

Peace Education in Khyber PakhtunKhwa

***An Analysis of
students' knowledge,
attitude & skills
(Survey Report)***

***Engaging & empowering
citizens for a sustainable future***



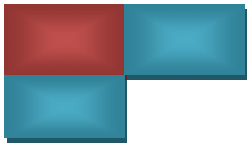


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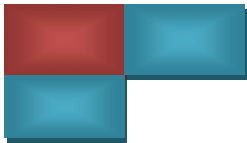
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Preface

Pakistan is currently facing multi-faceted challenges- Poor social conditions precipitated with socio-economic backwardness; poor governance, high population growth, poor education, lack of skill-development, lack of infrastructure facility and political instability are just to name a few. Topped with all that, there has been an ever increasing epidemic of terrorism present in the country since 2001. By the end of 2010 Pakistan had endured nearly 215 suicide attacks (including 87 in 2009, and at least 68 in 2010), and thousands of sniper attacks and acts of subversion such as bomb blasts at public places and government targets including girls' schools, music stores, army headquarters etc. Pakistan has witnessed the assassinations of its leaders to civil war that resulted due to the military operations in Swat (summer 2009), and a similar offensive into South Waziristan in October 2009.

Given Pakistan's scenario, and particularly that of the conflict-hit areas in FATA and Khyber-Pakhtunkhwa (KPK), engagement with the youth and providing them with knowledge and skills for an informed point of view can be a good starting point. This made the basis of the initiative "Peace Education in Khyber Pukhtoonkhwa". Peace Education in KPK is an initiative which has been taken by Peace Education And Development (PEAD) Foundation in collaboration with the United States Institute for Peace (USIP). USIP and PEAD share a common vision of promoting peace, non-violence, democracy and good governance and therefore joined hands to start this project.



Section 1

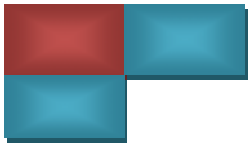
Peace Education in Khyber Pakhtunkhwa

According to the youth ministry, more than 60 % of Pakistan's 175 plus million population is under 24 years old. 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 unprecedented 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. Police records also show that a new wave of teenage crime is on the rise. Pakistani youth is in dire need for a positive change in their attitudes and behavior for achieving desirable conditions of a more peaceful environment. Thus change is a "threshold" value on which the culture of peace is based. Therefore inclusion of young people in the peace-building process is the need of the hour.

Peace Education in Khyber Pakhtunkhwa is an initiative which has been taken by Peace Education And Development (PEAD) Foundation in collaboration with the United States Institute for Peace (USIP). USIP and PEAD share a common vision of promoting peace, non-violence, democracy, good governance and therefore have joined hands to start this project.

The program, Peace Education in Khyber Pakhtunkhwa , was designed to sensitize students and teachers on the importance of their role as peace promoters and to equip students and teachers with knowledge & skills for conflict prevention/management. This was achieved by training students on themes such as the meaning of peace, co-existence, values, identity & religion, anger management, communication, perception, techniques of conflict resolution and prevention.

The program is an attempt to educate the youth and release them from the confines of a conservative mind set and hence give them a more liberal and broader perspective of life to ensure that they move towards optimism which is a major challenge of the 21st century. The program provides a basis for the need to promote the energies of a variety of new and fresh minds and promotes such behaviors that work on aspects of non violent behaviors and non aggression and the cumulative effect of these behaviors will give rise to a more peaceful nation. It promotes dialogue on peaceful co-existence and aims to help the target beneficiaries develop skills, knowledge and constructive attitudes in order to minimize conflict in the wider community. It is also aimed at providing the target groups with an alternative view of individual as well as collective responsibilities by way of

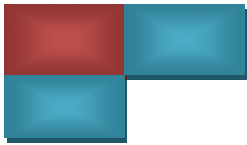


directly engaging them in various program activities. This allowed them to discover common grounds and create new bonds.

In order to assess the knowledge and attitudes of students and teachers towards Peace and Conflict Resolution a survey was conducted with them before the implementation of the project. A similar survey was conducted with the same students and teachers after the completion of the project to assess the impact the project has had on the attitudes and behaviors of its participants. The survey was conducted in the same schools to ensure the authenticity of the analysis between pre and post project surveys.

