

Peace building & Children Rights Education : Two years Pakistan Project report:

Introduction:

According to the youth ministry, more than 60 % of Pakistan's 175 plus million populations are under 24 years old. We can understand the importance of young people as social change factor in our country. Peace Education Welfare Organization peace education especially focusing on young school aged students.

Working with youth is an essential part of building a more peaceful and inclusive world. Children model their own attitudes and behaviors based on what they see and hear as they grow up. Particularly in conflict-affected settings, children often learn violence from the conflict happening around them. Conflict can also negatively affect children through displacement, by separating them from family and social networks, by resulting in injury or trauma, and by preventing young people from accessing education.

Pakistan is currently experiencing ongoing conflict and instability, including extremism and terrorism. Although the most active conflict is currently in the northern part of the country, the city of Karachi is also affected. Karachi is a primary entry point for weapons fuelling the conflicts in northern Pakistan and Afghanistan, and many refugees fleeing the violence in the north have come to the city. Karachi also has a history of ethnic and sectarian violence, and this remains an ongoing concern in the city.

One way to help break the cycle of violence that can result in conflict-affected settings is to actively teach young people how to live together peacefully. Young people are especially at risk from conflict and extremist influences, but they also have great capacity to learn to practice peace, love, respect, and caring for each other. The best way to do this is through a program of peace education that integrates learning the knowledge, skills, attitudes and values needed to prevent violence and resolve conflict peacefully with every day lessons taught to children and youth in schools and communities.

Therefore close to three quarters of the entire population of Pakistan comprises of young people. According to the Pakistan Planning Commission the poverty rate in Pakistan is more than 37.5%. Poverty, lack of employment opportunity and the existence of a culture of violence in Pakistan has resulted in an precedent increase in the involvement of young people, both as victims and perpetrators, in conflict situations in the country. It has been observed that the majority percentage of the suicide bombings conducted over the years have been by teenage boys.

The ultimate solution for a change is to teach them word of peace, love and understanding to create culture of peace in schools, community and country. It is observed that by teaching them about conflicts

Peace Education Welfare Organization in collaboration with Peaceful Schools International (PSI) and the United States Institute for Peace (USIP). USIP and PSI share a common vision of promoting and developing peace, non-violence attitude in young people, have joined hands to start this project.

The program for Peace Education in Karachi was for two years projects. It was designed to train 25 pilots' schools teachers, students and parents for creating the culture of peace in their

schools and community. The project was so significant that it provides innovative ideas to peace promoters and to support students and teachers with knowledge & skills for conflict prevention/management and through activities to create the culture of peace in pilot schools.

One of the coordinators, Dr. Zahid Shahab Ahmed from Peace Direct, visited our project in Karachi and wrote about the project location and its conflict situations, where we have most of pilots schools for trainings and about our organisations.

<http://www.insightonconflict.org/conflicts/pakistan/peacebuilding-organisations/pewo/>

<http://www.insightonconflict.org/2011/10/lyari-karachi-visit/>

Funding to project

The project was funded by generous support of United States of Peace and Peaceful Schools International-Canada for two years.

Project Components

Training for regional coordinator for peace education in Canada-Capacity-building for PEWO (Pakistani partner):

In the first year of the project, the Project Coordinator from Pakistan spent two weeks in Canada for training. During the first week, the Coordinator attended a week-long PSI Regional Coordinator training session in Canada. That provided him with an opportunity to deepen his knowledge and understanding of peace education, and to meet and network with other PSI Regional Coordinators, creating his own network of support for peace education activities in Pakistan. The goal of this training is to give the Project Coordinator the knowledge, tools and confidence to conduct workshops for the 25 pilot schools when he returned to Pakistan. It enabled the Project Coordinator to offer similar workshops to teachers and community members in Pakistan upon his return.

The Project Coordinator had an opportunity to spend two in depth days with one of our current Regional Coordinators who worked with the Lester B. Pearson School Board in Quebec, Canada and provides support to approximately 60 schools. He was able to see peace in action in Canadian schools and learn more about what kinds of support a Canadian Regional Coordinator provides.

The final three days in Canada was spent training the Project Coordinator in the basics of project management, financial management, and project evaluation. These three topics will take 2.5 days, leaving a final half day to explore any other areas of need or interest. The management training will be carried out by PSI's Program Manager.

All training for the Project Coordinator was carried out based on a "train-the-trainer" model. PSI has extensive experience in this area, having conducted several train-the-trainer workshops in Canada for educators from many different countries. The "train-the-trainers" approach emphasizes empowering students, giving them all of the skills, resources, support and contacts that they needed to be able to conduct similar training in their own local contexts. See the photo album:

<https://picasaweb.google.com/113005484554050894839/MyVisitAtAmazingPSISchoolsInCanada#>

Equitas Human rights Training in Montreal-Play it Fair!

