly. Peace and security awareness is mandatory not only for staying abroad but also required to stay in Nepal because the concern of individual security is a prerequisite. Whether people stay in Nepal or leave for abroad, assurance of peace and security is the most important. From a human security viewpoint, the idea and approach to security should focus on addressing the daily needs of individuals and communities. This means protecting people from all kinds of threats, no matter where they come from or what type they are. The goal is to ensure that people's basic well-being and safety are the priority in security efforts (Newman, 2022). Hence, peace and security must be understood from a broader perspective.

Limiting the scope of peace and security within national or international borders is against the fundamental essentiality of human security because human security is more concerned with the everyday needs of an individual and community. Thus, the secondary school teachers' understanding of peace and security in education in relation to the preparation for global citizenship is narrower and incomplete. Likewise, their perception of the synonymity of safety and security is also narrower and incomplete. Hence, secondary school teachers' broader, complete and comprehensive concept of peace and security can be developed through rigorous training on the subject, its adequate thematic integration in the school curriculum so that secondary school teachers as an important school agency and stakeholder may be capable of implementing education policy and school level curriculum as well as provide constructive feedback for its restructuring and reshaping. One of the participants elaborated,

People today do not stay here; they fly abroad. They must face a lot of problems there. They get cheated by others; they must cope with several problems relating to peace and security. So, if they get proper education about the forthcoming dangers in life and the risks encompassing different areas, Hence, they can feel safer wherever they go (Secondary School, Rekdo, 13 September 2023).

School teachers understand peace and security as a tool to ease one's stay abroad. As stated by the participant, combating impending security threats abroad requires a peace and security orientation. In the present-day context, migration abroad for employment, education and others has become a culture in Nepali society. According to the NOC (No Objection Certificate) branch of the Ministry of Education, Science and Technology, a total of 66,296 students have received the certificate until March 6 of the fiscal year 2024 (The Kathmandu Post, 2024). This has shown the increasing number of youths migrating abroad. Studies have reflected that the USA, Australia, the UK and European countries are the major destinations where many Nepali youths migrate. Likewise, many Nepalis are working in the Middle East and Gulf countries. So, to make migrants abroad stay more comfortable and easier, peace and security education is essential. Hence, school teachers are more concerned with the usefulness of peace and security education in relation to making a comfortable stay abroad. However, peace and security awareness are required to stay in Nepal as well. Recognizing Nepal's diversity in terms of language, culture, caste, ethnicity and so forth requires peace and security education in the classroom. Secondary school teachers' understanding of the subject keeps their students aware and vigilant about the same towards their peaceful livelihood. Moreover, if teachers are trained on these, they can raise their voices during curriculum or education policy formulation. When teachers receive specialized training, they can effectively advocate during curriculum and education policy reforms, ensuring student-centric changes (Cochran-Smith & Lytle, 2009). Therefore, secondary school teachers' understanding of limiting the peace and security domain to only abroad remains inadequate and incomplete. Thus, the contents of peace and security have been restricted by the school teachers. This limitation may be addressed through teacher training, integration of related themes in the curriculum, and teacher selection processes, allowing such understanding to be enhanced through structuration.

Violence and Insecurity as Part of Schooling

The secondary school teachers consider that school is a place where various types of violence take place. They view that due to the presence of a huge mass in the school, political and other movements have a growing interest in the school. The conditions in schools are unsafe and uncomfortable for both students and teachers. There are various forms of direct and indirect violence, which negatively affect students' physical and mental health (Eliasa et al., 2019). During our school days, the

class used to get disturbed to support the political campaigns, especially ahead of the election. Several people used to ask the teachers to stop the class. Sometimes they even used to scold the teachers to stop the class immediately. We used to have a fear since our teachers had to face threats in front of us. The history of education development in Nepal shows that public education has become one of the major agendas of politicians in Nepal (Pherali, 2011). This shows that political activities have a significant influence on school education. From the autocratic Rana regime to the Panchayat to the democratic and federal political development in Nepal, education has always been influenced by politics (Parajuli & Onta, 2021). School teachers were the victims of insurgency in Nepal, and schools became a key battlefield of the violent conflict (Pherali, 2011). Likewise, school students' clashes among themselves jeopardise the peace and security of the school. Any external efforts to fragment school students further escalate them to violence and insecurity. Moreover, school teachers' violent appearance to students creates fear and insecurity among the students. Teachers' corporal punishment, humiliation, and demotivation make the students feel insecure and violent (UNESCO, 2017). This global report shows that school violence and bullying are serious issues affecting students' learning and mental health. It emphasizes that violence from teachers or school staff can be as harmful as peer bullying. It supports the idea that teachers' violent behaviour leads to insecurity among students and affects their right to quality education.

Violence and insecurity need to be eliminated, and positive peace must be established in the school environment. Secondary school teachers' thorough understanding and practice of peace and security is more likely to mitigate violence of all types and promote positive peace in the family, society, nation and the world. Since school teachers are the major agents of school education, their role is vital in the implementation of peace and security regulations in the school premises. Furthermore, their constructive role in policy formulation helps to enhance peace and security since they are aware of the actual ground reality.

School teachers can also be trained by security experts and bureaucrats who are educated on the subject. Since the school teachers are expected to be knowledgeable and skilful in several affairs, their knowledge of the school curriculum and textbooks alone does not suffice. Hence, they can be educated on peace and security through a broader understanding of violence and insecurity to maintain peace and security in the school space, and their invaluable feedback can contribute

significantly to education policies and curricula. This mutually inclusive process consequently helps to attain a peaceful and secure family, society, nation and world.

Janu has been working as the headteacher at a secondary school for two years. Since he comes from a village a little further away, he cannot go to school and come back home. Hence, he stays in a rented house. He lives with his wife and kids. His kids are admitted to a nearby private boarding school. As the headteacher of a community school, he must manage many things in the school. He teaches science four periods per day and runs the school administration, too. During his tenure, he has faced gang fights among the students, particularly the secondary school students. Hence, his understanding of peace and security in education is to secure the school environment where several unwanted activities are imminent, as he reports.

Sometimes, gang fights take place among students. Though the reason seems so superficial, later it ends with a big and complicated result. As they are teenagers, they can't think of the forthcoming consequences. Last year, some of the students went for a gang fight, and we had to take the help of the police. Later, we convinced them and their parents (Secondary School, Janu, 15 November 2023).

As per the participant, school students are involved in gang fights time and again, even for simple reasons. Class teachers, school coordinator, and headteacher convince the students of their responsibility but at times, it breaks out. The participants view that school teachers play a vital role in promoting peace and resolving disputes peacefully within the school environment. Their engagement in the pacific settlement of disputes involves guiding students to resolve conflicts through dialogue, empathy, negotiation, and mediation rather than through corporal punishment. In our school days, there used to be fights among the students for several reasons, sometimes even causing severe injuries. Physically weak as well as gentle students had to suffer. The teachers used to try to settle the disputes at school; however, sometimes it would reach beyond their control. Teachers who model peaceful behaviour and guide students in cooperative problem-solving become instrumental in the peaceful settlement of disputes in school environments (Harris, 2004). As per the participant, a tiny cause would be enough to ignite them to gang fights. They had to work hard to pacify the furious students. The teachers understand peace and security as something that is being challenged in schools, and hence, their role is crucial in the peace process as well. Unfortunately, schools are increasingly

becoming places where different forms of violence occur, including direct physical harm, structural inequality, cultural conflicts, and strained relationships. This means that violence in schools is not just physical but can also come from unfair systems and negative social interactions (Carter & Dhungana, 2024). Education is seen as one of the main ways to encourage a culture of peace and non-violence. Schools play a key role in spreading values of harmony and preventing conflict, helping to build a more peaceful society (Chaban, 2018). Educators can lead in promoting peace in schools and their communities (Bradley-Levine & Zainulabdin, 2020, as cited in Carter & Dhungana, 2024). Since insecurity and violence often take place in school, the role of school teachers becomes crucial to settle their disputes. Hence, school teachers understand peace and security as an important asset to settle insecurity and violence amongst students. This evidently demonstrates a need for peace and security awareness on the part of school teachers, which can be enhanced through the arrangement of peace education content during higher studies, teacher licence test, teacher recruitment test, in-service teacher training and so on. School teachers have stated that the current content is insufficient and lacks thematic coherence regarding peace and security.