Training Objectives

- To sensitize students and teachers on the importance of their role as peace promoters
- To equip students and teachers with knowledge & skills for conflict prevention/management and,
- To promote dialogue on peaceful co-existence in the wider community.



Research Model

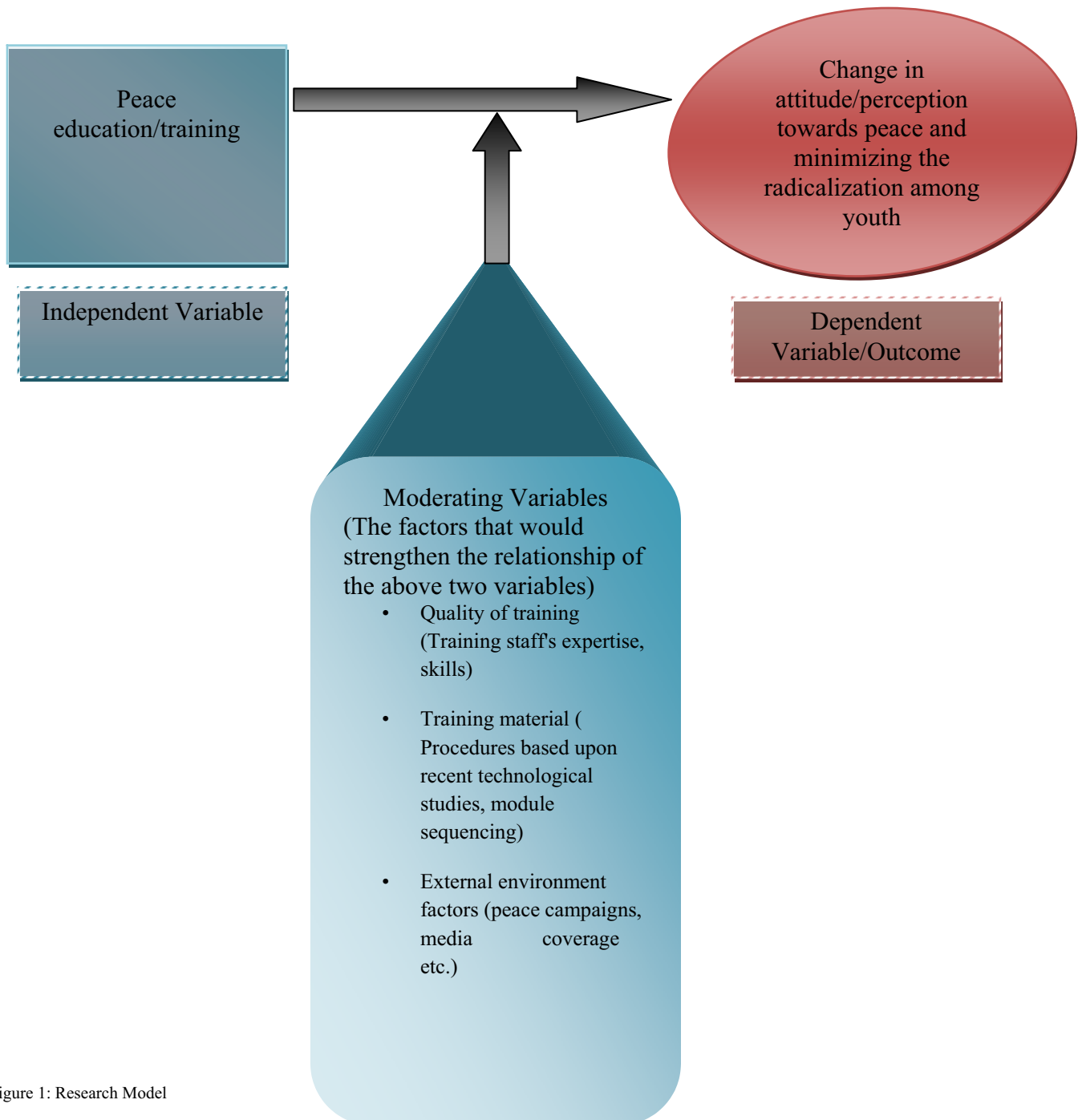


Figure 1: Research Model



Section 2

Methodology

Data collection method

The basic method used in this research for the collection of *primary data* was the questionnaire. The data collection was done by developing a pre-structured questionnaire comprising of 14 questions with a majority of multiple choice questions that allowed respondents to express their views without any difficulty or confusion on the issue.

