

Peace Education in Pakistan Studies Curriculum in Teacher Education in Pakistan

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ABSTRACT: Every society develops its curriculum based on its educational philosophy. The researcher analyzed the content of the Pakistan Studies curriculum regarding peace education in teacher education at B.Ed. (Hons) Elementary 4 years. To achieve research objectives, a qualitative research design was employed. The approved curriculum by the Higher Education Commission of Pakistan in 2012 of Pakistan Studies for the 2nd semester was analyzed through a content thematic analysis process recommended by Cohen in 2018. An instrument for conceptual content thematic analysis was developed, containing 29 sub-themes in connection with the Castro and Galace Model of peace education. Experts' opinions were managed for instrument validity, while reliability was managed through the peer reliability process of experts. The curriculum containing themes regarding peace education was analyzed and subsequently elaborated. The findings reflected that peace education and its sub-themes were less focused, and concluded that some themes were missing in the curriculum. Therefore, recommended to revise the Pakistan Studies curriculum and give an equal portion to all sub-themes in the content of Pakistan Studies.

KEYWORDS: Peace Education, Pakistan Studies Curriculum, Conceptual Content Thematic Analysis, Teacher Education, Higher Education Commission of Pakistan

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Introduction

Peace education is the process of the development of peace knowledge, values and skills among people. The purpose of enhancing these skills is the formation of a safe world for living. Peace education is the promotion of values, i.e., self-respect, respect for others, kindness, peaceful co-existence, and sympathy among people from all societies (Castro & Galace, 2010). Peace education improves values of peace such as cooperation, conflict resolution, respect for others, openness, tolerance and problem-solving (Harris, 2012). Khan (2020) stated that peace education formulates the behaviours of the learners to apply peace knowledge, acknowledge peace, and value it, as well as resolve peace issues through peace skills. Peace education helps in achieving peace objectives (Niyozov & Lalani, 2019). Known et al. (2018) argued that peace education is a comprehensive procedure of teaching-learning to develop peace by adopting different strategies and learning skills to resolve conflicts that exist around the world. Considering the social norms of society and community aspirations may increase its effectiveness (Gross, 2017).

The world community is facing violence and peace issues from individual to local groups as well as among nations, and peace education focuses on resolving violence issues (Mumtaz, 2019). Human beings have faced violence since their existence (Ahmed & Bukhari, 2019). Pakistani society has been facing violence issues since 2002 and has suffered huge damages in all aspects of life. Therefore, the need of the time is to address these issues through a multi-pronged approach, i.e., educational, psychological and economic. The educational approach may change the students' minds at an early age, and the infusion of peace values is easy according to their social scenario (Ahmad, 2018). Peace education has the potential to promote a peace culture among its learners (Yousuf et al., 2010).

The teaching-learning procedure is adopted for teaching peace and exploring the conditions of the students to develop the ability to express their ideas without fear. Through this process, the students and teachers conceive themselves as having the same opportunities for communication (Milton & Barakat, 2016). Human beings are not violent by nature, but violence is linked with social and psychological variables. Different humanistic theories of education support the fact that violence is not associated with genealogical characteristics (Reardon & Snauwaert, 2015b). Teaching peace for the promotion of a peaceful culture has the potential to develop a narrative against violent issues based on respect (Cromwell, 2019). Peace education prepares people to resolve violence and peace issues through proper strategies (Harber, 2019).