Political involvement in education has caused divisions in Nepal, with students, teachers, school management, and parents disagreeing over political beliefs. This has led to conflicts between them, and as a result, they have lost sight of their shared goal: providing quality education to children. The focus on politics has overshadowed the primary purpose of schools, which is to educate (Dhungana, 2012). A school is a place where there is the interest of several sections of people, including party politics. I have experienced political campaigns in school. They used to abruptly stop the class and engage the students in their campaigns. As a result, there used to be divisions or even fights amongst the students. The government of Nepal's policy to declare schools a zone of peace has not been adequately implemented. Hence, careful handling of such conflicts rests with the school teachers. As an essential agency in the school space, teachers understand the sociocultural, economic, and societal dynamics of the students. Their understanding of peace and security is not only related to comprehending school-level insecurity and violence, but to manage such violence, instilling peacefulness, harmony and cooperation amongst the students. Therefore, there is always an interplay between school teachers as an agency and school space as a structure.

Peace and Security in Education to Counter Unprecedented Security Threats

Secondary school teachers understand that Nepal is more likely to face unprecedented national and international security threats. Upreti (2023) also mentions that Nepal could face serious, unexpected security challenges in the future if it doesn't begin taking proactive steps. This implies that unless Nepal starts planning and addressing these risks, it might encounter difficult security challenges that are different from traditional threats. In the globalized world, threats are rapidly changing. As the global political situation changed, a wider understanding of security became more accepted. This new concept includes not just conventional threats, but also socio-economic and environmental issues like resource shortages, climate change, water-sharing conflicts, deforestation, food and health security, and large-scale migration. The participants also agree that human beings are encountering several challenges. The idea of security now covers a broader range of challenges that affect people's well-being and the environment, not just traditional threats (Swain, 2012). The writer further claims that the evolving processes not only pose critical challenges but also provide remarkable opportunities for cooperation and collaboration among and within various stakeholders.

School teachers agree with the idea that education can counter violence (Carter & Dhungana, 2024) and insecurity. Education can bring about positive changes in several serious unconventional security issues, including water shortages, poor governance, epidemics and pandemics, food insecurity, disaster vulnerability, misuse of technology, frequent natural disasters, refugee crises, and rising religious extremism. This necessitates the need for peace and security education. Communities can better address these challenges and work towards solutions, leading to a more secure and stable environment (Upreti, 2023). Secondary school teachers' awareness of peace and security can sensitize the students to possible peace and security threats. The participants have viewed that if students are educated on the detrimental sides of junk food, health hazards caused by smoking and alcohol, their health gets better as well as they can raise awareness in the family and society. School teachers obviously serve as the medium for causing the result of policy as they carry it into schools and classrooms and deliver it to pupils (Brain et al., 2006). Hence, curriculum and/or education policy formulation and implementation are important to bring social changes. School teachers' understanding of these contents helps implement such

policies; however, policy documents and school curricula do not support it. The participants have argued that they are not exposed to peace and security-related content in any of their academic programs. They further view that their exposure to peace and security contents as well as active participation in policy formulation may reform in school education since they are the ones who know the ground reality. Likewise, their agency helps to implement the true spirit of the curriculum.

Rekdo was born, raised, and educated near the capital city. After earning her master's degree in Kathmandu, she began teaching at a private school in her hometown. She later got married and moved to a remote area with her husband, where she began a new chapter of her life filled with challenges. There, she took up a job at a private office. After becoming a mother, managing office work became increasingly difficult for her. Later, both husband and wife prepared for the Teacher Service Commission examination. Fortunately, they both passed and were appointed to the same school located next to their home. This brought significant relief to their livelihood and stability. However, she expressed concern that Nepal is currently facing or may be facing various security threats. She further reported,

There are various threats around us. We don't need to go far, around us, to see evils, threats or bad things. Our country is going through a critical stage, and we need to consider the influence of national and international threats. Our neighbours never think well of us but want to push us into problems. We hear many problems in the news. They say climate change, cyber-attack, disaster, pandemic and many more. There should be content like this to our students. There's not enough initiative at present (Secondary School, Rekdo, 13 September 2023).

As the participant narrated, the present-day world is facing unprecedented security threats, especially in the realm of human security. Nepal is experiencing several threats both domestically and internationally. The participant posits that there are evils, threats or bad things, including the effects of climate change, cyber-attacks, disasters, pandemics, etc., around human beings. Meanwhile, scholars have mentioned that Nepal is in a fragile location between powerful countries that use both gentle persuasion and strong tactics to influence Nepal, making it hard to manage its relationships with these big trade partners and competitors (Ghimire, 2021). Similarly, unconventional security issues like resource shortages, the impacts of climate change, insecurity in livelihoods, environmental threats, food and water shortages, health

risks, natural disasters, and pandemics have become essential components of security. These concerns go beyond traditional security issues that focus mainly on protecting a country's sovereignty and territory. Peace and security include a wider range of challenges that affect people's lives and well-being, not just national defence (Upreti et al., 2013). However, the students at the secondary level are not acquainted with such threats and challenges. The participant agrees that no tangible content has been adequately incorporated to keep the students aware of peace and security. Hence, educating for peace includes the contents for a peaceful and secure livelihood. The participants understand that Nepal faces numerous domestic and international threats, and they appeal to incorporate peace and security contents in secondary education.

Local Level Initiatives for Peace and Security Orientation

Participants have expressed that there should be greater engagement at the local level in the advancement of peace and security in education. They have emphasized that local authorities can play a crucial role in creating a platform for the multisectoral development of school teachers, including enhancing their awareness of peace and security. Nepal's legal framework delegates school-level education to local authorities, making them responsible for both the personal and professional development of school teachers. Likewise, scholars have mentioned that school is a place where many people from various corners join hands for the benefit and interest of children. A single unit or an individual may not be the sole representative of the school system that would give the whole meaning of the whole school (Bidwell, 2013). So, to enhance the school teachers' awareness of peace and security, the local level's presence should be dominant, and it can be accomplished by introducing a vibrant local curriculum. As mentioned by one of the participants,

Currently, the condition of our education is degrading. Even though we have introduced skill-based education, the content is limited, and there is no proper implementation. Introducing peace and security education at the secondary level will have a positive impact. If the local level governments focus on cultural, social, and custom aspects, addressing diversity, moral values, peace and harmony through local level curricula, there will be success (Secondary School, Janu, 15 December 2023).

After the promulgation of the constitution 2015, Nepal is declared a federal democratic republic nation where the power is exercised in three tiers: federal, provincial and local levels. Schedule 8 of the Constitution enlists the power of the

local level government, including basic and secondary education. In line with the constitutional provision, the local level government is entitled to incorporate social, cultural and customary aspects in secondary level education to enhance peace and security education. Accordingly, the participants understand that peace and security can be enhanced through local-level government's proactive engagement, more specifically, incorporation of peace and security-related contents like cultural, social, and customary aspects, addressing diversity, moral values, peace and harmony in local curriculum. Likewise, the participants emphasize teacher training, which encompasses peace and security. The participant further added,

Local-level government can make its curriculum for the school level. The contents which are not included in the curricula by the curriculum development centre can be included in the local curriculum. After that, the teachers as well as children will have an awareness of peace and security, they can secure themselves, their family and society.