Sampling

The pre-test survey was carried out in 72 public schools (36 boys & 36 girls) which were selected from three districts- Peshawar, Charsadda & Nowshera) of Khyber Pakhtunkhwa. The post-test survey was carried out with the same number of students and in the same schools where the pre-test survey had already been conducted. To avoid sample variability in each school, 15 students were selected for the survey through a random sampling method.

The questionnaire was also distributed among students of the non-participating schools of the same age group who were not directly involved in the training but were affected by the indirect factors of the project for example the Peace Days, media campaigns, Friday sermons etc. Hence non-participants were also involved in project activities such as Peace Days, media campaigns and Friday sermons to assess the impact of project activities on the external environment.

Descriptive Statistics

All of the selected schools for both surveys are situated in rural to semi-urban settlements hence the students coming to these schools belong to a low socio- economic income group. The test was carried out on 1080 students between the ages of 14 to 16.

Data analysis tools

The data was analyzed using the SPSS program for data collection and Excel for further analysis of the research. Results were presented in the form of tables and graphs.

Section 3

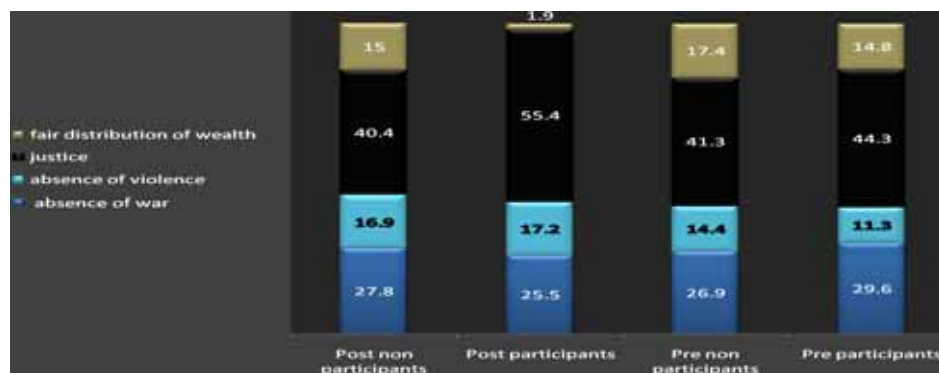
Findings & Analysis

Question 1: How will you define peace?

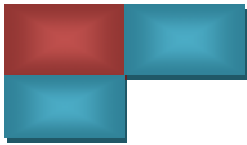
	PRE-TEST				POST-TEST			
	Participant	Percent	Non Participant	Percent	Post Results	Percent	Non Participant	Percent
Absence of war	160	29.6	145	26.9	136	25.5	150	27.8
absence of violence	61	11.3	78	14.4	92	17.2	91	16.9
justice	239	44.3	223	41.3	296	55.4	218	40.4
fair distribution of wealth	80	14.8	94	17.4	10	1.9	81	15.0
Total	540	100	540	100	534	100	540	100

Table 1

Table 1 shows how each respondent defines peace. Pretest results given in Q1 show that 44.3% of the respondents in the participating schools define peace in relation to the presence of justice. The same group of students was asked the same question after they had completed the “peace education” training. Results show that there has been a significant rise in the understanding of the students and 55.4% students now defined peace in relation to the presence of justice. More students are now of the view that a ‘just’ society is a ‘peaceful’ society. 29.6% of the respondents from participating schools and 26.9% respondents from the non-participating schools define peace as the absence of war and 25.5% of the trained students define peace as the absence of war.



