

PEACE EDUCATION AND DEVELOPMENT (PEAD) FOUNDATION
IN PARTNERSHIP WITH
SAVE THE CHILDREN

ANALYSIS REPORT

Focus Group Discussions &
Vocational Trainings
Swat & Peshawar



PEACE EDUCATION IN KHYBER PAKHTUNKHWA

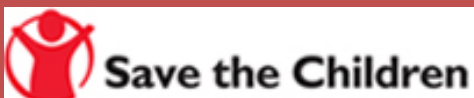


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Overview

Peace Education And Development (PEAD) Foundation in collaboration with Save the Children is working on a project “Promoting Peace Education in Khyber Pakhtunkhwa (KP). The programme has been introduced in 60 educational institutions in districts Peshawar and Swat of KP. To sensitize and train students and teachers of the selected institutions on the importance of their role as peace promoters, equip them with knowledge and skills for promoting peace and non-violent conflict resolution, and to promote dialogue on peace- building in the wider community.

Through the proposed intervention PEAD is using a three-pronged strategy:

1. Training teachers from the selected institutions in order to promote the concept of peace, conflict resolution and interfaith harmony in children besides community mobilization and sensitization of parents, public office bearers and local religious leaders about the importance of education as a long term solution to poverty and vulnerability to political and armed conflicts.
2. Establishing technical and vocational skills development centers for increasing productive and safe markets for employability of youth, thus minimizing their vulnerability to recruitment by extremist groups.
3. To provide all those NGO’s and civil society activists working on peace initiatives a platform for sharing their experiences and for becoming a part of an informed debate on peace-building and promotion, with the ultimate objective of creating counter narrative to tackle radicalization, religious extremism and violence in the society through the establishment of a national level network.

During the one year programme implementation, nearly 8900 students and 300 teachers of the selected schools and Madaris will be trained in peaceful coexistence and non-violent conflict resolution. 200 out of school, vulnerable children will be given technical and vocational skills for better employment opportunities. Leading organizations working on peace issues and prominent peace activists will be brought together on one platform of the “Peace Network Pakistan)” with the objective to share resources with each other at the national level, advocate for peace and non-violence and create a counter narrative to radicalization and extremism in the society.

This analysis report is based on two initial surveys which were carried out by PEAD Foundation to assess the socio-economic impact of conflict in districts Peshawar and Swat of KP. The first part of the report is based on a detailed analysis of the Focus Group Discussions (FGD’s) which were carried out in District Peshawar and Swat with various stakeholders (teachers, government officials, businessmen, community members, media representatives, academicians, students & religious clerics from the region). The second part of the report focuses on a market survey and need analysis which was carried out to assess the preference and demand of vocational skills in the target areas.

PART 1

FOCUS GROUP DISCUSSIONS

SWAT

&

PESHAWAR

In order to assess the current state of Peace Education in the conflict hit areas of KP a rapid assessment was carried out in districts Peshawar and Swat. The tool used for data collection and assessment was Focus Group Discussions (FGD's). Six Focus Group Discussions on the state of Peace Education in KP were held in the months of May & June, 2011. Three discussions were held in Peshawar while three were held in Mingora, Swat.

Objective of Focus group Discussions

The FGD's were held to get the feedback and input of the various stakeholders on the need for Peace Education in the conflict hit areas of KP. Data was collected and was analyzed in order to access the need of the target groups and to prepare the training modules for teachers based on the collected feedback.

The main aims of the FGD's were:

- To access General perception about Peace Education i.e.; how groups of people think and feel about Peace Education.
- The need for peace education in the current scenario.
- Get an insight of participants' attitudes and behaviors.
- Improve and plan the training contents and program strategy according to the participants needs.

Criteria for Focus Group Discussions

FGDs in Swat and Peshawar followed the following criteria:

- Conceptualizing
- Conducting
- Analysis and Reporting

Step 1- Conceptualizing

The first step was to prepare a discussion guide. For this purpose a pre-structured questionnaire was developed based on nine questions. The questions were specific and designed carefully to learn about the existing knowledge base and general perception of people towards Peace and current conflict situation in Khyber Pakhtunkhwa. (Questionnaire Annexed)

Step 2- Conducting FGD

Below is a brief overview of where and how the Focus Group Discussions were conducted.

I. Participants of Focus Group Discussions (FGDs)

The discussions were attended by people from all walks of life to ensure that an informed opinion is obtained from the people who are affected by the post conflict situations. Participants included development practitioners, teachers, lawyers, government employees, students, academicians and journalists.

II. Number and size of the groups:

The number of participants varied. The FGDs had a total number of 10 to 15 participants in each discussion in Peshawar and Swat.

III. Physical Environment

The discussion rooms were set up and all the necessary equipment was arranged on time.

IV. Moderation

A consultant conducted the discussions in order to keep the discussion focused. Furthermore, it was also ensured that the answers given were brief so that each participant gets an equal chance to contribute to the discussion.