The participants remark that the dearth of peace and security content in the secondary level curriculum can be compensated through local curriculum at the local level of government. It further states that the launching of peace and security through the local curriculum will keep the students aware of the security of self, family, society and nation. Luke and Gore (2014) pointed out that critical pedagogy is not just a single-strategy approach to empowerment and liberation; it needs to adapt to specific local situations and requirements. This implies that school teachers can assess the unique challenges and needs of their communities through education, allowing the teaching methods to evolve and be more relevant. In other words, effective critical pedagogy considers the local environment to better support students and promote meaningful change. The constitution of Nepal 2015 authorises law-making authority to the local-level governments too. They entertain certain executive powers in the form of the village executive body, village assembly body, and judicial committee (Acharya, 2018). The local government may be proactive and inclusive to incorporate the contents like self-peace, social harmony, equality and cooperation among school teachers and students in the local curriculum. Likewise, they must train school teachers on such content for raising their peace and security awareness, as per the participants.

National Curriculum Framework for School Education and the subsequent secondary school curriculum have the provision to plan and execute a local

curriculum at the school level. Thus, school teachers understand peace and security in education as an inevitable entity, which can be fostered through teacher training and the use of local curriculum, since adequate content has not been arranged in the current curriculum. Hence, while arranging local curriculum, as per the participants, school teachers can contribute substantially to the upgradation of peace and security in education. As mentioned in the theory of structuration, teachers as an agency may contribute to formulate local curriculum as well as the same local curriculum may be an instructional guidance to the school teachers. School teachers' understanding of peace and security brings substantial changes in the peace and security of everyone. Thus, peace and security-related content and its thematic integration in local level curriculum becomes a major initiative to enhance school teachers' understanding of peace and security.

Legal Awareness to Promote Peace and Security

One of the participants emphasized school teachers' legal awareness as a departure to achieving peace and security. As per them, their understanding on legal awareness especially the fundamental rights of the constitution, the things we can do and cannot do, our duties and responsibilities as a citizen, the latest codification and acts mentioning the child rights, United Nations standard for child rights, social consent, provision of punishments against the crime, provision of child rights and our responsibilities, good touch, bad touch, child abuse at home and school are the contents of peace and security. Hence, their explicit assumption was that if school teachers are legally intelligent, they can educate students better. As further stated by the participant,

Peace and security awareness are inevitable for secondary level teachers. The curriculum of secondary level should be composed around issues like social consent, provision of punishments against the crime, provision of child rights and our responsibilities, good touch, bad touch, practices of child abuse at home and school, etc. School teachers must be aware of legal provisions so that peace and security may prevail in the classroom (Secondary School, Shant, 15 November 2023).

The participant understands peace and security in education as comprehending legal provisions. There are several national and international laws, directives, provisions and practices. The United Nations declarations and instruments must be endorsed by its member states. There may be bilateral or multilateral treaties amongst

nations. As per the participant, school teachers must be informed of such legal provision so that they can be aware of their students and the society. This implies that while these documents may not have the force of law, they can influence behaviours and attitudes toward promoting peace education through their moral authority (Page, 2008). Knowledge of the legal guidelines mandatorily helps people to abide by them. School teachers are required to comprehend the existing rules and regulations so that they can follow and help students abide by the same as part of peace and security education. Hence, school teachers' understanding of peace and security in education also means being aware of national, regional, international laws, directives, treaties, and conventions. School teachers as an agency can educate themselves, their students and their surroundings on legal provisions, as well as their contribution in curriculum and education policy formulation as well as its implementation, become meaningful in the prevalence of peace and security.

Positive Peace as a Basis for Peace and Security

Peace theorists argue that peace may be holistically achieved through addressing the underlying structural issues, such as caste-based discrimination, economic inequality and political oppression (Rinker, 2009). Promoting school-based formative and action research to foster democracy and civic awareness; mobilizing students as community volunteers; enhancing school democracy and governance are some other curricular and co-curricular initiatives to promote civic and democratic education in Nepal (Dhungana & Dhungel, 2015). The kind of all forms of discrimination can be analysed through civic and democratic education. The participants understand that there must be cooperation, harmony and non-discrimination in the school to preserve and promote peace and security. Teachers and stakeholders need to work together, nurturing the value of 'celebrating diversity' through peace education (Dhungana, 2021). This evidently reveals that everyone in the school space must respect and recognize each other to invite peace and harmony. Hence, school teachers understand the importance of positive peace as a basis for peace and security. School teachers as an agency may help address all types of discrimination in the school environment and recommend valuable insights to policy and curriculum formulation. As stated by the participant,

For peace, we must cooperate with each other. Males and females must harmoniously assist each other. One shouldn't humiliate others. There must be an environment where no discrimination exists. Once we enter the school or

classroom, we must think that we are siblings of the same parents. There should be no humiliation of others. If any one of them is involved in such inhuman behaviour, we persuade him/her. There should be no talk of big or small, rich or poor, but the same to each other. If any weakness occurs in anyone, it must be rectified immediately. Everyone needs to realize their own weakness. This is how peace prevails, and an educative environment takes place (Secondary School, Bhakel, 20 November 2023).

As stated by the participant, positive peace is a basis for peace and security. Grewal (2003) also opines that positive peace tries to attain peace through peaceful means and always seeks to understand conditions preventing violence as a higher ideal than negative peace. The participants focus on cooperation, harmony, exchange of positivity, persuasion and elimination of all forms of inhuman behaviour as their understanding of peace and security. Likewise, school teachers as an important agency can motivate the students to positivity, harmony, equity, positive discrimination and provide important recommendations to the curriculum and education policy development.

Rethinking Education's Role in Peace and Security Arrangements

The Charter of the United Nations is the most widely accepted document in the world in relation to peace and security. As mentioned in the charter, one of the purposes of the United Nations is to maintain international peace and security. The Security Council is mandated to adopt necessary measures such as conflict prevention, peacemaking, peacekeeping, peace enforcement, and peacebuilding for the maintenance of peace and security in the world (UN Charter, 1945). However, the Charter does not explicitly assign a role to education as a tool for securing or organizing peace within or across nations. While education plays a crucial role in fostering a culture of peace, building tolerance, and preventing conflict at grassroots levels, this dimension is not embedded in the Charter's formal provisions (UNESCO, 1996). The omission highlights a gap between institutional mechanisms and societal-level interventions, which are equally essential for long-term peace and stability.

In Nepal, the primary legal and policy frameworks related to peace and security include the Constitution of Nepal, the National Security Policy, and the Local Administration Act. These documents establish institutional structures such as the National Security Council, chaired by the Prime Minister, responsible for overseeing the country's peace and security affairs. At the district level, the District Security

Committee, led by the Chief District Officer, is tasked with maintaining peace and security within each district. These provisions clearly outline the institutional mandates of security agencies in ensuring national peace and security. However, what remains absent in these frameworks is a formal acknowledgment of the role of peace and security education as part of a national or local security strategy. Even though raising awareness through school-level education could play a significant role in preventing conflict, promoting civic responsibility, and building a culture of peace, these components are largely missing from Nepal's formal peace and security documents.

This disconnect reflects a structural gap between the agency and the societal mechanisms that could complement and strengthen peace and security efforts. By excluding peace and security education from its key legal and policy texts, Nepal risks overlooking the preventive and transformative potential of education in creating sustainable peace.

Lacking Thematic Integration in Peace and Security Content

Steering documents on Nepal's school education include National Education Policy, National Curriculum Framework for School Education, Secondary Level Curriculum, and Education Act. These documents comprise some peace and security-related topics, including cyber security, identification of social evils, fostering international relations, negative impacts of information and technology, human rights, conflict resolution, cybercrime and so forth, basically in the social subjects. However, such contents are dispersedly mentioned. Peace and security are often treated as peripheral or optional themes rather than core components of the curriculum. Schools remain disengaged from cultivating peace-oriented values among youth (Harris, 2004). Secondary school teachers have indicated that they lack sufficient exposure to peace and security-related content, as it is absent from the curricula of teacher licensing exams, recruitment exams, and in-service training programs. They have mentioned that in the current school curriculum, Social Studies is often identified as the subject that includes peace and security-related content. However, this inclusion is typically sporadic and lacks thematic coherence. Rather than being presented as an integrated and structured body of knowledge, these topics appear in isolated units or subtopics, making it difficult for students to connect them meaningfully. As a result, the fragmented presentation fails to deliver a clear, consistent, and impactful message about peace and security. This scattered approach does not foster the development of

holistic understanding, critical thinking, or practical skills necessary for conflict resolution, civic responsibility, or global citizenship. Without thematic integration and pedagogical alignment, students are less likely to internalize the values, attitudes, and behavioral competencies that peace education aims to cultivate (Harris, 2004; UNESCO, 1996). In other words, the current curriculum structure impedes the transformation of peace and security concepts into an integrated manner with a tangible message to the students, thereby generating integrated knowledge, skills and attitudes on peace and security.