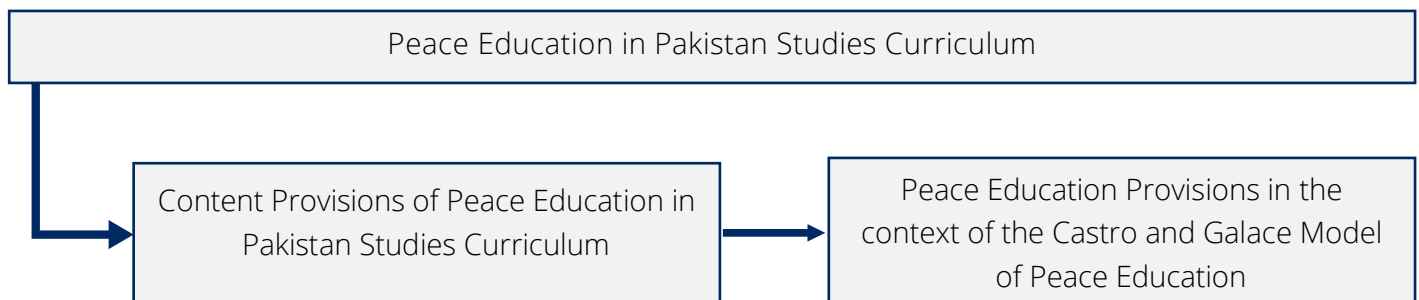
Peace education concentrates on students' learning through classroom practices, keeping in view the provisions of peace education and its interrelated concepts in the curriculum (Harber, 2019), while peace education infuses peace values and skills (Carter, 2015). These positive peace knowledge, values and skills promote positive behaviours among students necessary for a peaceful society. Therefore, peace content may be integrated into the curriculum, keeping in view the students' level, interests and social norms (Yemenici, 2016). Pakistan is facing many challenges related to peace and conflicts in society, and the development of peace is essential to gain sustainable development in all aspects of human life. Conflict resolution skills may increase the chances of promoting a peaceful and conducive environment for future generations.

The teaching of Pakistan Studies and Social Studies is linked to perceiving the human approach in the understanding of truth and cultural variations among people. It helps in perceiving conflicts and their resolution by adopting a peaceful approach (Jamal et al., 2022). The teaching of Pakistan studies and social studies also helps in developing critical thinking as it discusses global issues, global cultures and values, as well as people's responsibilities. By teaching Pakistan studies and social studies, people understand each other's cultural values, global issues, politics, language and environmental issues in social scenarios and thus benefit from each other's experiences (Odia, 2014). Pakistan studies and social studies are interconnected with the core curriculum and may help in developing social competencies to resolve social issues. The core curriculum addresses cultural variation among people, institutional traditions and teacher and teaching coordination (Jamal et al., 2022). Pakistan Studies has a distinctive status in the curriculum through which prospective teachers may achieve educational objectives as well as meet national and global concerns. Therefore, the researcher focused on the analysis of the Pakistan Studies curriculum at B.Ed. (Hons) Elementary is offered at the universities of Pakistan.

Conceptual Framework of the Study

Figure 1

Conceptual Framework of the Study



Research Objectives

1. To find out the peace education provisions in the 'Pakistan Studies' curriculum at the B.Ed. (Hons) Elementary 4 years in Pakistan.
2. To find out the extent of peace education content in the 'Pakistan Studies' curriculum at the B.Ed. (Hons) Elementary 4 years in Pakistan in the context of the Castro and Galace Model of Peace Education.

Literature Review

Peace has universal importance and remains a need for human survival from the emergence of humanity, and it is not limited to any specific time or situation (Rico, 2020). Peace education may be perceived as promoting harmonisation, understanding, dependency and cooperation among people (Tomar & Hemlatta, 2016). Furthermore, peace education is associated with individual practices of violence and conflicts as it promotes social and ethical values in society for self-respect, respect for others and harmony. It is possible through the infusion of peace knowledge, values and skills to solve peace issues peacefully (Adonteng-Kissi et al., 2019). Peace education is the process of conducting teaching and learning events to train students in handling peace and violence issues in a peaceful way (Castro & Galace, 2010). Through peace education activities, it is possible to change the students' behaviours positively by educating them to feel others' emotions and perceive the violence causes (Begum, 2012).

Peace education is important to maintain peace and a secure environment in society, as people want peace and to protect it in society (Dhaliwal, 2013). Recently, in the research and policy domain, it has gained recognition and emerged as the educational model (Synott, 2005). Peace education addresses peace and violence issues, and the leading cause of violence and peace issues is people's lack of capabilities to handle and peacefully resolve them (Harris & Morrison, 2003). Teachers are social change agents but get fewer opportunities to teach regarding social disparities (Boler & Zembylas, 2003; Tupper, 2005). Teachers are the source of developing the student's self-interest (Conrad, 2006). Teachers only focus on balancing multiculturalism in the classroom rather than teaching the concepts of peace and violence issues (Koshmanova & Holm, 2007). Research reports regularly reflected that teachers rarely debate controversial problems in the classroom (Donnelly & Hughes, 2006; Torney et al., 2005). It is itself an excellent problem for teachers to discuss such controversial problems when teaching students with diverse economic and cultural backgrounds (King, 2014; Subedi & Stephanie, 2008). Teachers focus only on content knowledge in the

classroom rather than on developing critical thinking. This phenomenon demands the incorporation of peace education into the curriculum (Parker, 2010; Thornton, 2005).