V. Parameters for Moderation

The parameters followed in the discussions are stated below:

- **Keeping the conversation flowing-** The moderator tried to keep the discussion as informal as possible and encouraged the participants to share their experiences and opinions.
- **Length of the discussion-** Each discussion took about 1 and a half to 2 hours to conclude. The moderator ensured equal participation while keeping the time frame in mind.
- **Being neutral-**The moderator remained neutral during the sessions in order to obtain maximum information and allowed everyone to voice their opinion.
- **Talking to Members of the Discussion Team-** While conducting the discussions, the moderator was highly determined to explore interrelated issues stated by the group members by giving them examples from real life.

VI. Recording equipment

Audio tape recordings were used as a medium to store information besides taking notes to ensure no information is missed out.

Step 3- Analysis of FGDs

After the discussions were held, the following steps were taken for analysis.

- 1. Reviewing the Notes**
- 2. Reviewing the Audiotapes**
- 3. Writing the Report**

Below is a detailed analysis of the FGDs held in Swat and Peshawar respectively.

I. Focus Group Discussions in Swat

The importance of peace, and peace education was highlighted by the participants in all three discussions. As Swat has recently recovered from a

conflict in which the education sector has suffered badly (over 400 schools blown up), the discussions also revolved around conflict-recovery and the importance of peace education in that context.

On the question of understanding of peace at the conceptual level, a great number of the participants of the various discussions argued that the absence of war should not be construed as “peace”. They argued that development of sustainable peace is a long-term phenomenon in which education plays a vital role. A participant in one of the discussions added that peace not only corresponds to safety from physical harm but also from mental harm and torture. They contended that peace is a part of education and that there should be an emphasis on the need for peace in the existing scenario in Swat in particular and KP in general. Having recently recovered from a violent conflict, the participants of all the discussions held in Swat emphasized that political peace and social sustainability were the major requirements of every state and society.

When asked the question about the role of education in peace-building, the participants of the Swat discussions would usually begin with the counter-question of the adverse effects of the conflict on the education sector and the mental health of the children, which they believed had made the recovery of the education sector a priority. The moderator used various probing techniques to get detailed information by asking them to share their experiences. One of the participants in a discussion narrated an incident in which children were playing military and militants, with the group posing as militants threatening to slaughter the others. Another participant in another discussion shared that during the Taliban days in Swat, children used to play in streets with toy-guns posing as Taliban because they thought that ‘might made right’ and that the militants were about to take over. The participants of various discussions highlighted, however, that the turning of tables on the militants at the hands of the military had reversed that trend of militant-inspired play among the children. All the participants highlighted the importance of education as a means for bringing a positive change in the society in such an atmosphere of mental trauma and distress, especially for the children.

Responding to the question about the major issues faced by education sector in Swat, various participants of the three different discussions highlighted the education problems of school-going children in Swat such as lack of resources (reconstruction / rooms availability, accommodation, space problems), psychological effects of threats (especially for the female students), and the negative effects of violence on the minds of the children.

Responding to the question about the Peace Education component in the existing curricula of the education institutions, all the participants agreed that the existing curriculum did not extensively focus on peace education, and that there was a need to introduce such elements in education. Some of the participants pointed out that there were some elements of peace education incorporated in the existing curriculum like gender equality, non-violence, cooperation, global concern etc. but that those were not explicit in nature. Also, since most of the teachers are not themselves sensitized and trained on these contents therefore, they fail to educate students.

Responding to the questions about the role of teachers in Peace Education, participants added that teachers play an important role in building a child's personality and that there was a need to hire skilled teachers who could teach the concepts better or to train the existing teaching cadre in the concepts of Peace Education as well as the teaching of Peace Education as a specific part of education. Some of the participants highlighted that there wasn't just the need for specific peace education but also peace education through learning of environmental protection.

II. Focus Group Discussions in Peshawar

PEAD held three Focus Group Discussions in Peshawar on the subject of the state of Peace Education in KP. During the discussions, the participants gave answers to specific questions raised in front of them to solicit their responses.

Responding to the questions concerning the understanding of "Peace" and "Conflict" at the conceptual level, most of the participants agreed that in a society Peace means that all the matters of life are going on smoothly and in a systematic

way, in an atmosphere where no particular group forces its opinions on others, because such a situation leads to conflict. Most of the participants of all the Focus Group Discussions in Peshawar contended that a just society is a peaceful society, and that absence of justice leads to conflict. Most of the participants believed that justice in every field of life is essential for peace. They further argued that peace prevails in a society only when the society is educated, because education is necessary in order to know about the basic rights and how to fulfill them. Therefore, they emphasized, the need of an education system that promotes peaceful ethos among the students to make them good citizens of a society. They argued that by fulfilling the educational needs, one automatically suppresses violent conflicts. Many participants were of the view that peace essentially is the existence of a tolerant society. The predominant view in all the discussions was that tolerance in every aspect of life eventually gives way to peace. Similarly, on the other hand, the predominant view about the conflict was the absence of tolerance, i.e., no peace. Some of the participants analyzed conflict as a multi-dimensional term, and that it was caused primarily by discrimination. Peace, on the other hand, according to the predominant view among all the discussions, is based on the fact that the basic rights of the individual in a society are being fulfilled in a progressive way.