When I was studying at the secondary level, I remember that there was very few contents related to peace and security in our textbooks. Most of our learning was centred on academic subjects like language, math, and science, with very limited space for discussing values like harmony, non-violence, or social justice, environmental education, international peace, etc, in an explicit manner. Peace education, as a concept, was virtually absent from our textbooks and classroom conversations as I progressed in my academic journey, pursuing Ed., B.Ed., and eventually M.Ed., I did not find essential content on peace and security. My own experience has shown me how the absence of such education leaves a gap in understanding peace and security.

Curricula for selection of teachers by TSC and teachers' training by CEHRD are also replicas of NEP and school-level curricula, which contain some sporadic topics on peace and security without any depth or integration of the subject. Meanwhile, the empowerment of school teachers is another neglected aspect of Nepal's school education system. As the school teachers posit that once they are selected as a teacher, they are supposed to be competent forever, and the training on peace and security is a matter of distance. The participants opine that teachers are expected to fulfill the entire educational goal, and students' performance in the SEE and +2 levels is often used as a reflection of the teachers' teaching ability. However, teachers themselves are not adequately trained. They emphasize that Nepal lacks a strong system of teacher training, and peace and security education is not incorporated into existing training programs. Hence, peace and security are largely neglected in the key guiding documents of Nepali school education.

The participants argue that school teachers are often expected to play a key role in maintaining a peaceful learning environment by addressing interpersonal and intergroup conflicts among students through peaceful and constructive means. This

role implicitly assigns them the responsibility of conflict mediation within classrooms and school communities; however, they receive no formal training on the same. As a result, they may lack the necessary knowledge, skills, and confidence to manage student conflicts (Reardon, 1999).

Table 2

Key Insights of Chapter IV

Research Questions	Key Insights
In what ways do secondary school teachers understand the concept of peace in school education?	<ol style="list-style-type: none"> 1. Secondary school teachers understand that Nepal is more likely to face unprecedented threats due to excessive use of technology, sharing of the same ICT framework, Nepal's geostrategic location, disaster prone landscape and so forth. Inclusion of peace and security contents in education helps to avert the threats so caused. 2. It is found that secondary school teachers' understanding on peace and security is narrow. 3. Secondary school teachers understand schools as a site where several types of insecurity and violence take place and peace and security in education help to minimize the risks of such violence and insecurity. 4. Key policy documents related to peace and security, such as the charter of United Nations, the constitution of Nepal, National Security Policy and Local Administration Act mandate security agencies to arrange peace and security, however, they lack mention of the role of education for peace and security. 5. The guiding documents on Nepal's school education sector, such as National Education Policy, National Curriculum Framework for School Education and Secondary Level Curriculum contain scant peace and security-related content without any depth and thematic integration. Likewise, school teachers are not exposed to peace and security-related content as well as their conflict mediation techniques, be it teachers' licensing test, teacher selection

test or in-service training.

Chapter Summary

This chapter discussed the secondary school teachers' understanding of peace and security in education. The participants' opinions were directly quoted and associated with the peace education approach. The participants were found to understand peace and security in a narrow and incomplete sense. They considered schools as a site where several types of violence and insecurity take place. Furthermore, secondary school teachers are found to be conscious that Nepal as well as the world, is more likely to face unprecedented threats due to excessive use of technology, sharing of similar ICT platforms, and Nepal's geostrategic location. Thus, peace and security education are essential to counter the challenges growing domestically and externally. School teachers understand peace and security also as a domain of local-level government and recommend addressing through local curriculum as well as ensuring their adequate share in policy formation regarding school education. Similarly, they view that education policy and school-level curricula in Nepal include peace and security contents without having any depth or thematic integration. They understand that legal awareness is a basis for peace and security in education. However, school teachers are not exposed to peace and security-related content as well as students' conflict mediation techniques through any training. The policy documents on peace and security, such as the charter of the United Nations, the constitution of Nepal, the National Security Policy and Local Administration Act, exclusively entrust security agencies for peace and security arrangements, however, these guiding documents do not mention the role of education for peace and security thus creating a gap in arranging peace and security.

CHAPTER V

PEDAGOGICAL PRACTICES ON PEACE AND SECURITY IN EDUCATION

This chapter delineates how peace and security are practiced within community secondary schools in Nepal. To explore this issue, the study gathered insights from teachers working in both rural and urban community secondary schools. The participants' perspectives, experiences, as well as the researcher's own observations and reflections, are the sources and serve as the foundation for interpreting teachers' approaches and experiences to peace and security practices in education. As key facilitators of classroom teaching and learning, school teachers outline the classroom environment and significantly influence students' values, habits and behaviour. Therefore, this chapter focuses on how teachers implement peace and security-related practices in their everyday classroom activities. Their peace and security practices have been associated with the concept of educating by peace, which refers to the practical integration of peace education into classroom pedagogy, especially focusing on peaceful, democratic, and respectful pedagogical practices to promote nonviolence, empathy, cooperation, and critical thinking among students.

Orientation to Respecting Diversity

Teaching English for 20 years in a secondary school, Krish emphasizes teaching students to respect diversity. The participant views that Nepal is a multicultural, multilingual, multiethnic country, and hence, this aspect must be reflected in everyone's behaviour in the class. Discrimination in any form invites clashes among the teachers or the students. As the participant reported,

We respect each other, and we cooperate with each other. Males and females are equally treated. One shouldn't humiliate others. There should not be an environment of discrimination. There should be no rich or poor, male or female, upper or lower caste. We interact with them in the class, assembly, office or elsewhere. If any problem arises, we counsel them either individually or in a group. We give examples of our time. We do not consider any discrimination (Secondary School, Krish, 07 September 2023).

As per the participant, behaving respectfully to everyone is the foundation of peace and security practices. School is a mini society where there are children of

diverse social, cultural, economic, lingual, and ethnic backgrounds. Teaching and learning of respecting everyone, cooperating with each other, and working together is the essence of practicing peace and security in education. As per the participant, in the event of any issues in this orientation, the teachers counsel the students either individually or in groups. Counselling brings out the actual problem of the students, which the teachers are trying to solve within their responsibility.

Respect for diversity in terms of culture, language, religion, gender, or learning ability is foundational to establishing peace and security within the classroom. When students feel seen, respected, and valued for their identities, they are more likely to engage positively, collaborate with peers, and resolve conflicts constructively. A classroom that embraces diversity creates an environment where inclusion and empathy thrive, helping to prevent bullying, discrimination, and exclusion, all of which are threats to peace and security. Reardon (1988) argues that peace education must begin by fostering respect for human dignity and diversity, as these are the ethical foundations of a peaceful society.

Participatory/Democratic Teaching and Learning

Teaching Social Studies in one of the remote schools of Nepal, Rupem is devoted to the all-round development of the students as their guardians. The participant tries to bring peace to the classroom through their activities. The participant endeavours a lot to make the students better competent in all aspects, and conducts participatory activities in the classroom to enhance students' critical and creative thinking. As the participant reported,

We make our mental plan. It takes five minutes to draw their attention to the lesson. Sometimes I tell stories, inspirational stories, content interesting to youths, their emotion, etc., previous class review for 2/3 minutes, then we discuss the subject. We divide the group, engage in interaction, teamwork, sometimes lecture method, note writing, and sometimes projection of visual aids through a projector. Time elapses very fast, and I always become late by five minutes to leave the class (Secondary School, Rupem, 28 October 2023).