Teachers have no formal knowledge about peace education, and they focus on finishing the coursework (Mehreen, 2019). Peace education may be integrated into the curriculum of teacher education at B.Ed. (Hons) program (Finley, 2014). Teacher educators and prospective teachers argued to integrate peace education (Amin et al., 2019). Mishra (2011) suggested the infusion of peace education and claimed that it is needed to keep in view peace education when fixing the objectives for B.Ed. The program promotes the capability of the prospective teachers to handle peace issues. Brantmeier (2013) claimed that the integration of peace education may develop the peace knowledge of prospective teachers, and teacher educators may get the opportunities to discuss peace issues in the classroom (Harber, 2019). Higher education institutions may arrange such events to promote peace education through teaching, learning, and co-curricular activities (Rasool & Yousuf, 2014).

Pakistan faced many challenges regarding peace and paid considerable losses in terms of human and economic damages. It is the voice of the time to infuse peace education into the curriculum at B.Ed. (Hons). Through the infusion of peace education, it is possible to enable prospective teachers to handle peace and violence issues peacefully (Elias, 2013). The development of a peaceful culture is the main challenge for teachers, as there is no specific peace content in the curriculum (Mishra, 2011). The gap between theory and practice also exists (Ahmed, 2018). Political interest is a question mark as peace education has not been given a preference in Pakistan's educational policies (Zembylas & Bekerman, 2017), while Salomon (2011) pointed out the absence of a proper peace education curriculum. Coordinating theory and practice in the classroom is a challenge (Kester, 2017), while the specific model of peace education needs to be developed, as teachers may manage their teaching-learning activities in a planned way (Rasool & Yousuf, 2014).

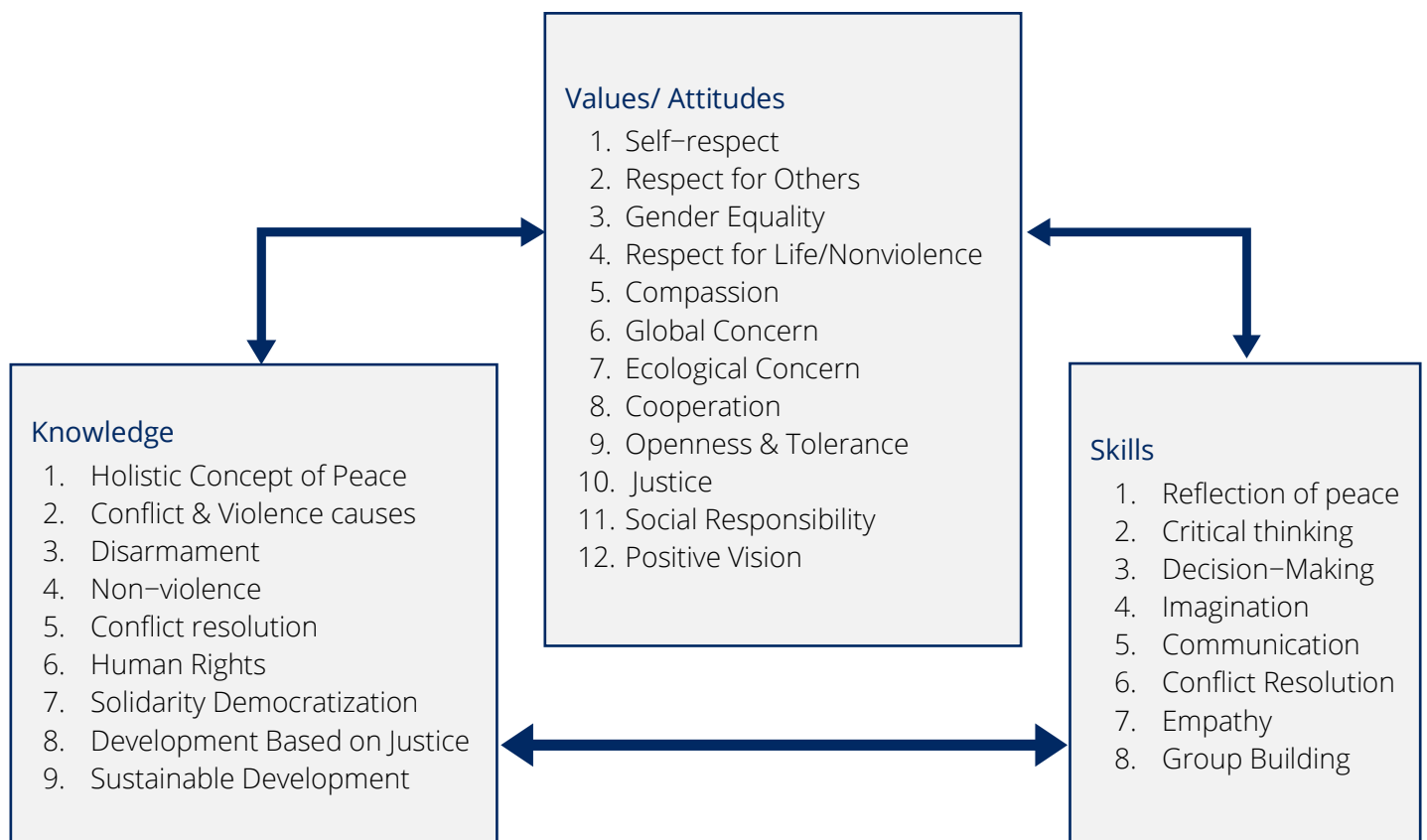
In the context of professional development programs, teachers may use different strategies in the classroom effectively. Peace education may be taught in the teacher education programs by adopting different strategies, i.e., discussion on peace issues, violence and conflicts; peace stories for motivation; group and teamwork to develop mutual understanding; videos related to peace and conflict issues; hidden curriculum and moral dilemmas in each society (Sampere, 2011). The universities may provide opportunities for their teachers to develop their professional knowledge and skills by reflecting on it in their lesson plans. Furthermore, the teacher education programs may provide opportunities to students, i.e., lesson planning, project completion on peace education, action research, co-curricular activities and preparing teaching tools that support them in the promotion of a peaceful culture in society (Rasool & Yousuf, 2014).