Responding to the questions about the top three major issues faced by the children in their respective communities and in their schools—especially in the conflict hit areas—most of the participants of the various Focus Group Discussions argued that physical violence is one of the issues which starts from homes and ultimately leads to the society. Class difference was identified as another emotive, divisive, discriminatory, and thus conflict-prone issue, especially in the conflict-hit areas. The third issue identified by the Focus Group Discussants was the educational environment of the schools in the areas where there is violence.

Another major issue raised in all the three Focus Group Discussions in Peshawar was the lack of good education institutions in conflict-hit areas. The participants of the discussions argued that even the good schools in those areas lacked the capability to ensure personality building of children. The reason cited was lack of

effective training for the teachers and their lack of motivation to utilize their educational credentials.

The participants of the discussions contended that children in the conflict-hit areas face two types of psychological traumas: one relating to external security and the other relating to internal security. The participants argued that external security refers to the prevailing environment of those areas where children have fear of terrorism everywhere, while internal security refers to the environment within their homes and schools where discrimination among children is observed. Some participants argued that the children fear losing the attention of their parents if they are not showing good results required from them and ultimately this leads to a situation where children feel neglected and they may easily indulge themselves in violent acts. The participants of the discussions argued that such mental problems among children are not rectified in schools because of the problems with the schools mentioned above. They further argued that not only are the educational institutes in the conflict-hit areas incapable of ensuring the mental health of the students, they are also unable to provide quality atmosphere for the students in which the activities of all the students, good or bad, are thoroughly monitored for checking physical or mental abuse.

Responding to the question whether the children are formally taught to resolve conflicts, the answer of most of the participants in all the discussions was negative. Some participants argued that even parents mostly discourage to talk on conflict-based issues with the children or to guide them accordingly, as they think this will harm their mind. The participants were of the opinion that equipping children with skills to resolve conflicts or any violent situation at school is normally not undertaken. They were of the view that parents as well as teachers normally fear that equipping the children with such skills will distort their personalities or will affect their innocent minds. They contended that in most societies in KP, the fathers are supposed to be strict and aggressive in order to maintain discipline at home, which is a negative practice and affects a child's mental health during the formative years of his/her mind. The use of aggression by the father at home to resolve conflicting issues came under criticism in all the

three discussions held in Peshawar. The participants agreed that the child learns this basic aggression and this negative way of resolving issues from the father and ultimately he/she practices this in the society.

The response to the question of dealing with conflicts in daily lives was a mixed one. Most of the participants argued that good education and profession of an individual helps him or her in dealing with conflicts effectively. Some of the participants argued that aggression is not essentially a bad thing and that one should stand up against discrimination and try to resolve it peacefully through negotiations or other peaceful means. Some participants were of the opinion that in most of the societies in KPK, individual having aggression is thought to be superior and the one having a patient attitude is considered to be a coward. This, they argued, led to the resolution of conflict through violent means. Most of the participants agreed, however, that avoiding conflict situations is not a good approach as it leaves disputes unresolved. The need for individual training in developing peaceful conflict-resolution skills was emphasized in all the Peshawar discussions. Some of participants argued that personality building is taught in Madrassas, but not with such a great emphasis in mainstream schools.

PART 2

VOCATIONAL TRAINING

PRE-TEST ANALYSIS

Introduction to Vocational Trainings

During the current war on terror in Pakistan, the educational viability and sustainability specifically in Khyber Pakhtunkhwa is facing a serious threat. More than 60% of the population of Pakistan consists of youth out of which thousands of children and teenagers have been adversely affected by the ongoing conflict. A very high proportion of young people are deprived of the basic education in schools as a large number of the educational institutes have either been shut down or the number of students' enrollment in the remaining schools has decreased due to poverty, threats by militants or lack of resources. Most of the out of school youth remain unemployed because they lack the required qualifications or skills. Young people who find no way to earn a living are in an extremely vulnerable state and may end up on the streets, and are subject to trafficking or are being recruited by extremist groups. PEAD Foundation has taken an initiative in partnership with Save the Children to serve the interest of this susceptible young population. Vocational Training and skill development centers have been designed to impart specialist skills to such disadvantaged youth who have no access to education or employment and are economically deprived.

Methodology

PEAD Foundation conducted a market survey prior to trainings to identify the preferred skills required by the participants and the demand of the market in order to provide a need based skills training. The methodology followed for data collection is as under.

Data Collection Mode:

A structured questionnaire was designed comprising of 8 questions, both open ended and closed ended questions were used for data collection to identify the participant's interests and provide them the required skill enhancement opportunity.