Muhammad Nadeem Ghazi attended training for Human rights Education at Equitas in Montreal Canada and developed the capacity to train teachers and NGO for human rights education through Play it Fair! material . Play it fair! was integral part of project while training teachers. They were given an opportunity to teach about Children rights through games and activities.

Teachers & schools Administrators trainings:

We trained 25 pilot schools teachers and administrators where more than 400 teachers and administrators attended peace education trainings the objectives of work shop to them following techniques and skills of peace education:

Peace education skills

- Assessing school climate
- Developing a school vision
- Components of a peace education program
- Discipline vs. punishment
- Developing a discipline policy
- Participatory learning principles and technique
- Conflict resolution
- Peer mediation
- Restorative justice
- Class meetings
- Working with parents

_PSI ideas activities

We found significant impact of peace education learning to create the culture of peace in schools. Pilot schools signed two years project for implantation in schools

School Students' training for Conflict resolution, PSI peer mediator program:

Students were trained from different schools; they were thought to learn about conflict resolution techniques and skills and how maintain the records of violence in the class. Girls and boys from different schools participated. We followed the Dr. Hetty van Gurp book "Peer mediation". See the photos:

<https://picasaweb.google.com/113005484554050894839/TwinningLettersFromWorldLearningGrammarSchoolKharadarCampusToSaintLawrenceAcademyJunior#>

1st PEWO conference at Muslim Azad Convention Centre-Karachi:

More than 100 participants attended first peace conference. Participants were principals, administrators, Government education officers, social workers and delegations from ministry of Sindh. The essential criterion for selection was that the accepted participants have an idea or successful initiative to share based on their experiences with implementing peace education / conflict resolution initiatives in their classrooms and / or schools. (These ideas were compiled and added to the guidebook.) We selected a balanced number of male / female participants. Given that the schools involved in the project are 65% public and 35% private, we selected our participants in the same proportion.

Sessions were about:

- Introduction of peace education and its implementation in Pakistani schools
- Why peace education is important for young people of Pakistan
- How to create the culture of peace in schools and community
- Bridging the gap between two nations through peace education-Twinning schools project with Canadian schools

See the photos:

<https://picasaweb.google.com/113005484554050894839/IstConferenceAdministratorsWorkshopOnJourneyToPeacefulSchoolsToCommunitiesInPakistan#>

2nd PEWO Peace Education Conference on "From Peaceful Schools to peaceful communities in Pakistan":

It was the transition of first conference it was two days conference.150 participants participated in conference. It covered following areas.

Session 1: Introduction of PSI & Peaceful Schools International and Journey to Peaceful Schools to peaceful communities in Pakistan: PSI peace education program, back ground, and implementation

Session 2- Creating the culture of peace in school and home through PSI activities and PSI schools sharing activities and activities form PSI member schools in Pakistan

Session 3 - Anti bullying techniques & Discipline v/s Punishment to make peaceful environment in schools

Session 4 – Peace Education Concept in Islam & other religions

Session 5- Conflict Resolution Techniques-Peer mediators, balancing techniques for schools

See the photos:

<https://picasaweb.google.com/113005484554050894839/2ndPSIPeaceEducationConferenceFromPeacefulSchoolsToPeaceCommunitiesInPakistanDAY1#>

<https://picasaweb.google.com/113005484554050894839/2ndPSIPeaceEducationConferenceFromPeacefulSchoolsToPeaceCommunitiesInPakistanDAY2#>

Cross-cultural awareness and understanding -Twining Schools Project:

By bringing together educators and parents from different communities, we aim to foster open communication, understanding and acceptance of diversity.

We arranged “Peace May prevail day among different ethnic groups. They shared word of peace in different ethnic languages that helped them to understand that peace is a universal expression from everyone. We organized flood relief camps by the help of students to support flood victims. We gathered students from different ethnic groups and work for helping victims . See the photos:

<https://picasaweb.google.com/113005484554050894839/MayPeacePrevailOnEarth#>

<https://picasaweb.google.com/113005484554050894839/WLGSSStudentsHelpedTheSufferedPeopleFromFlood#>

Community Outreach: Parent workshops:

Parent and community education is a key part of the third component of this project: increasing awareness, understanding and appreciation of diversity and facilitating cross-cultural communication. While the primary audience for the training activities is teachers, involving students, parents and community members is also critical to this project. Parents were invited to sit in on training sessions, and schools were encouraged to provide an information session to all parents on their plans for creating a school-wide culture of peace.