The curriculum is a tool in the hands of the teachers through whom they transform peace knowledge, values and skills to prospective teachers to promote a peaceful culture (Null, 2011). The teaching of Pakistan Studies promotes the characteristics to resolve the peace and violence issues in social settings using loveable approaches (Odia, 2014) while teaching Pakistan Studies, focusing on many aspects of individual links with people, i.e., peers, family, workplace, community and prayer places. The Pakistan studies address civic teachings and promote a critical thinking approach in the students to handle peace and violence issues as well as build social cohesion in promoting civilised nations and active participation in an autonomous society (Ezeobea, 2012).

Theoretical Framework of the Study

Figure 2

Theoretical Framework of the Study



Research Methodology

The researcher aimed to analyze the 'Pakistan Studies' curriculum about peace education in teacher education at B.Ed. (Hons) Elementary 4 years. Keeping in view the research objectives, the qualitative research design was employed. The approved curriculum of Pakistan Studies for the 2nd semester in 2012 by Higher Education of Pakistan was analyzed through the suggested process for conceptual content thematic analysis by Cohen et al. (2018). An instrument for conceptual content thematic analysis was developed keeping in view all three aspects and its 29 sub-themes of Castro and Galace Model of Peace Education (Fig, 2), i.e., self-respect; respect for others; gender equality; respect for life/nonviolence; compassion; global concern; ecological concern; cooperation; openness & tolerance; justice; social responsibility; positive vision; holistic concept of peace; conflict & violence causes; disarmament; non-violence; conflict resolution; human rights; solidarity democracy; development based on Justice; sustainable development; reflection of peace; critical thinking; decision-making; imagination; communication; conflict resolution; empathy and group building. Experts' opinions were managed for validity. Reliability was administered through the peer experts' reliability procedure. The conceptual content thematic analysis was carried out and further elaborated. The findings revealed that peace education and its sub-themes were focused on less, and some themes were missing. The thematic analysis of the content is presented in the form of tables, elaborated theme-wise and explained in terms of frequency and percentages.