Graph 1

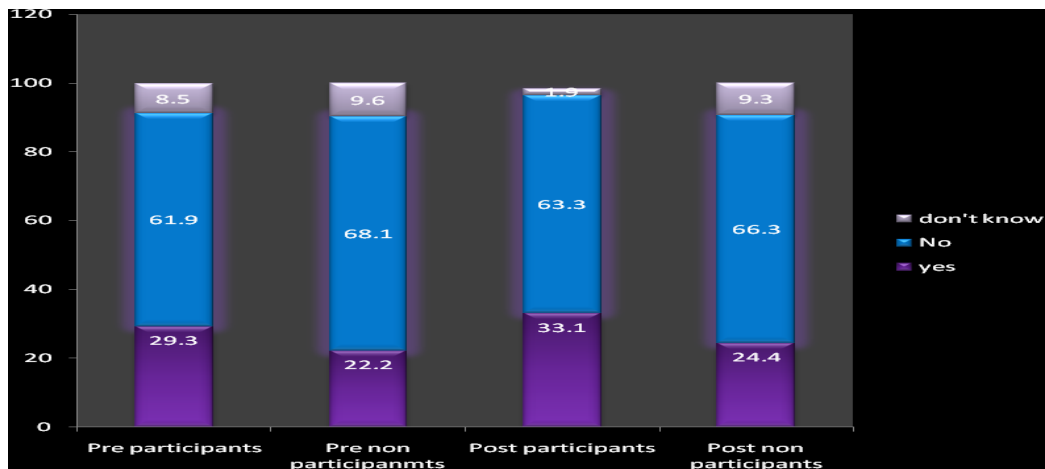


Question 2: Do you think we are living in Peace?

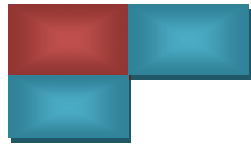
	PRE-TEST				POST-TEST			
	Participant	Percent	Non Participant	Percent	Post Results	Percent	Non Participant	Percent
yes	158	29.3	120	22.2	179	33.1	132	24.4
No	334	61.9	368	68.1	342	63.3	358	66.3
don't know	46	8.5	52	9.6	10	1.9	50	9.3
Total	538	99.6	540	100	531	98.3	540	100

Table 2

The respondents despite their ages (14-16) and lack of exposure are well aware of the current situation in Pakistan. When asked whether they thought they are living in a peaceful society 61.9% students answered 'NO' during the pre-test survey which was carried out before the implementation of the program. The post-test results were not much different and 66.3% respondents still feel that they are not living in a state of peace. Almost a quarter of the respondents (29.3%) during pretest and (33.1%) of the respondents during post test were of the view that they are living in Peace. Given below is a graphical representation of the table above.



Graph 2

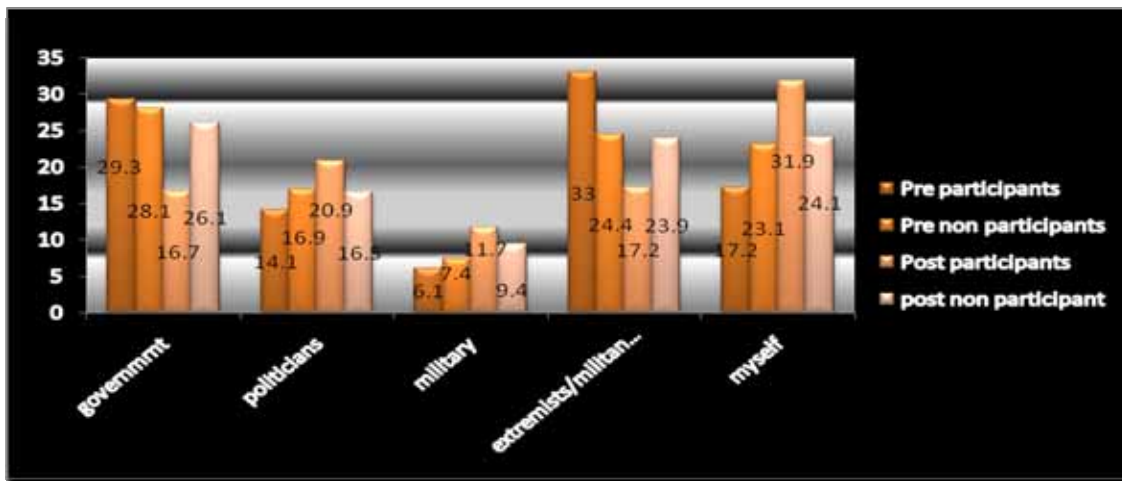


Question 3: If no, then who do you think is responsible for unrest in society?