Sampling:

A sample of 145 male and female participants was selected from a total of 6 Madaris out of which 4 Madaris (2 male and 2 female Madaris) were in district Peshawar and in 2 Madaris (1 male and 1 female Madrassa) in district Swat of KPK.

Descriptive Statistics:

The participants selected were between the ages of 15 and 22. The selected participants belonged to an economically challenged segment of society. The heads of the family are mostly blue collar workers having multiple dependents on their income. Majority of the participants have not received any formal education and lack the resources to enroll in any vocational training centers. Most of the participants tested are enrolled in Madrassa's as they receive free of cost Quran learning and free meals therefore the only skill most of the participants will ever learn is to read and teach the Quran leaving them with very limited choices and career opportunities.

Data analysis Tool:

The data from questionnaires was transformed into tables and graphs for analysis using the SPSS.

Analysis and Findings

Q.1) What is your age?

Age	Frequency	Valid Percent
15	42	28.97
16	34	23.45
17	31	21.38
18	23	15.86
19	6	4.14
20	5	3.45
21	3	2.07
22	1	0.69
Total	145	100.0

Table 1

Table 1 shows the age group of the target sample. This question helps to examine which age group requires what particular skills. This information can be useful while identifying the interest each group has. Our main focus is to provide vocational skill enhancement trainings to the participants with an emphasis on youth between the ages of 15- 20. It can be seen that majority of the students fall between this range. 28.97% of the participants 15 years old and 23.45% of the participants selected are 16 years of age. 21.38 % of the total sample belonged to age group of 17 while 15.86% and 4.14% are of the ages of 19 and 20 respectively. The number of participants tested over the age of 20 is 4.

Q.2) What do you do?

Occupation	Frequency	Valid Percent
factory	4	2.8
fish shop	2	1.4
labor	3	2.1
madrassa student	116	80.0
mechanic	1	.7
nan bhatti	1	.7
newspaper	1	.7
salesman	1	.7
shopkeeper	3	2.1
tailor	1	.7
welding	2	1.4
work in hotel	10	6.9
Total	145	100.0

Table 2

Table 2 shows the current occupation of the target sample. Results show that 80% of the participants tested are enrolled in Madrassa's. Lack of educational opportunities and formal skills training limits these children to participate in any capacity building or productive activities. Madrassa's provide highly subsidized and even free of cost education to these children which makes the Madrassa highly attractive. Rote learning of the Quran and almost no exposure to any other subjects leaves these children with no choice but to become a "Qari" (Quran Teacher). The remaining 20% of the students are engaged in activities such as waiting tables at hotels, working as shopkeepers, salesmen, mechanics, welders, tailors and laborers on daily wages.

Q.3) What is your qualification?

Class	Frequency	Valid Percent
0	32	22.1
1	1	.7
2	7	4.8
3	10	6.9
4	12	8.3
5	24	16.6
6	15	10.3
7	12	8.3
8	12	8.3
9	5	3.4
10	11	7.6
11	1	.7
12	3	2.1
Total	145	100.0

Table 3

Table 3 shows the academic qualification of the participants. The purpose of this survey is to extract the needs of those children who are suffering from poverty, economic deprivation and cannot afford going to school or to any training institutions. Results show that 22.1% of the participants (boys and girls) have never been to school. 16% have qualified till the primary level after which they had to quit because of family responsibilities and other issues, 10.3% have studied till grade 6th, 8.3% of the total participants studied in school till grades 7 and 8, 3.4% studied till 9th grade after which they had to leave school as school fee increased and they could no longer afford it.. Only 7.6% have done matriculation and a mere 2.1% of the sample has studied till 12th grade.

Q.4) What does your father do?

Father's occupation	Frequency	Valid Percent
Blacksmith	1	.7
brother earns	2	1.4
business	1	.7
carpenter	2	1.4
clerk	1	.7
crockery	1	.7
driver	16	11.0
dry cleaner	1	.7
electrician	1	.7
farmer	1	.7
gardener	1	.7
govt. employee	1	.7
Imam Masjid	3	2.1
other Job	4	2.8
labor	33	22.8
leader	1	.7
mechanic	6	4.1
no job	13	9.0
passed away	7	4.8
poultry farm	2	1.4
property dealer	2	1.4
retired teacher	1	.7
salesman	11	7.6
sanitary	1	.7
shoemaker	1	.7
shopkeeper	19	13.1
tailor	4	2.8
watchman	5	3.4
welding	1	.7
wood cutter	2	1.4
Total	145	100.0

Table 4

Table 4 shows the occupation of the head of the family of these students. It was important to ask this question as a lot of the times the father is the sole provider and means for livelihood for the entire family. It has been observed that 22.8% of the participants' fathers are laborers, which means they work on a daily minimum wage doing hard labor. 13.1% are shopkeepers, 11% are local transport drivers and are mostly on the road leaving the children unsupervised, 9% are not doing any job while 4.8% reported that their father have passed away. The remaining percentage of the participants' fathers are doing various jobs such as; salesmen, watchman, tailor, carpenter etc.