Table 1

Peace Knowledge-Wise Analysis of Pakistan Studies

S. No	Themes	Content Description	F	%age
1	Holistic concept of peace	In the introductory section of Pakistan studies, the topic 'Government and politics in Pakistan' mentions the peaceful transformation of powers to a new government (p.26).	1	9.09%
2	Conflict and violence causes	In unit 5, "Contemporary Pakistan", the part on contemporary issues mentions the importance of dialogues in resolving conflicts among conflicting parties. The activity of the students reflects the discussion in the class by giving them the opportunities to discuss the conflict issues between the teacher and students in the classroom as well as with parents in the parent-teacher meeting (p.49).	1	9.09%
3	Disarmament	Nil	0	0%
4	Non-Violence	Nil	0	0%
5	Conflict Resolution	In the portion of faculty resources, the content is given a search source for searching Agha Khan University's conflict resolution skills (p.97).	1	9.09%
6	Human Rights	In the part of suggested resources, a search source is given about human rights of the Agha Khan University (p.21).	1	9.09%
7	Solidarity Democracy	In unit 4, 'Government and politics in Pakistan', a separate topic is given, 'citizen participation and the role of citizens in a democracy, mentioning the role of citizens in a democracy (p.17). In the section of the plan of the text, it is mentioned that Pakistan's independence was achieved through democratic efforts (p.27). In uni-4, 'Government and politics in Pakistan' describe the two systems of government, i.e., autocracy and democracy (p.48). A separate paragraph is given in the faculty resource in Uni-3 about democracy definition and its types (p.93). A comparative table is given about the two main types of governments, i.e., autocracy and democracy (p.94).	5	45.45%
8	Development based on Justice	The introductory section of the book mentioned Justice and social responsibilities as the values of any society (p.8). In unit 3, 'Economics of Pakistan' under the topic 'The government of Pakistan' mentions the levels of government given all the branches of government, i.e., national assembly, provincial assembly and judicial branch and describes the justice value and justice system of Pakistan (p.96).	2	18.18%
9	Sustainable Development	Nil	0	0%

Table 1 showed the peace knowledge theme-wise conceptual content analysis of the 'Pakistan Studies' curriculum and reflected that the holistic concept of peace (f = 1, 9.09%); conflict and violence cause (f = 1, 9.09%); disarmament (f = 0, 0%); non-violence (f = 0, 0%); conflict resolution (f = 1, 9.09%); human rights (f = 1, 9.09%); solidarity democracy (f = 5, 45.45%); development based on justice (f = 2, 18.18%) and sustainable development (f = 0, 0%).

Table 2

Peace Values-Wise Analysis of Pakistan Studies

S. No	Themes	Content Description	F	%age
1	Self-respect	The introductory section of the course objectives mentioned peace values, i.e., patriotism and religious harmony (p.11). In uni-5, 'Contemporary Pakistan' in learning outcomes and course objectives describe self-respect by mentioning that tolerance and self-respect maintain good civic sense among citizens (p.20).	2	13.33%
2	Respect for Others	The course objectives of Pakistan studies describe respect for others through the values of patriotism and respect for other cultural diversity and religions (p.11). In uni-5, 'Contemporary Pakistan', the course objectives mentioned respect for others (p.20).	2	13.33%
3	Gender Equality	In uni-5, 'Contemporary Pakistan, ' the section faculty resource describes the topic of the one million signature campaign. It adds that Article 25 of the constitution of Pakistan provides educational opportunities to all children from 5-16 years and provides hope for all deprived due to poverty, gender discrimination, ethnicity and religious discrimination, or geographic immobility (p.99).	1	6.67%
4	Non-violence	Nil	0	0%
5	Compassion	Nil	0	0%
6	Global Concern	The part on Pakistan's history, under the section on organisation of the textbook, mentions that history is made upon the different types of records to examine the individual presence in the global context and provide information in the context of global importance issues and concerns (p.25).	1	6.67%
7	Ecological Concern	In unit 2, 'The land and people of Pakistan', the land and people of Pakistan describe the environmental problems in Pakistan (p.33). Unit 2, 'The land and people of Pakistan,' mentioned the movement and human environment interactions (p.40). In unit 2, 'The land and people of Pakistan', in the portion of the students' handout, a figure is given about the human environment interaction (p.69).	3	20%