As practiced by the participant, students' engagement in various intra-school forums is very supportive in building cooperation, trust and mutual understanding among themselves. Teachers are the game changers in the class who tailor the classroom activities to the desired end state. Harris and Morrison (2012) emphasize that teachers are central to peace education, as they design the learning experiences

that allow students to internalize peaceful behaviours and attitudes. The participant views that drawing the attention of the students, narrating interesting and inspirational stories, dividing them into groups and engaging them in activities gives lasting effects on the part of the students. These student-centred techniques and procedures make the students more attentive and efficient in learning. Teachers' active participation in the class makes the class alive and energetic, and hence, makes the students attached to teaching learning activities.

Having taught in a rural-based community school for more than 25 years, Haridwar has been teaching in a Secondary School for five years. The participant reflects that present-day urban-based secondary schools have been doing a lot of progressive activities in collaboration with the local level government, the school management committee, the school principal and teachers for quality education. As the participant mentioned,

We conduct creative activities for the students during assembly. We have different committees of the students, like cleanliness committee, drinking water management committee, classroom management committee, etc. We recognize their strengths among their colleagues. Sharing our experiences motivates them much. We tell the stories of good deeds, brave history and positive attitudes to empower and encourage them (Secondary School, Haridwar, 06 September 2023).

As per the participant, they exercise different techniques, practices and procedures to keep students engaged in school activities. As stated by the participant, a good school environment is one that engages the students in creative activities. The students are exposed to traditional heroic stories of good deeds, brave history and positive attitudes to motivate and empower them. The critical pedagogy of Paul Freire emphasizes a dialogue pedagogy of reflection and action (Jenkins, 2019). The teachers are sharing their stories and reflections in the class. Similarly, the students' committees have been formed to shoulder them with responsibilities. Dialogical encounters help students to develop critical consciousness so that they can act against all forms of evil and question the status quo (Freire, 1970). As per the participant, their pedagogic practice is student-driven, inculcating peace and security in the school environment. The teachers are involving students in different activities and assessing them.

During my schooling, participatory activities used to be teacher-specific. Some teachers used to engage us more in activities, and others used to ask us to read on our own. I still remember that the students of classes 9 and 10 were taken on an educational tour. The teachers engaged us in cooking, cleaning dishes, navigating the path through dense forest, supporting each other who are having high altitude sickness on the way, etc. Such a leverage to work in cooperation really provided us a sense of responsibility, dutifulness and accountability. Each one of us was cooperating with each others. It was really one of the best practices in peace and security education. Later, when I started teaching at a school, I approached the principal for an education tour. During the education tour, we formed different committees of students to organize the program on their own. They were very active, encouraged and excited to execute the event. It was a very successful program. Hence, students' participation in activities makes them feel motivated, responsible and content.

Valuing Peace in Teaching and Learning Activities

A study on the practice of peace education in secondary schools of Mizoram revealed that the core idea of peace education is to teach values like love, compassion, trust, fairness, cooperation, and respect for all living things. It also suggests that the state government should set up peace clubs and self-defence training centres in every secondary school in Mizoram as a strong step toward encouraging peace education. In other words, promoting these values and establishing such programs in schools can significantly help foster a culture of peace in the community (Mishra et al., 2020). As discussed by the participant, teaching love, compassion, and cooperation in the school helps students tremendously in shaping them into peaceful people. Mahmood and Ashraf (2014) posit that school teachers must know the concept of holistic peace education, development based on justice, sustainable development and nonviolence. Similarly, Olowo (2016) argues that adding peace education to the school curriculum in Nigeria is essential for reducing crime, violence, and other social problems. By implementing peace education, as posited by the participant, it becomes possible to eliminate negative behaviours and promote peace and security in the country. One of the participants reported,

Our students are practicing physical training in the morning and evening assemblies. We engage them in yoga once a week. Sometimes we teach them self-defence exercises as well. These activities help them to be self-disciplined, cooperative and respectful to others. Today people are forgetting others'

presence. People do not recognize others. Hence, we focus on these values (Secondary School, Rajesh, 13 December 2023).

Value-based teaching focuses on instilling right and wrong, helping students understand ethical principles through discussion, reflection, and practice (Halstead & Taylor, 2000). As per the participant, such school practices encourage students to think critically about their actions and choices, maintaining self-discipline, cooperation and respect for others. These core human values are aligned with practicing peace and security in education. Lickona (1991) argues that education must include character development through respect and responsibility. During our schooling, there were subjects like Civic Education and Sanskrit at Lower Secondary level. The subject teacher was renowned for Sanskrit language. His every explanation, interpretation and example used to have in-depth meaning, instilling in us the importance of ethics, morality and integrity. He used to inspire us through his soothing speech. Halstead and Taylor (2000) highlight the importance of embedding values into school curricula to facilitate meaningful learning and ethical reflection. School teachers, as an important agency, are incorporating value-based practices in school education, which is a significant aspect of educating by peace because value-based practice is a domain of peace education.

Community Engagement and Citizenship Education

Community engagement and service-learning help students become aware of societal issues and are empowered to take action (Bringle & Hatcher, 1996). The participant views that school students get an opportunity to work with the people in society, receive valuable feedback and gain societal knowledge, skills and attitude. During our school days, we used to be asked to collect construction materials for the construction school building. We had to travel a long distance, together with our community people. We jointly worked with them. This effort provided us with a sense of community engagement and service learning. I still feel that it could develop our cooperativeness, ownership and sense of satisfaction, which are directly associated with peace and security in education. Likewise, one of the participants posited,

Sometimes, we send our students to the municipal office to provide them with field knowledge of how municipal offices are run. In the past, we used to participate in the Bagmati cleaning campaign. It was a very good initiative to teach them the value of labour, environmental cleanliness, hygiene and

sanitation and so forth. These practices broaden their learning horizon as well as long-lasting learning (Secondary School, Chandu, 06 September 2023).

As per the participant, community engagement and service learning are a part of classroom pedagogy which bourgeons learning. Hence, school teachers are practicing peace and security through several means. The participant agrees that classroom teaching and learning activities are for the societal well-being, which can also be ensured by associating a link between school and society. This linkage is associated with the theory of structuration by Giddens as well, where school and society are mutually dependent. School teachers as an agency have a leading role in engaging students in societal activities as part of educating by peace.

Pedagogy of Conflict Resolution and Mediation

Several conflicting situations arise in the school space, among and across teachers, students and guardians. Education can promote peace and violence through its curricular approaches because education has two faces, the face of peace and violence (Bush & Saltarelli, 2000). Hence, teachers are those who can transfer violence and insecurity into peace and security. Their careful selection and classroom representation make a difference. Free, frank and open communication helps to pacify the situation. Hence, the settlement of disputes in an amicable manner is related to peace and security practices in education. Some of the participants have opined that they encourage their students to settle disputes. When there are fights among the lower-level students, the participants ask the secondary-level students to mediate the situation, which has resulted in the settlement of disputes. This has been a good practice as well, since senior-level students often get vigilance from their junior colleagues. Likewise, the participants have cited that they appoint a class monitor and make them responsible for conflict mediation and resolution of the students in the classroom. Similarly, the school captain and house captain are entrusted with similar roles. As per the participant, this practice, in the long run, helps in the peace and security of oneself and others.