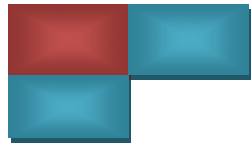
	PRE-TEST				POST-TEST			
	Participant	Percent	Non Participant	Percent	Post Results	Percent	Non Participant	Percent
Government	158	29.3	152	28.1	90	16.7	141	26.1
Politicians	76	14.1	91	16.9	113	20.9	89	16.5
Military	33	6.1	40	7.4	63	11.7	51	9.4
Extremists/militants	178	33	132	24.4	93	17.2	129	23.9
Myself	93	17.2	125	23.1	172	31.9	130	24.1
Total	538	99.6	540	100	531	98.3	540	100

Table 3

Majority of the respondents during the pre-test (33%) were of the view that extremists and militants are the root cause of unrest in society. During the peace education training the students were encouraged to think critically and analytically which has resulted in a significant shift in thinking of the respondents - 31.9% are now of the view that they themselves are responsible for unrest in society. A major embedded theme of the entire project was to teach the participants to own up to one's own responsibility in terms of creating a peaceful society, which can be seen in the results gathered. 29.3% respondents held the government responsible for unrest in society during pre-test that number has now dropped to 16.7%. The third major cause of unrest in society at the time of pre-test was politicians (14.1%). In the wake of recent events and ever increasing corruption allegations made against politicians has changed the mindset of the respondents and now 20.9% respondents think that politicians are the second largest cause of unrest in society. See diagram below



Graph 3

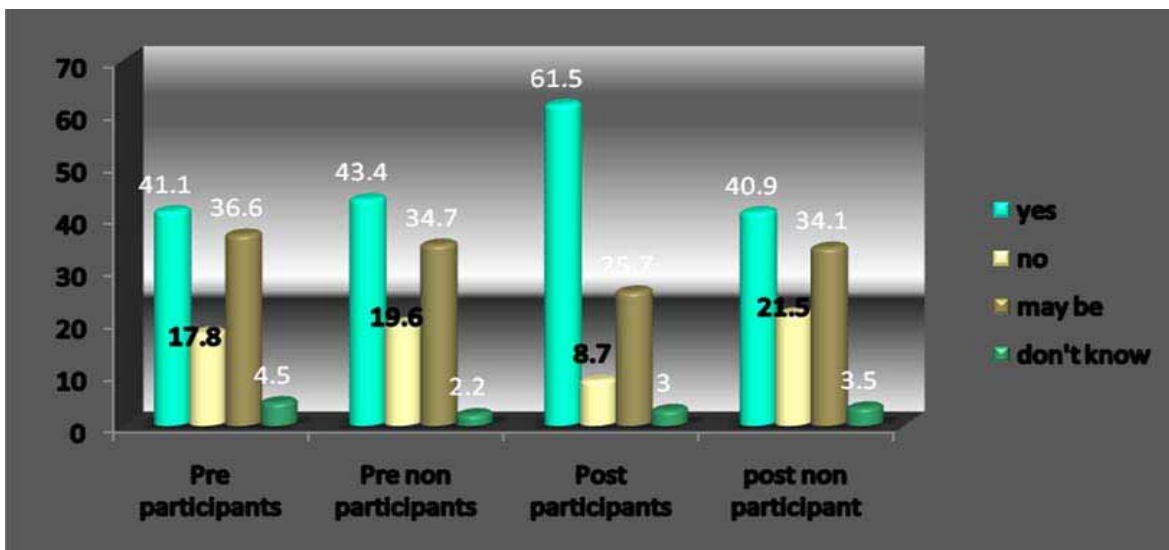


Question 4: Do you think violence can be prevented through dialogue?