S. No	Themes	Content Description	F	%age
8	Cooperation	Nil	0	0%
9	Openness and Tolerance	In the part of the course objectives, describe that prospective teachers may impart the peace values, i.e., patriotism, tolerance and religious harmony (p.11). The course objectives section describes how prospective teachers may impart peace values, i.e., patriotism and tolerance. It mentioned that to achieve learning outcomes, it is necessary to foster tolerance (p.20). The uni-2 'The land and people of Pakistan' describes the tolerance that there are many types of movement in Pakistan which affect the lives of people, and movement is important to study geography as it develops human characteristics, i.e., cultural traits, governmental practices, and tolerance of diversity (p.40).	3	20%
10	Justice	In the course introduction, it is mentioned that the main objectives of teaching Pakistan studies are the exploration and disposition of values, i.e., commitment to the common good and Justice (p.8).	1	6.67%
11	Social Responsibility	In the course introduction, it is mentioned that the main objectives of teaching Pakistan studies are the exploration and disposition of values, i.e., commitment to the common good and Justice (p.8).	1	6.67%
12	Positive Vision	In the introduction part of the course, it is mentioned that one important objective of teaching Pakistan studies is to broaden the vision and understanding of society (p.8).	1	6.67%

Table 2 presented the peace values-wise conceptual content analysis of the 'Pakistan Studies' curriculum and reflected self-respect (f = 2, 13.33%); respect for others (f = 2, 13.33%); gender equality (f = 1, 6.67%); non-violence (f = 0, 0%); compassion (f = 0, 0%); global concern (f = 1, 6.67%); ecological concern (f = 3, 20%); cooperation (f = 0, 0%); openness and tolerance (f = 3, 20%); Justice (f = 1, 6.67%); social responsibility (f = 1, 6.67%) and positive vision (f = 1, 6.67%).

Table 3

Peace Skills-Wise Analysis of Pakistan Studies

S. No	Themes	Content Description	F	%age
1	Reflection of Peace	In the section on the planning of the course, it is mentioned under the topic of government and politics in Pakistan that democracy in Pakistan returns with peaceful transformation to a new government (p.27).	1	12.5%
2	Critical Thinking	In the introduction part of the course, describe that the important objectives of the course of Pakistan studies are, i.e., information gathering and critical thinking (p.8).	1	12.5%

S. No	Themes	Content Description	F	%age
3	Decision-making	In the introduction part of the course, describe the important objectives of the course of Pakistan studies, i.e., information gathering and critical thinking (p.8). In unit 3, 'Economics of Pakistan,' in the part of the comparison of democracy and autocracy, it is mentioned that in democracy, people take part in decision-making, while in autocracy, people have few opportunities in decision-making and political activities (p.94).	2	25%
4	Imagination	In the part of the organisation of the course under the topic of Pakistan geography, it is mentioned that teaching geography develops students' power to think and draw conclusions (p.26).	1	12.5%
5	Communication	Unit 2, 'The land and people of Pakistan', describes floods as creating damage to communication infrastructure (p.85).	1	12.5%
6	Conflict Resolution	In the uni-3 'Economics of Pakistan' in the debate section, a search source for conflict resolution of Agha University, Karachi (p.97).	1	12.5%
7	Empathy	Nil	0	0%
8	Group Building	Unit 5, 'Contemporary Pakistan', describe the group work and activities under the guidance of teachers; the students will discuss major social, cultural, sectarian, and ethnic issues (p.49).	1	12.5%

Table 3 reflected peace skills-wise conceptual content analysis of the 'Pakistan Studies' curriculum and indicated that reflection of peace (f = 1, 12.5%), critical thinking (f = 1, 12.5%), decision-making (f = 2, 25%); imagination (f = 1, 12.5%); communication (f = 1, 12.5%); conflict resolution (f = 1, 12.5%); empathy (f = 0, 0%) and group building (f = 1, 12.5%).

Table 4

Theme and Unit-Wise Analysis of Pakistan Studies

S. No	Peace-Wise Themes	F	Provision of Themes (F, %)	Total Units (F, %)
1	Peace Knowledge	9	(11, 32.36%)	5 (2, 40%)
2	Peace Values	12	(15, 44.11%)	5 (2, 40%)
3	Peace Skills	8	(8, 23.53%)	5 (3, 60%)
	Total	29	(34, 100%)	

Table 4 reflected the theme-wise analysis of the 'Pakistan Studies' curriculum and indicated that a total of 11 themes out of 34 (32.36%) addressed peace knowledge, while 15 themes out of 34 (44.11%) related to peace values. The peace skills themes found were 8 out of 34 (23.53%). The overall presence of all aspects of themes was 34 (100%). Table 4 further presented unit-wise analysis and reflected that a total of two units out

of five (40%) were related to peace knowledge. In comparison, two units out of five (40%) addressed peace values. The peace skills reflected in the unit-wise analysis were three out of five (60%).

