



# PEACE & HUMAN RIGHTS EDUCATION

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*A culture of peace will be achieved when citizens of the world understand global problems, have the skills to resolve conflicts and struggle for justice non-violently, live by international standards of human rights and equity, appreciate cultural diversity, and respect the Earth and each other. Such learning can only be achieved with systematic education for peace." (The Hague Appeal for Peace)*

The post 9/11 Pakistan has witnessed alarming levels of violence. The conflict between the state and the non-state actors, largely emanating from the Federally Administered Tribal Areas (FATA) has resulted in massive socio-economic and political turmoil in the country. During 2002-2013, in over 320 suicide attacks of which nearly 70% took place in KP and FATA nearly 40,000 people have lost their lives ([www.crss.pk](http://www.crss.pk)). This violence and terrorism has also left deep emotional scars on the large sections of the population, particularly children.



This alarming situation therefore demands an urgent intervention to develop strategies and programmes to build peace in the communities that are affected by conflict and violence. While other strategies might also help, educating people through specifically designed Peace & Human Rights Education programmes will prove beneficial since these help open the minds of the people towards respecting other people and their beliefs and make them

better citizens in terms of positive contribution in the society. Such programmes must also include teachers and students as integral and important stakeholders as to value human rights, tolerance, respecting diversity and democracy to bring about behavioral change in them and through them in their communities that will minimize/prevent conflict and violence, both overt and structural.

*Education shall be directed towards the full development of the human personality and to the strengthening of respect for Human Rights and Fundamental Freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace. (Article 26, Universal Declaration of Human Rights)*

Educationists believe that the most basic and fundamental values which are instilled in humans come from the education they receive during their school years. Those values mould their personalities into the people they will become in the future. Therefore, it is imperative that schooling environment and content being taught in schools should focus more on imparting values that promote unbiased and balanced attitudes and behaviours to become better human beings.

*National Education Policy (NEP) 2009 specifically mentions the need to include Life Skills Based Education, Human Rights Education & Peace Education in the curricula. (Reference Section 109.9, page 45 of NEP 2009)*

Building on the NEP, 2009 and realizing the significance of Peace & Human Rights Education programmes for schools to counter violent/extremist narrative, attitudes and behaviours, PEAD Foundation and UNESCO have jointly come up with an advocacy and training project entitled “Peace & Human Rights Education” for selected teachers, students and society at large in Khyber Pakhtunkhwa and FATA with following objectives:

- Policy advocacy with the provincial education departments for curriculum review and inclusion of Peace & Human Rights Education in the curriculum. Sensitize and train teachers with knowledge, skills and attitudes to promote the culture of peace.
- Create awareness of the significance of peace, respect for human rights and sustainable development in the wider community through radio outreach.

To achieve the above mentioned objectives, the project adopted a three pronged approach. Each had a specific focus besides raising awareness on Human Rights issues faced by the communities in Khyber Pakhtunkhwa and FATA. Highlights of each are as follows:

#### **Policy advocacy with the provincial education departments for curriculum review:**

A comprehensive policy advocacy campaign was designed to demand review of the textbooks and curriculum while paying special attention to inclusion of peace and human rights education in the curriculum. In this regard several advocacy meetings were held with different stakeholders. These meetings were attended by senior officials of the Education Department, Khyber Pakhtunkhwa & FATA including the officials of the Directorate of Curriculum and Teacher Education (DCTE), Textbook Board, publishers, textbook writers, civil society members, academicians, journalists, parents and students.



*Emerging trends and concepts such as School Health, Life Skills Based Education, Population and Development Education, **Human Rights Education** including gender equality, School Safety and Disaster and Risk Management, **Peace Education and inter-faith harmony**, etc. shall be infused in the curricula and awareness and training materials shall be developed for students and teachers in this context, keeping in view cultural values and Sensitivities. (Reference Section 109.9, page 45 of NEP 2009)*

Based on the inputs from the various stakeholders, the following recommendations were drafted to be shared with the Education Department, Khyber Pakhtunkhwa:

- Human Rights-sensitive, peace education programme should be developed and made part of the curricula to promote peace, harmony and social cohesion. Also, materials that promote violence and hatred towards others need to be expunged from the textbooks.
- There is an urgent need to allocate resources for Teachers' Training and capacity building programmes to equip them with knowledge, skills and attitudes for teaching-learning peace education and human rights. The teaching & learning process has to constantly evolve and grow to meet the needs of our ever changing society. Therefore, regular & updated in-service training mechanisms should be devised for teachers, education planners and managers as well.



- Student learning outcomes should be framed and measured carefully and skillfully in order to know about the effectiveness of teaching-learning in schools.
- Capacity building of officials and personnel from provincial department of education be enhanced to improving access and quality of education.

- There should be effective & welcoming policies by the provincial government to strengthen and encourage the participation of local communities to play their due role in education.

#### **MEDIA ADVOCACY AND OUT REACH: HAQ DA HAR INSAN**

Given Pakistan's scenario, and particularly of the conflict-hit areas in FATA and Khyber-Pakhtunkhwa, engagement with the wider community in providing them with exposure to an informed, critical debate is necessary. To counter the conservative narrative with intellectual discourse through a critical thought-provoking debate, a comprehensive radio advocacy campaign was envisaged. It was expected that this could be an effective way to educate people in the region about the need to promote and encourage peace, social cohesion and respect for human rights.



To achieve the said objective, a series of 13 radio programmes titled “HAQ DA HAR INSAN” (Right of Every Individual) was prepared. The duration of these programmes was 30 minutes each and these were aired via radio FM 101.5, Peshawar. The topics that came under discussion ranged from socio political, religious, environmental to educational issues. Participants of the programmes were senior officials of the Education Department Khyber Pakhtunkhwa & FATA, parliamentarians, civil-society representatives, teachers, community elders, religious leaders and youth etc. Through the said radio programmes, the communities were involved and engaged to trigger critical thinking and respect for human rights among them. These programmes invoked and generated great interest among the listeners. Many live calls &

SMS were received appreciating the topics of discussions as well as the quality of the debate that took place during the programmes.

#### **TEACHER'S TRAINING ON PEACE & HUMAN RIGHTS EDUCATION:**

In this phase, 100 teachers from selected government schools of Khyber Pakhunkhwa and FATA will be trained on specific human rights and peace education themes including respect, tolerance, interfaith harmony and conflict resolution. The capacity building sessions are going to strengthen the beneficiaries in terms of knowledge, skills and capacities to deliver the messages of peace and human rights effectively. The trained teachers will be motivated to pass on the message of peace, non-violence and human rights to their colleagues and students in their respective schools.

In this regard, a specific training manual is being developed focusing on the themes mentioned above. A positive behavioral change is expected among the target beneficiaries as a result of these interventions besides promotion of the values of peace, pluralism, tolerance, co-existence and social harmony in the region.

#### **Disclaimer:**

This document has been produced by PEAD Foundation Islamabad under the UNESCO funded project entitled harnessing social cohesion through education and access to information in conflict affected areas of Khyber Pakhtunkhwa and bordering areas between Pakistan and Afghanistan (FATA). The views expressed in this document not necessarily reflect the views of UNESCO Islamabad nor UNESCO.