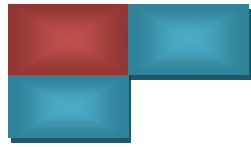
	PRE-TEST				POST-TEST			
	Participant	Percent	Non Participant	Percent	Post Results	Percent	Non Participant	Percent
Yes	220	41.1	234	43.4	332	61.5	240	44.4
No	95	17.8	106	19.6	47	8.7	101	18.7
may be	196	36.6	187	34.7	139	25.7	180	33.3
don't know	24	4.5	12	2.2	16	3	19	3.5
Total	535	100	539	100	534	98.9	540	100

Table 4

Table above shows that less than half (41.1%) respondents were of the view that violence ‘can’ be prevented through dialogue. The respondents who participated in the “peace education” project were trained in techniques of conflict resolution, management/prevention such as negotiation, dialogue, mediation, arbitration etc. As a result we see that there has been a significant rise in the understanding of the participants - 61.5% respondents are now of the view that violence can be prevented through dialogue, there has been a slight increase (44.4%) in the number of non-participating students who are of the same view. A mere 8.7% of the respondents of the post-test are of the view that dialogue cannot prevent violence.



Graph 4

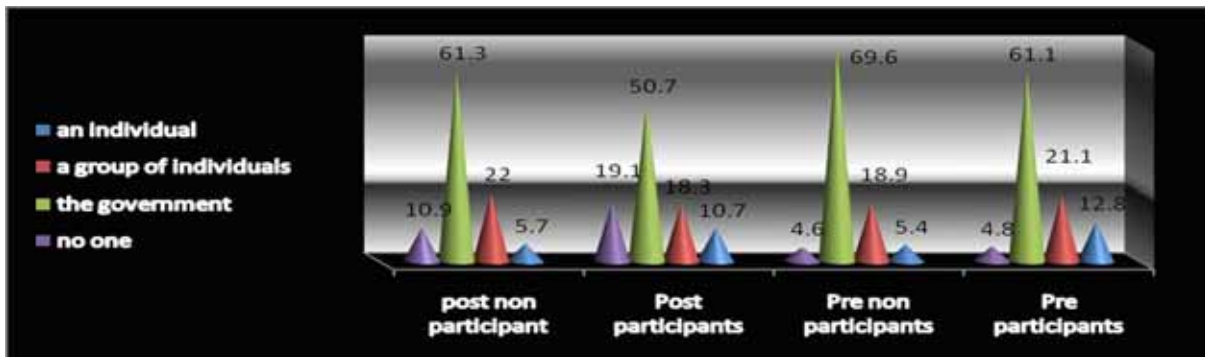


Question 5: Who do you think has the right to start a war?

	PRE-TEST				Post Results	POST-TEST			
	Participant	Percent	Non Participant	Percent		Percent	Non Participant	Percent	
an individual	69	12.8	29	5.4	58	10.7	31	5.7	
a group of individuals	114	21.1	102	18.9	99	18.3	119	22.0	
the government	330	61.1	376	69.6	274	50.7	331	61.3	
no one	26	4.8	33	4.6	103	19.1	59	10.9	
Total	539	99.8	540	100	534	98.9	540	100	

Table 5

During the pre-test survey it was observed that majority of the respondents (61.1%) feel that only the government should have the right to start a war. Approximately half of the respondents (50.7%) were of the same view during the post test. There was a rise in the number of participating respondents who feel that no one should have the right to start a war from 4.8% during pre-test to 19.1% during post-test, a similar increase in the number of non-participating respondents was observed from 4.6% to 10.9% - this positive shift in the thinking of non-participating respondents can be attributed to the exposure they received through the various project activities, such as the participation of these students in the Peace Days. A significant amount of respondents (21.1%) were of the view that a group of individuals may start a war. A group of individuals may represent multiple sections of society such as militants, religious groups, political groups etc. It was observed during the post test that this figure has gone down to 18.3% which shows that a lesser number of respondents now feel that a group of individuals have the right to start a war. Given below is a graphical representation of the table above.