A Comprehensive Pedagogy: Dandessori, Kanthessori and Montessori

As per the participants, classroom pedagogy is effectively implemented through three approaches: *Dandessori*, *Kanthessori*, and *Montessori*. *Dandessori* is the provision of corporal punishment to the students when there is a breach of norms and standards (Dhungana, 2022). As per the participant, the aim of *Dandessori* is to

compel the students to learn and adopt corporal punishment if they fail to do so. The teachers ask them to memorize the lesson. Violence in schools is not just the result of individual student issues but often stems from broader systemic or structural causes (Krek, 2020). It is found that physical punishment is given to the students, especially in rural areas, with the aim to maintain discipline and bring efficiency in classroom activities. And, also uncovered that the teachers use abusive and vulgar language against the weak students in the rural hilly schools. The so-called weak students in the class are agonized with a lot of mental and physical humiliation. It is observed that the existence of corporal punishment, especially in the remote hilly areas, causes fear and panic among the students. The researcher also had a lot of such experiences during his school days; there was never peace, harmony and tranquillity in the mind amid rampant corporal punishment. Corporal punishment teaches children that physical aggression is an acceptable way to solve problems. As a result, this approach leads to more behavioural issues in the classroom. In other words, when children learn to respond to challenges with violence, it creates a cycle of increased misbehaviour rather than helping them develop better ways to handle conflicts (Gudyanga et al., 2014). The writer further claims that wrongdoers must be physically punished or inflicted pain, conveying the message that violence is an appropriate way to settle differences or respond to problems, leading the classroom to violence, retaliation, anger and insecurity. As posited by Gudyanga et al. (2014), corporal punishment as a method of disciplining children is both ineffective and harmful. However, such a practice is prevalent in school education.

Kanthessori is a teaching tool which requires students memorizing the lesson given by the teachers. As per the participant, students are asked to memorize the lesson. Here, the intent of the teachers is to assist the students to learn; however, the technique is different. The teachers also claim that *Kanthessori* is another important pedagogy wherein students are assigned to memorize the lesson. As per them, those students are intelligent who can rote the lesson prescribed by the teachers. While teachers believe that *Kanthessori* is useful for students to get good marks in examinations. Krek (2020) argued that pedagogical theories rationalize the use of violence in school. Particularly, rote learning comes into the domain of *Kanthessori*. School teachers still practice rote learning as an important methodology. However, a creative teaching and learning approach helps students grasp the material better and understand how it applies to real-life situations. When teachers focus on fostering

creativity, students are more likely to engage with the content and see its practical value beyond the classroom (Yadav, 2022). Hence, creative learning is preferred over rote learning from the students' learning point of view.

As mentioned by the participant, Montessori is a technique that incorporates student-centred classroom activities that are used for the overall development of the students. Montessori approach believes that children are naturally motivated to learn and that they should be allowed to develop their learning at their own self-directed pace without adult interference. In this context, teachers are responsible for creating a suitable learning environment, helping the learning process, and guiding each child's development. Teachers should make the classroom a welcoming place, support students as they learn, and provide direction to help them grow and improve (Mavric, 2020). As per the participants, the teachers can adopt Montessori approach for a student-friendly classroom environment wherein they empower, inform, encourage and challenge the students to respond to unforeseen eventualities. Likewise, they view that teachers engage their students in various intra-school forums such as assigning group work, conducting interactive sessions, providing them with project work and creating student' committees for building cooperation, trust and mutual understanding among the students. Teachers must be trained to identify students' learning techniques and how to use creative learning techniques (Yadav, 2022). Likewise, building positive relationships with students sets the stage for learning to occur (Leite et al., 2022). For a strong bond between teachers and students, as per the participant, the teachers engage them in creative work such as peer/group work, project work, interactive sessions and so on. The challenge faced by the students comprises the complexity of the task, the high expectations placed upon them, and the lack of teacher direction (Scager et al., 2014). As per the participant, students are not expected to do much, and clear-cut directions are provided to them. Teachers should take care of the students to avoid dropouts, enhance learning, follow up, and involve the parents when necessary (Tubin, 2015). Teachers' role is significant in enhancing students' learning, keeping them aware of peace and security.

Born and raised in an urban-based family, Rekdo completed schooling from a secondary school situated next to her/his home. The participant graduated with a specialization in mathematics from a community college. After several years of frustration, struggle and perseverance, the participant finally achieved his/her long-held dream of becoming a permanent teacher. S/he was under huge pressure to pass

that test. Reflecting on the past, s/he recalled harsh and cruel punishment at school. As per the participant, every so-called bad response used to be punishable. S/he also revealed that if s/he hadn't endured such hardship during school days, s/he wouldn't have reached this position. As cited by the participant,

We adopt many techniques in the class. Vate karbahi (physical punishment) is necessary to educate and maintain discipline in the classroom. Sometimes students become very naughty, not obeying teachers, not doing their work. Even the parents request us to punish their kids in school because they are not serious about their work at home. A single tool may not be sufficient for the teacher. Montessori, Dandessori and Kanthessori are equally important for the all-round development of the students. We use it as per the situation (Secondary School, Rekdo, 13 September 2023).

Scholars have discussed various techniques, methods, and tools to be implemented in the classroom. Dealing with peace education, it is seen as philosophy, a process and a pedagogy (Kester et al., 2019). As per the peace education approach, educating by peace entails an adequate selection and implementation of peace pedagogy in the school environment. Looking into the pedagogy being practiced, the participant emphasized corporal punishment to maintain discipline and bring efficiency in learning. Moreover, parents and guardians are requesting that teachers help with physical punishment to impart seriousness in the conduct of students at home. The participant suggests Montessori, Dandessori, and Kanthessori for effective teaching and learning in the classroom. It vividly reflects pedagogical culture in the schools. As mentioned by the participant, they sometimes take the help of physical punishment in the name of *Dandessori*. Likewise, rote learning has been seen as inevitable in the name of Kanthessori and collaborative creative classroom activity with Montessori. Montessori believed that building peace relies on an education that encourages children's independence, fosters a love for others, and eliminates a restrictive environment. In other words, she thought that by allowing children to be free-spirited and nurturing positive feelings toward others, we can create a more peaceful society, rather than forcing them to follow strict rules (Kester, 2010). However, the teachers have been adopting rote learning as well as introducing physical punishment in the classroom.

Reared and cared for in a remote hilly area, Shant recalled his/her school days where s/he had to experience a lot of humiliation. The participant had to walk for a long distance to reach school. S/he had difficulty even to open her/his eyes due to fatigue. The participant did not have time to do home assignments, and hence, the teachers would scold even with vulgar words and punish badly. The participant reported,

If there is an urban context, punishment is taken as abusive. In the context of remote hilly areas, there is a traditional practice in the classroom. Teachers used vulgar language to scold us, and there was also disparity among the students. The weak students used to get physical and mental pressure. Students used to be physically punished by the teachers. Sometimes, it is really required, but we cannot use it due to school rules. But we scold the wrongdoers and those who do not do the work given to them. But physical punishment is still in use in rural area schools. It is sometimes also required (Secondary School, Shant, 07 September 2023).

Traditional practices, most badly, the use of abusive and vulgar language and corporal punishment still occur in rural area schools. Meanwhile, as per the participant, students are demarcated with tags like weak and smart students based on their classroom performance, causing humiliation and mental and physical pressure on the weak students. Education is a form of politics, and schooling is never neutral; rather, it always serves some interests and obstructs others (Alnufaishan, 2018). Hence, the practice of peace and security in school education is hugely underrated, with a lot of malpractices distorting the context of peace education.

Peace and security may incorporate a wide variety of pedagogical approaches to respond to multiple contexts. Haavelsrud and Stenberg (2012) point out that peace education methods can be categorized based on the level of control they have over student involvement. They explain that some approaches, like problem-based learning and behaviour modelling, have a strong focus on managing how students participate. Such educational practices provide the students more freedom, positivity, harmony, cooperation and thoughtfulness. However, pedagogical practice like *Kanthessori* leads to rote learning, and students are being assessed based on their competency in memory. According to Freire (1970), rote-based learning turns students into containers to be filled rather than active participants in learning. He criticizes this

banking model of education for suppressing creativity and reinforcing hierarchical relationships in the classroom. Studies have shown that reliance on rote learning leads to anxiety, disengagement, and in some cases, punitive discipline when performance expectations are not met (Harber, 2004). That means failing to memorize or reproduce leads to *Dandessori*. This structural practice still exists in the rural hilly areas as a direct challenge to education by peace. Thus, school teachers as an agency must be trained to execute the education by peace approach and eliminate structural practices like *Kanthessori* and *Dandessori*.