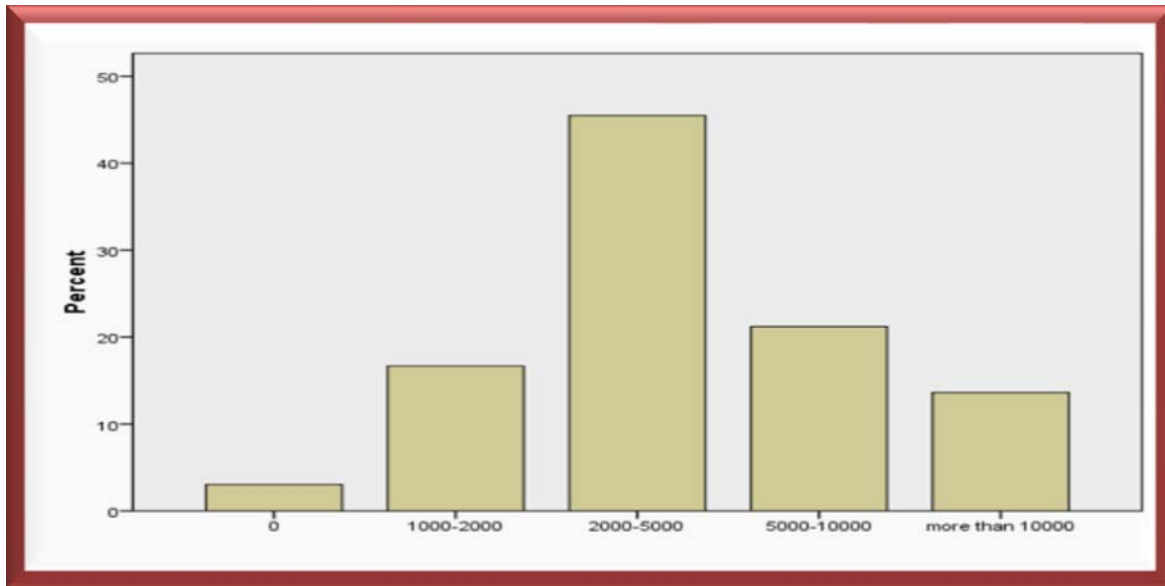
Q.5) What is your fathers monthly income?

Income Range (Rs)	Frequency	Valid Percent
0	12	8.5
1000-2000	13	9.2
2000-5000	58	41.1
5000-10000	40	28.4
more than 10000	18	12.8
Total	141	100.0

Table 5

Table 5 helps us quantify the prevalent economic condition of the participants tested. Results show that nearly half of the participants tested (41.1%) have a monthly family income which falls between the range of Rs. 2000-5000 which is approximately between \$20 – 50. 28.4% of the participants survive with a monthly income ranging from Rs. 5000 to 10,000 which is approximately between \$50 – 100 . 12.8% reported an average monthly income of more than 10,000. Persons falling under this category are mostly drivers. The percentage of participants whose fathers earn a monthly income between Rs.1000 to 2000 is 9.2%, these ranges approximately between \$11 – 20. Although it is a small number never the less 13 participants from the sample group survive an entire

month with the said amount of money. Families like these mostly have a large number of dependents and it becomes essential for young children to work for their survival and livelihood. 8.5% of the participants reported that their fathers are currently unemployed and they have other sources of income such as support from other family members (uncles, older siblings etc).



Graph 1

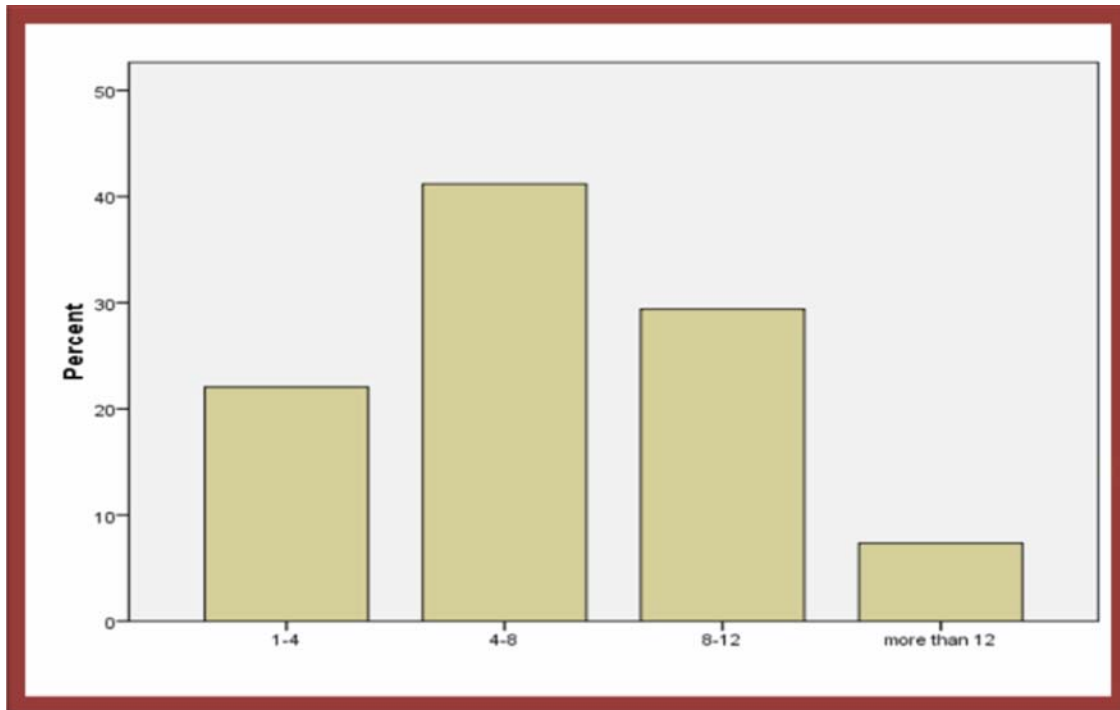
Q.6) How many of your family members are dependent on your fathers income?