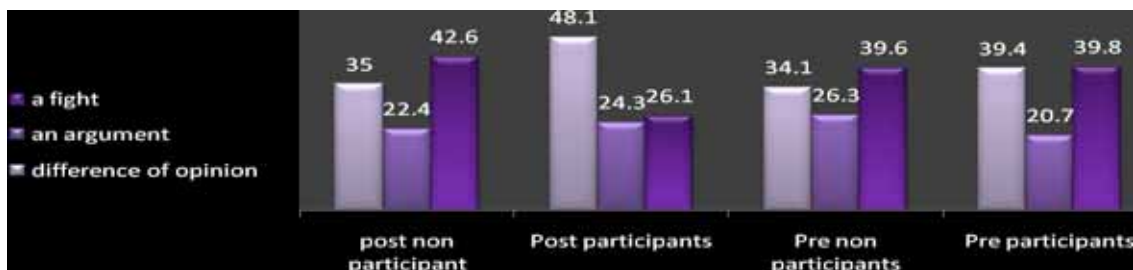
Graph 5

Question 6: What do you think is the meaning of a conflict?

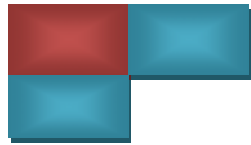
	PRE-TEST				POST-TEST			
	Participant	Percent	Non Participant	Percent	Post Results	Percent	Non Participant	Percent
a fight	215	39.8	214	39.6	141	26.1	202	37.4
an argument	112	20.7	142	26.3	131	24.3	140	25.9
difference of opinion	213	39.4	184	34.1	260	48.1	198	36.7
Total	540	100	540	100	532	98.5	540	100

Table 6

Respondents were almost equally divided when asked what they thought the meaning of conflict is during pre-test, with 39.8% choosing 'a fight' and 39.4% choosing 'difference of opinion'. 20.7% respondents define conflict as 'an argument'. During the course of the project the participants were taught the meaning of conflict and its various types. When the participants were asked the same question during post-test a significant increase in the number of respondents (48.1%) who think that the meaning of conflict is a 'difference of opinion' was observed. There has also been a slight increase in the number of respondents (24.3%) who feel that the meaning of conflict is an argument. Keeping in view, one of the objectives of the project was to promote non-violence, results now show that the number of respondents who define conflict as 'a fight' has gone down from 39.8% to 26.1%. Another observation is the slight but prominent change in the results of the non-participating respondents. 36.7% as opposed to 34.1% respondents now define conflict as a difference of opinion. This change could have resulted from the peace day activities where the core group students made various speeches on peace and its meaning, acted out various role plays and performed peace songs for the audience, which these students attended along with the Friday sermons which were organized in the community mosques where these students go for their prayers.



Graph 6

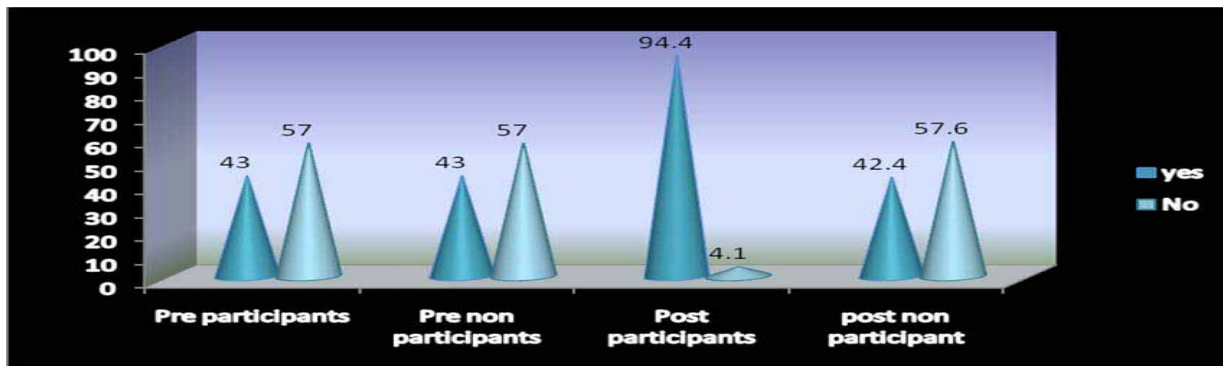


Question 7: Were you ever formally taught on how to handle/ manage conflicts?