Schools Twinning:

For the school twinning initiative, we paired at least 5 schools in Pakistan with schools in Canada. PSI has implemented a very successful school twinning project between member schools in Sierra Leone and in Canada and the project in Pakistan followed a similar approach. Children in both countries have invited to learn more about one another by exchanging letters. Children and teachers have been encouraged to focus on similarities rather than differences, and to find out what they can learn from their twinned school. This cross-cultural communication activity will increase the awareness and acceptance of diversity among students in both schools. They exchanged letters and art work which was displayed in school. Richland Academy shared Peace Mandala with WLGS students. They donated material for Mandalas.

The three components outlined above form an integrated project that built the capacity of schools, teachers and communities in Pakistan to prevent violence and resolve conflict peacefully. Implementations of all the project activities and components have been supported by Peaceful Schools International from Canada. . PSI assisted with coordination and logistics for events to the extent possible, provided the financial management required, and offered support and supervision on project evaluation.

See the photos:

<https://picasaweb.google.com/113005484554050894839/PeaceMandalasFromTheStudentsOfRichlandAcademyAtTheWLGSActivityBoard#>

<https://picasaweb.google.com/113005484554050894839/PeaceMandalasFromWLGSSStudentsKharadarCampusForTheStudentsOfRichlandAcademy#>

<https://picasaweb.google.com/113005484554050894839/TwinningLettersFromWorldLearningGrammarSchoolKharadarCampusToSaintLawrenceAcademyJunior#>

Journey to a Peaceful School Guidebook:

It has been written and compiled with different ideas of peace education activities from different pilot schools in Karachi. The results of this project have been captured in a Journey to a Peaceful School Guidebook. This guidebook acted as a resource and guide for schools in Pakistan that are interested in creating and sustaining a culture of peace. It focuses on initiatives taking place in developing countries (so as to have a wide potential audience) and drew on examples from schools in Pakistan as well as other schools in the Peaceful Schools International network. It provides guidelines to adopt peace education as a program to schools' heads and administrators to create the culture of peace for students and community.

Schools' help line & Peace Education resource Program:

PSI-Pakistan is providing support to all PSI pilot schools if they need any help for peace education implementations. We have provided them material for their academic planning and co curricular

activities. We have direct contacts with schools to check on going activities and sharing ideas from schools and their participations. As we started schools in backward areas, where we have lots of complaints of violence, they have limited resources; our volunteers visit them and help them personally.

Press Coverage:

Pakistan Project Coverage with Dr. Hetty van Gurp visit

<https://picasaweb.google.com/113005484554050894839/HettyVisitsToPakistanLeadingNewspapersCoverage#>

1st Conference Peace education Conference

<https://picasaweb.google.com/113005484554050894839/NewspaperCoverageOf1stPSIConferenceAdministratorWorkshop#>

Project Beneficiaries

The primary beneficiaries of this project are the teachers and students in the 25 schools that participate in the project. We have reached approximately 400 educators and at least 8000 students. In addition, we reached to parents and community members connected to the participating schools to also benefit both directly and indirectly, depending on their level of involvement with the school and with this project. The project has also directly benefit schools around the world that make use of the Journey to a Peaceful School Guidebook after publishing. 300 schools at least can access the guide online.

Project sustainability

This project is designed with long-term sustainability in mind. As a volunteer PSI Regional Coordinator, our main partner in Pakistan, Nadeem Ghazi of the Peace Education Welfare Organization, has already been able to achieve great results in spreading peace education to many schools. He will work as a master trainer for the promotion of education in Pakistan. He has trained many recognized NGOs and organizations for peace education in Pakistan. He will carry on for spreading the word of peace in schools to young students through schools staff training and training more NGOs. We have trained so far 25 schools with the commitment to sustain training and implementations to other staffs and twining with other schools locally which will help us to maintain sustainable results in community and country. See the Care international staff training where more than 4 NGOs participated in Islamabad that will work in Swat peace education project:

<https://picasaweb.google.com/113005484554050894839/PSIPeaceEducationTrainingAtCareInternationalIslamabadPakistan#>

Mr. Ghazi has already been recognized for his commitment to promoting peace education in several local newspapers. In July 2009, Mr. Ghazi was presented the Shield of Honour and Ajrak by Mr. Ibrahim Arabi, president of Al-Arabi Foundation for his efforts to promote peace education in community schools in Pakistan.

This project aims to support the excellent work that has already occurred and to build a foundation on which future work can continue once the project ends. By using a “train-the-trainers” model for training, by developing an active network of schools implementing peace education methodologies in Pakistan, and by connecting those schools with other schools around the world doing this work through the Peaceful Schools International network, we will be building the capacity of schools in Pakistan to continue this work well into the future. In addition, the project staffs in Pakistan have the skills and

resources they need to continue to share peace education work with new schools in Pakistan on an ongoing basis.