Discussion

The promotion of peaceful culture is a need of every society, and sustainable development can be achieved by educating the youth of the society (Castro & Galace, 2010). The National Education Policy (2009) highlighted the gap between policy document objectives and content provision regarding peace education for B.Ed. (Hons) curriculum. The findings of Hayat (2019) revealed that the primary preference was given to peace values in the secondary school curriculum, and the results confirmed the current findings. Shamsul (2018) supported the claim of Castro and Galace (2010) that peace education enhances peace awareness, inculcating peace values and skills in the students to handle peace issues with a positive approach. Samuel (2018) also believes in the inclusion of peace education in the curriculum.

The results of the study are linked to Jamal et al. (2024) and Jamal et al. (2024), who analysed the English curriculum at the secondary level and found less presented peace education content in the curriculum. The findings also correspond with Jamal et al. (2022) and Jamal et al. (2023), who analyzed the Social Studies and Educational Psychology curriculum and concluded that peace education and its subsidiary themes were focused in the teacher education curriculum at B.Ed. (Hons), but the themes were missing as well, and the portion was less infused than the requirements. The results were also correlated with Bashir et al. (2022), who analyzed the educational policies of Pakistan and determined that peace education or its ingredients were not preferred. There was also a gap between the educational objectives and their practical application. The findings of Afzal (2015) contradicted the current results of the study as he claimed that the existing curriculum failed to inculcate peace values in the minds of students, while Tehseem (2014) also argued that the existing curriculum created hate against other than Muslims.

The research depicted the fact that peace education is the source of resolving conflicts as well as identifying the root causes of conflicts. Critical thinking may develop by understanding conflict resolution skills and bringing positive changes in individuals' behaviour. This approach may promote counter-narratives based on tolerance and respect, irrespective of any discrimination, i.e., gender, nationality and religion (Cromwell, 2019). Peace education prepares people to apply proper strategies and techniques to solve social conflicts (Harber, 2019). It improves self-learning and halts cultural labels based on one's thoughts (Zembylas & Bekerman, 2017).

Literature also supports that peace in society is a need for human survival, and it is not limited to any locality or situation (Rico, 2020). Peace education polishes the behaviours of the students in a positive direction to enable them to cope with peace issues (Khan, 2020), while Niyozov and Lalani (2019) claimed that peace education supports achieving educational objectives regarding peace. The literature agrees, as Mehreen (2019) claimed, that teachers have no formal knowledge about peace education, and they concentrate on finishing the coursework at B.Ed. (Hons) Elementary 4 years in Pakistan. Ahmed (2018) pointed out the existing gap between policy and practice, while Mishra (2011) highlighted that the connection between the content provisions and their terms is missing in the curriculum.

Conclusions

It was concluded that peace education and its sub-themes were focused less, and some themes were missing. Furthermore, the theme-wise content provisions regarding peace knowledge were 32.36% while theme-wise content provisions regarding peace values were found at 44.11%. Moreover, theme-wise, peace skills were found at 23.53%. The unit-wise content analysis results reflected that two units out of five (40%) were related to peace knowledge, while two units out of five addressed peace values. Three units out of five (60%) were content provisions regarding peace skills. It was concluded that the Pakistan studies curriculum at B.Ed. (Hons) Elementary 4 years focused very little on peace education, and some sub-themes were missing in the curriculum.

Recommendations

The researcher hopes that the study may raise the significance of the existence of peace education in the curriculum for teacher education at B.Ed. (Hon) A four-year program and may realise the concerns of curriculum designers to probe the existing gaps regarding content provisions of peace education. The study may realize the fact of integrating peace education and its aspects in the Pakistan Studies curriculum. Hence, it is recommended that the Higher Education Commission of Pakistan revise the curriculum for B.Ed. (Hons) Elementary 4 years and incorporate peace education. It is recommended that the missing aspects of peace education be included in the proper portion as well as give equal weightage to all aspects. The co-curricular activities are also recommended for the promotion of peaceful culture in the society i.e., hidden curriculum activities, teacher training workshops, peace debates, seminars and peace conferences.

Suggestions for Future Research

The findings of the research suggested that future research may be conducted to analyze the other courses in the teacher education program at B.Ed. (Hons) Elementary 4 years to probe the weightage of peace education content. Except this, further research may be conducted regarding the gaps between the content provisions and classroom practices of peace education.

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