No. of family members	Frequenc y	Valid Percent
0	10	7.0
1-4	23	16.1
4-8	62	43.4
8-12	36	25.2
more than 12	12	8.4
Total	143	100.0

Table 6

Table 6 shows that 43.4% households comprise of 4-8 family members, which means that in most cases a single earner is supporting 4 to 8 dependants on a monthly income which is between \$20 – 50. One quarter of the sample size,

25.2% to be exact are having 8 to 12 dependent people in their households. 8.4% of the participants have more than 12 dependant family members. It should be taken into account that the highest earning families in the sample group earn a little over \$100 a month and that is simply not enough for providing even the basic necessities for 12 people living in a household.



Graph 2

Q.7) List three of your hobbies.

Hobbies	Frequency	Valid Percent
business, cricket, karate	1	.7
Computer	2	1.4
computer, cricket	1	.7
Doctor	1	.7
drawing, cooking,	1	.7

movies		
Driving	1	.7
eating, religious readings, helping people	1	.7
Football	4	2.8
football, cricket	1	.7
football, driving	1	.7
hafiz ul Quran, playing	1	.7
reading, mechanical work, cricket	1	.7
reading, Quran,	1	.7
reading, travelling	1	.7
Reciting Quran, stitching	1	.7
reciting Quran, internet, cricket	1	.7
Stitching	6	4.1
stitching, cricket, cartoon	1	.7
stitching, cricket, tilawat	1	.7
stitching, embroidery, translation	1	.7
watching tv, stitching	1	.7
Total	145	100.0

Table 7

Participants were asked to list their hobbies to find out their interests and activities they indulge in. Table 7 shows that maximum participants said they like playing cricket which is the most popular sport in Pakistan. Results show that these children are more inclined towards games than studies.. An interesting observation is that 13.2% children have stated that they have no hobbies or

interests, one reason behind this may be that these children have bigger issues to deal with like providing themselves and their families with three meals a day. 7.6% girls like doing household work, while 6.9% and 4.1% like reading and stitching. Other hobbies include travelling, watching television, reciting Quran, playing sports etc.

Q.8) What do you want to become when you grow up?

	Frequency	Valid Percent
Teacher	1	.7
Army	7	4.8
Business	3	2.1
clothes shop	1	.7
Designer	2	1.4
Doctor	17	11.7
Police	1	.7
don't know	3	2.1
Driver	1	.7
Electrician	1	.7
electrician/religious scholar	1	.7
Engineer	11	7.6
go abroad	1	.7
Hafiz ul Quran	1	.7
handicrafts centre	1	.7
Lawyer	1	.7
Mechanic	2	1.4
None	22	15.2
Parlor	1	.7
Pilot	3	2.1
religious scholar	7	4.8
serve the nation	1	.7
Stitching	3	2.1
Tailor	11	7.6
Teacher	41	28.3

Total	145	100.0
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Table 8

Participants were asked what they want to become when they grow up to find out about their ambitions in life. . Majority of the participants - 28.3% reported that they are interested in becoming teachers, a profession which is more popular in females as compared to the males tested. 7.6% of the participants would like to take up the tailoring profession, 4.8% participants responded they want to become religious scholars when they grow up, 7.6% boys want to become engineers, 11.7% doctors, 4.8% are interested in joining the army, 2.1% want to become pilots and 15.2% of the sample group are unsure about their future interests / profession. Remaining percentage of the participants is interested in occupation like mechanical work, businessman, salesman, lawyers, designers etc.

Q.9) If you are provided an opportunity what skill you would like to learn?