Educating by Peaceful Praxis

Dilu has been teaching Social Studies in a Secondary School for three years. The participant reflects that the role of a school teacher becomes more crucial in such schools where they must facilitate 60/70 students in a class. The participant prefers student-centred methods, but the context is not favourable for doing so due to the large number of students in a class. As the participant reported,

Teacher is all-in all in the class. They are the director of the class. They are willing to do whatever has been asked of them to do. We must be active to activate our students. We tell stories of good deeds, brave history, and positive attitudes to empower, educate, and encourage the students. We demonstrate peaceful behaviour, fairness and equality to everyone in the class. The more we challenge them, the better they will learn and become more (Secondary School, Dilu, 16 October 2023).

As per the participant, it is the teacher who directs the students. Teachers' conscious notification on peace and security, sharing of teachers' experience and reflection, makes a huge difference in students' learning. Harris (2004) posits that peace pedagogy applied by the peace educators in the school phenomenon requires teachers to establish a continuous process of questioning, challenging, acting, and reflecting upon behaviours conducive to peace. Moreover, as cited by the participant, students must be challenged on unforeseen eventualities for their critical and creative enhancement. During our school days, our mathematics teacher often challenged us with numerous difficult questions beyond the textbook. This greatly enhanced our mathematical abilities. Therefore, the more students are challenged, the more effectively they learn. Similarly, according to the participant, students have been motivated by sharing heroic tales of great achievements, courageous historical events, and by promoting a positive mindset.

The narrative demonstrates that the teacher agency (Priestley et al., 2012) is critical in fostering the value of peace in school and providing students with the necessary conditions for learning, a sense of safety and security. School teachers are recognized and respected not only for their classroom activities, but they are also seen as the students' guide in their emotional and spiritual development. The teacher is positioned as a god,

गुरु ब्रह्मा, गुरु विष्णु, गुरु देवो महेश्वरा
गुरु साक्षात् परब्रह्म, तस्मै श्री गुरुवे नमः

My interpretation of the above text is that Guru is all in all and deserves all respects. It keeps the teacher in the pivotal role not only for teaching and learning, but in an absolute sense. Scholars have brought out multiple dimensions of teachers in the school for academic role, leadership role, spiritual role and so forth.

The participant mentions the role of teachers for the maintenance of peace and security in the school environment through teachers' thorough preparation and active participation in the classroom. Likewise, Paulo Freire emphasizes the importance of dialogue and equal relationships between teachers and students, which form the foundation of peace education teaching methods. In other words, Freire believes that open communication and treating students as equals are essential for creating a peaceful and effective educational environment (Bartlett, 2005).

Peace and Security Practices Going Beyond Classroom Pedagogy

It has been found that the practices of peace and security extend beyond classroom teaching, with the roles of family, society, and local government being crucial. The secondary school teachers expect a central role from the parents, school principals, school management committee, society and local level governments for peace and security practices. Family instruction is one of the most fundamental and safest ways to develop students and to enhance the relationships between parents and teachers (Alamin et al., 2021). Similarly, the teachers opine that the adolescents can enhance their citizenry skills by interacting with others and getting involved in various social and cultural activities in their everyday lives. By engaging with different people and participating in community events, adolescents can develop important skills and values that contribute to being responsible and active members of society (Lawy & Biesta, 2016). Hence, secondary level students learn better through diverse interaction and participation outside of school. The participants opine that the

social and cultural interaction of the students prepares them for the adverse environment. Thus, peace and security in education go beyond classroom pedagogy.

Teachers, parents, and other adults should learn to live in harmony to serve as models to children, and that is one of the steps in teaching children conflict resolution, peace, and harmony (Obidike et al., 2015). Here, the focus is on parent-teacher relationships as a root to teach peace, harmony and conflict resolution. The participants agree that classroom pedagogy alone does not help students to be aware of peace and security without a family and societal role. School teachers as an agency perceive that the role of family, society and local level government is pivotal in enhancing students' peace and security awareness, for that, education policy (structure) needs to be updated, reshaped and restructured with the feedback of school teachers because they can play a vital role in creating innovative learning contexts in which students can explore peace and social justice issues (Magro, 2015). Thus, peace and security practices go beyond classroom teaching; they particularly incorporate the involvement of family, society and local level government. However, the role of school teachers becomes substantially vital as they bring all stakeholders into the start of any discourse.

Nurtured and educated in a remote hilly area, Krish has been teaching English at a secondary-level school. The participant posits that the parents must be responsible for the peace and security awareness of the students as the participant posits that school teachers are overwhelmed by many students in a class, and thus individual care and concern for the students is not possible. As the participant, parental responsibility does not end just by providing food and clothing. Hence, parental engagement is a decisive factor in achieving the aims of education. The participant commented,

Most of the parents think that their responsibility is fulfilled after they send their children to school. They think that they must provide food for them and send them to school. They only think that way. The students spend only 6 hours in school. In our school, there are around 2500 students and 50 to 60 students in one class. So, we cannot go for individual tracking if they are absent. The parents provide food and clothes to their kids, send them to school but the students do not attend the class. Some students go outside and perform their activities as they like. They then return to their home after 4. Parents think that they are in school and the children 'baraline kam huncha' (Secondary School, Krish, 02 February 2024).

As per the participant, school teachers are not able to deliver the required content within the available time, bringing tangible outcomes for the students. Due to teachers' overwhelming commitments to a huge number of students in a class, the students are getting diverted from societal expectations. 'Baraline kam hunchha' here means that the students leave the class, remain outside, roam around the city and engage in activities other than attending the class. Based on students' actual learning time in school, the participants have mentioned that parents are major actors in what students learn and how they behave. The participants' view is that the teachers tend to observe the students for less time than they spend at home. The participant reported,

Some students are missing from their class. So, I request the parents to be responsible. Some students engage in fighting outside the gate and engage in drug addiction, too. There are a huge number of students in the classroom with diverse backgrounds. Therefore, parents need to be conscious of their peer circle and the regularity of their children. Society and environment are the major ones. Some parents send their children to Kathmandu and abandon them. In that case, there is a chance of getting diverted from their studies. So, the parents must be responsible. Teenagers are so critical. The parents must be conscious (Secondary School, Haridwar, 02 February 2024).

This reveals that home and societal responsibility remain central in the teaching and learning of the students. The narratives of the school teachers present the need for additional mechanisms for practicing peace and security in education. As per the participants, peace and security contents are beyond classroom pedagogy and hence, family and society require additional responsibility. As per them, it should be a joint endeavour of the parents, teachers, school administrators and the local level government. The relationships that teenagers have with their parents, teachers, and peers are the most significant factors. The way teenagers interact with their parents, teachers, and friends greatly influences how they learn to communicate and engage with others in society (Buist et al., 2004). As per the theory of structuration, school teachers' continuous support and feedback to both students and parents help to reshape and restructure the existing structure, and its implementation in education is their prime responsibility.

Bringing out the case of urban-based schools, the participants have reflected the characteristics of some of the students who bunk the class, get distracted into abusive behaviours such as drug addiction, gang fights and so forth. They view that

complexities in students' individual tracking arise due to the presence of a huge number of students in a class. Furthermore, those students are not taken much care of by the parents staying in rural areas, who keep their kids in the city. Studies have reflected that parental engagement with their children is the most effective investment in boosting them. Research demonstrates that there are impacts on child's cognitive development in relation to their parental engagement. Additionally, Feinstein and Symons (1999) argue that between the ages of 7 and 16, parental involvement is more influential on secondary school achievement than factors such as family background, family size, or parental education level. Hence, the participant's opinion concurs with Feinstein's view that the parental or societal role is pivotal in instilling peace and security in education. While discussing peace and security practices in the secondary level, the engagement of parents, teachers, school management committee members, and local level governments becomes paramount in monitoring and guiding students; however, the role of school teachers cannot be undermined.