Skills	Frequen cy	Valid Percent
Stitching	62	89.9
Embroidery	2	2.9
Handicrafts	5	7.2
Total	69	100.0

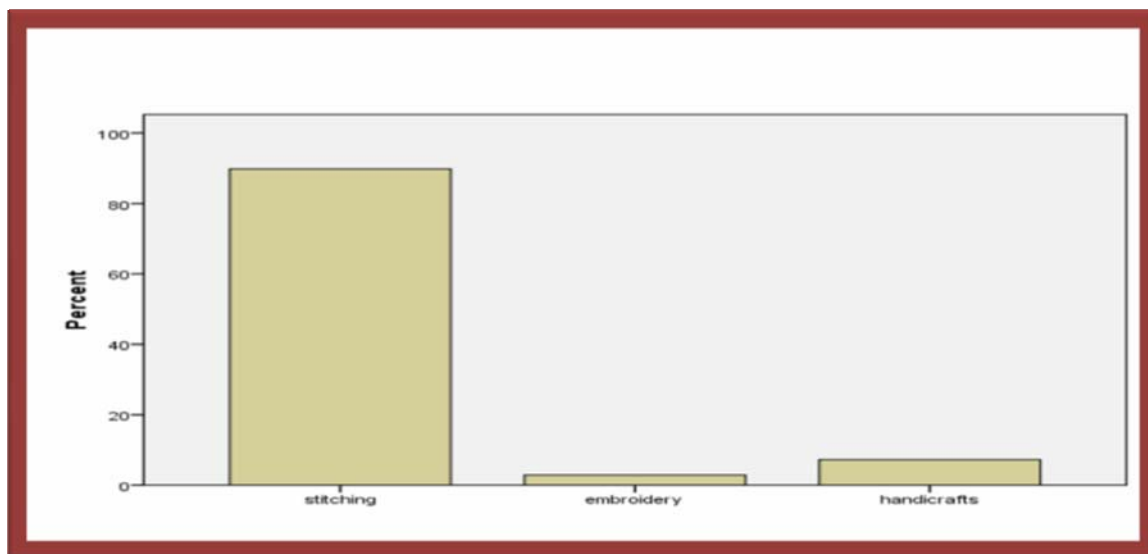
Table 9.1

Skills	Frequency	Valid Percent
Electrician	37	50.0
mobile repairing	20	27.0
air-condition repairing	10	13.5
Tailoring	7	9.5
Total	74	100.0

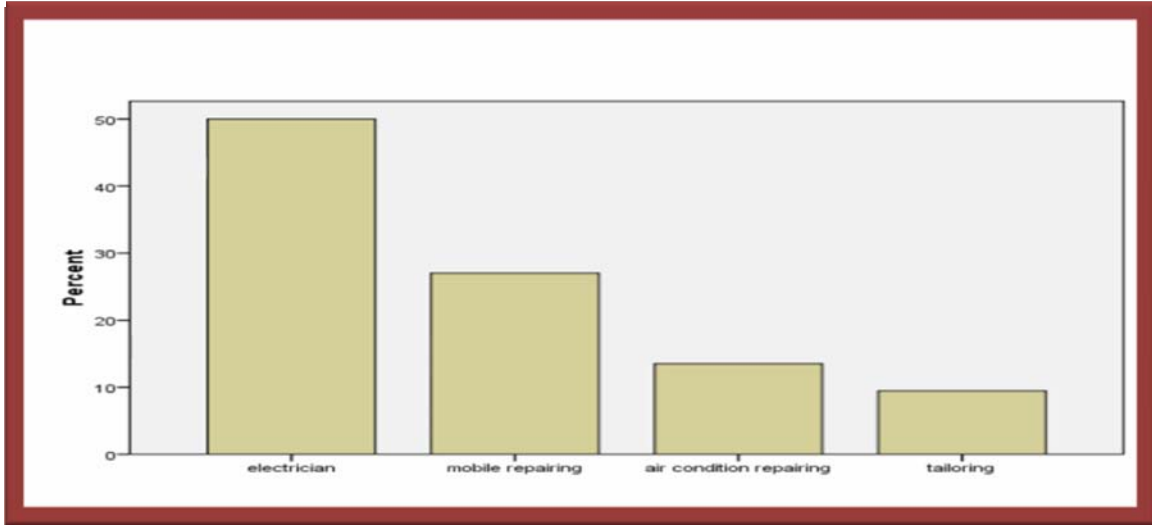
Table 9.2

Table 9.1 shows what the female participants would be interested in if they were given an opportunity to learn one of the above mentioned skills. Similarly table 9.2 shows what skill the male participants would have chosen if they were given the opportunity. The skills which have been listed in the question 9 were carefully selected after conducting a market survey of the prevalent demand and in accordance with the learning capacity of the target group. Results show that 89.9% of the female participants are interested in stitching, 7.2% want to get trained on making handicrafts whereas only 2.9% females choose embroidery.

Similarly 50% of the male participants showed interest in electrician training, 27% wanted to acquire mobile repairing skills, 13.5% male participants marked air condition repairing skills and 9.5% of the participants from the sample group choose tailoring skills as their choice of vocational training.



Graph 3



Graph 4

PART 3

CONCLUSION & RECOMMENDATIONS

Conclusion

It was evident during all the six Focus Group Discussions organized by PEAD in Peshawar and Mingora that the conflict situation in various parts of KP is adversely affecting the mental health of the populations residing in those areas. The impact of conflict has been most severe on children who are in the formative years of their mental development. There were no two opinions in any of the discussions about the dire need for the promotion of peaceful ethos in the conflict-hit or conflict-prone areas of KP. It was evident from the views expressed by the participants in the various events that there is no better tool for the promotion of peaceful ethos in a society—especially among the children—than Peace Education. Peace Education was highlighted as one of the major force multipliers for effective conflict resolution in the conflict areas of KP. While everyone agreed on the importance of Peace Education for the health of the societies in conflict areas, most of the participants also contended that not only is the content of peace education missing from the curricula of the education institutions, the education institutions and their teaching staff is ill-equipped and ill-trained to take Peace Education as a mandatory aspect of learning in those areas.

The vocational training analysis gave an insight into the interests and abilities the participants possess. Majority of the participants from the sample group are living below the poverty line. Currently these children are not provided with any creative or educational opportunities that enhance their skills and strengthen their economic conditions in the long run as a result of which in the present situation in Pakistan, many of these children use illegal means of earning money. Children who belong to economically challenged families are also vulnerable to be recruited by radical groups by giving them monetary incentives. According to the results, these children spend most of their time either sitting idle or playing games which may lead to social unrest in future as they may be involved in negative activities. It is not that they do not want to learn and succeed but they lack the opportunities to strengthen their skills and build their capacities. The

females have shown interest in getting equipped with stitching skills while a large number of male participants were inclined towards electrician training.

Recommendations

Considering these hard realities, the importance of which was underscored during the Focus Group Discussions and vocational training pre-test analysis, PEAD gives the following key recommendations for the promotion of Peace Education:

1. Peace Education should be made an integral part of all education in KP;
2. For ensuring that Peace Education is imparted into the curricula of the mainstream education institutions in the public and private sector, a thorough review of the school textbooks should be conducted to ensure that peace content is a part of it and violent content is taken out of it;
3. Special trainings should be held for the teaching faculty of all the primary and tertiary educational institutions of KP for imparting knowledge and awareness about Peace Education to them and developing their skills necessary for transferring that knowledge and awareness on to their students.
4. Vocational training and skill development centers, as a way to transform our youth into productive citizens, should be established in more places to provide comprehensive resources to assist deprived youth in the acquisition of a wide range of skills.
5. Establishment of skill development centers for economically challenged youth holds significance value which is not given considerable importance at present. They can be transformed into certified, employable workforce ready to earn a living and support their families and add to the economy of their respective districts.

Annex I Questionnaire - Focus Group Discussions in Swat & Peshawar.

Objective: “To analyze the state of peace education in KPK.”

1. What is your understanding of the concepts of violence?
(Participants level of understanding- Negative peace/ Positive peace)
2. What is your understanding of the concepts of peace?
(Participants level of understanding- Negative peace/ Positive peace)
3. Major issues children face in schools?
4. Major issues children face in community? (Specific problems identification)
 - Bullying
 - Ostracism (Racism/ethnicity/gender)
 - Prejudice (class/religion/ethnicity)
 - Any other
5. How do you deal with conflict?
 - Promoting tolerance/understanding
 - Conflict resolution skills
6. Have your students/children ever received any formal training on conflict resolution strategies? (Assessing their knowledge of conflict resolution techniques)

7. What are the effects of conflicts/ violence/ instability in the current scenario on education?(schools/ madrassas etc)
 - Creating a link between violence and education institutions.

8. Is education a space and tool that can address and facilitate transformation of conflict towards creating structures and processes that constitute peace?
 - Perceptions about need for peace education
 - Importance of peace education in schools
 - Importance of educating students on peace

9. What role teachers and parents can play in building and sustaining a culture of peace in the current scenario?
 - How they can contribute towards promotion of peace

Annex II

Project: Promoting Peace Education in Khyber Pakhtunkhwa

**Implemented by: Peace Education And Development (PEAD) Foundation in
collaboration with Save the Children**

Questionnaire for Skill Development (Male)

Name:

Age:

Occupation:

Contact Details:

Question 1: Have you ever been to school, if yes then till what class have you studied?

Answer 1:

Question 2: What is your father's profession?

Answer

2: _____

Question 3: What is your father's income?

Answer 3: (a) Rs 1000 – 2000 (b) Rs. 2000 – 5000 (c) 5000 – 10000 (d) more than 10000

Question 4: How many people are dependent on your father's income in your family?

Answer 4: (a) 1 – 4 (b) 4 – 8 (c) 8 – 12 (d) more than 12

Question 5: Can you list down three of your hobbies and interests?

Answer 5:

Question 6: What do you want to be when you grow up?

Answer 6:

Question 7: If given the chance to study, which of the following skills would you prefer to learn?

Answer 7: (a) Electrician work (b) Mobile repairing (c) A-C repairing (d) Tailoring