Table 3
Key Insights of Chapter V

Research Questions	Key Insights
How do secondary school teachers practice peace and security in education?	<p>1. Peace and security practices go beyond classroom pedagogy and hence, the family, society, and local level government are required to contribute to their responsibility, however, school teachers are playing a pivotal role in encouraging, empowering, motivating and challenging the students as well as acting as a bridge amongst all.</p> <p>2. Secondary school teachers are practicing peace and security in education based on available resources, ranging from orienting the students to respect diversity, adopting participatory learning, focusing on value-based learning, engaging in community engagement, conflict management procedures and so forth. However, corporal punishment still exists in rural-based secondary schools with the aim to maintain discipline and bringing efficiency in classroom activities. The teachers even use abusive and vulgar language against the so-called weak students.</p>

3. Secondary school teachers practice Montessori, Dandessori, and Kanthessori pedagogies at their convenience.

Chapter Summary

This chapter explored the secondary school teachers' pedagogical practices, including the students orienting to respect diversity, engaging in participatory learning, value-based learning, community engagement, conflict management procedures and so forth. Citing the participants' opinion in the direct speech, the researcher discussed through the lens of peace education, adopting an educational approach of peace. Secondary school teachers' actual classroom practices have been explored for the purpose of this study. It was found that peace and security practices go beyond the classroom pedagogy and hence, family, society, local level government and others are required to contribute from their respective responsibility. Hence, school teachers expect a crucial role from the parents, the school principal, the school management committee, society and local level governments for the peace and security practices of students. They are still adopting corporal punishment in the rural-based community schools with the aim to maintain discipline and bringing efficiency in classroom learning. Likewise, the teachers even use abusive and vulgar language, and the weak students suffer with mental and physical humiliation. Secondary school teachers are adopting *Montessori*, *Kanthessori* and *Dandessori* pedagogies based on available resources. More significantly, the teachers are doing their best to empower, educate, encourage, motivate and challenge the students to act in unforeseen eventualities as well as teach love, compassion, cooperation and harmony through telling of inspirational stories interesting to youths, understanding their emotions. However, most teachers use *Dandessori* and *Kanthessori* approaches, while almost all teachers understand that the use of *Montessori* approach is the right way of teaching.

The narrative indicated that discrepancies between the teacher's understanding of peace and security education and what they have been practicing in the school setting. School teachers have a limited but important understanding about peace and security education, which they call the use of '*Montessori*' approach. However, going against this understanding, the majority of school teachers are still using '*Dandessori* and *Kanthessori*' approach in education, that means the use of violence/corporal punishment in school and the children do not have a sense of security. In relation to

fostering peace and promoting a sense of security in school, this narrative study reveals that the teachers' role as 'teacher agent' is yet to be realised in Nepali secondary schools. It is found that, following the curricular process, some teachers are using student-centred techniques, including the students orienting to respect diversity, engaging participatory learning, value-based learning, community engagement, conflict management procedures and so forth, as peace and security practices in education. Hence, school teachers have the potential to be teacher agents, and being an active and vibrant agency can contribute substantially to peace and security practices in education as well as policy and curriculum formulation.

CHAPTER VI

SUMMARY, CONCLUSION AND IMPLICATION

Summary

I addressed two research questions: In what ways do secondary school teachers understand the concept of peace and security education in Nepal, and how do secondary school teachers practice peace and security in education? The narrative inquiry into secondary school teachers' understanding and practices on peace and security in education uncovers a complex yet critical dimension of the secondary school education landscape in Nepal. The study reveals that secondary school teachers are increasingly aware of modern security threats to Nepal as well as the world. Their understanding of the concept of peace and security remains narrow, with general notions of conventional safety and security, as there is no peace and security-related content in their teaching licensing test, teacher selection test and on-the-job trainings.

Secondary school teachers recognize the issue of the use of violence as '*Dandessori*', and the rote learning method where teachers ask the students to memorize whatever is asked for as '*Kanthessori*'. The teachers are using these two approaches at school while they understand that the use of *Montessori*, the democratic approach of teaching, where the students and teachers engage in the learning process. Hence, the teachers' understanding about peace and the importance of security in school is largely undermined by the active use of corporal punishment and the conventional banking approach of teaching and learning in Nepali secondary schools.

Conclusion

Despite the limitation of meaning making from thirteen school teachers to get the insight of peace and security in school education, the research indicates that the agency of teachers values to maintain peace and security in schools. As a result, they are engaging students in creative activities despite resource constraints, negligence in streamlining peace and security content in education policy and school-level curricula.

However, the teachers fail to answer a fundamental question: why is the use of *Dandessori* continued in school? This study revealed that the school structure of using *Kanthessori*, the rote learning teaching method, embedded in the three hour written

examination system of Nepal, urges teachers using corporal punishment against those who fail to memorize the lessons taught in school. Thus, the rote pedagogical approach being used in school is equated with structural violence. Unless transforming *Kanthessori* pedagogical approach with the participatory, child friendly, democratic and inclusive education system, '*Montessori*', school teachers will continue using *Dandessori* in school. The rote learning method is a major structural cause of direct violence, the corporal punishment in school. Such transformation is possible only if the government inculcates in-depth knowledge and skills of *Montessori* method, the pedagogical approach that is child-friendly, and the approach that allows teachers using Buddhist contemplative method of teaching through their pre-service and in-service teacher development programs. The good news is that the teachers are willing to transform their pedagogy from *Kanthessori* to *Montessori*. The teachers' understanding of the importance of peace education and making school a safe zone are important but not sufficient for making school a peaceful and secure place. Teachers transforming to change the widely used *Kanthessori* pedagogical approach to the *Montessori* pedagogy is essential to address corporal punishment, sense of insecurity and other forms of violence in Nepali schools.

Implication

The study highlights the need to embed peace, security, and school safety explicitly into the school-level curriculum, the Teacher Service Commission curriculum, and the teaching license test curriculum. Likewise, to bridge the gap between teachers' efforts and the institutional support, the teachers' voices and grievances must be integrated into the curriculum and policy framework to ensure the reflection of ground realities. To that end, teachers' involvement in policy formulation is required. Hence, the findings of this research may be useful during education policy and school-level curriculum formulation.

The local level government can play a critical role in school teachers' capacity building with respect to peace, security and school safety. In the context of Nepal, where local-level government is entrusted to administer up to the secondary level education, their constructive engagement becomes a true success. Hence, the local government must ensure that the school teachers are adequately trained on peace and security awareness. Similarly, concerned local governments can enhance peace and security awareness through their incorporation into the local curriculum. Hence, the findings of this research may be useful to the local level government.

Constructive feedback of guardians regarding students' conduct at home and outside provides an insight to the teachers to implement the desired kinds of peace and security education at school. Hence, guardians' engagement and interaction with the teachers becomes vital in peace and security awareness. Therefore, this research may be useful to school teachers as well as guardians who wish to contribute to fostering peace and security education at the school level.

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ANNEXES

Interview Guidelines

1. Which subject do you teach?
2. How do you understand by peace and security in school?
3. What are the major contents on peace and security in your subject?
4. What implications of peace and security do you oversee?
5. How can peace and security be delivered in the classroom?
6. What could be the major contents of peace and security?
7. What are the challenges faced by the students of secondary level?
8. How do you find it in terms of peace and security?
9. Is it enough?
10. How do you engage the students in the class?
11. How do you integrate peace and security?
12. How do you punish them?
13. Which contents do you think keep them peaceful?
14. How/what can be taught to maintain peace in the self, family, society and the nation?
15. How do you assign them?
16. Are they always eager to learn?
17. What are the essential peace and security contents in our context?
18. Do the teachers have freedom in their work? If not, from whom, how?
19. What is the role of school principal for that end?
20. Role of School Management Committee/Family/Society/Local Government?
21. Are the teachers capable enough in doing so?
22. What part can contribute more to peace and security?
23. Is the content enough for that? What should be added/subtracted?
24. Any suggestion/recommendation from you?
25. Anything missed out during this conversation?