	PRE-TEST				POST-TEST			
	Participant	Percent	Non Participant	Percent	Post Results	Percent	Non Participant	Percent
Yes	232	43	232	43	510	94.4	229	42.4
No	308	57	308	57	22	4.1	311	57.6
Total	540	100	540	100	532	98.5	540	100

Table 7

During pre-test when the students were asked if they had ever received any formal training on how to handle/manage conflicts 43% answered that they had at some point received formal training where as 57% answered they had not. After successfully completing the program activities the participants were asked the same question, a whopping 94.4% answered that they now have had formal training on how to handle/manage conflicts and a mere 4.1% still think that they have not been trained in conflict management.



Graph 7

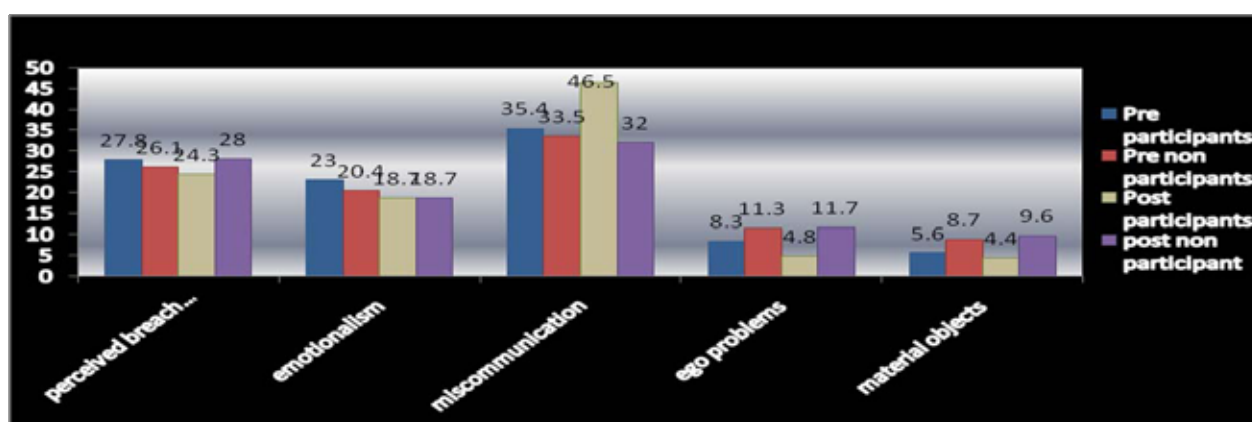
Question 8: What type of conflicts do you mostly face?

	PRE-TEST				POST-TEST			
	Participant	Percent	Non Participant	Percent	Post Results	Percent	Non Participant	Percent
Perceived breach of faith/trust	150	27.8	141	26.1	131	24.3	151	28.0
emotionalism	124	23	110	20.4	101	18.7	101	18.7
miscommunication	191	35.4	181	33.5	251	46.5	173	32.0
ego problems	45	8.3	61	11.3	26	4.8	63	11.7
material objects	30	5.6	47	8.7	24	4.4	52	9.6
Total	540	100	540	100	533	98.7	540	100

Table 8



The three major causes of conflicts according to the respondents during pre-test were miscommunication, perceived breach of trust followed by emotionalism (35.4%, 27.8% and 23% respectively). During the training sessions the participants were not only taught about the meaning of conflict and how to resolve them, they were also taught about the types of conflicts they face in their daily lives and how to deal with them accordingly. Results show that after completing their training the participants feel that most conflicts in their lives are due to miscommunication (46.5%). This is followed by perceived breach of trust (24.3%) and emotionalism(18.7%).



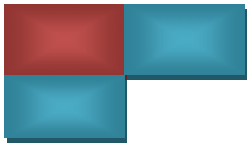
Graph 8

Question 9: How do you usually resolve your disputes?

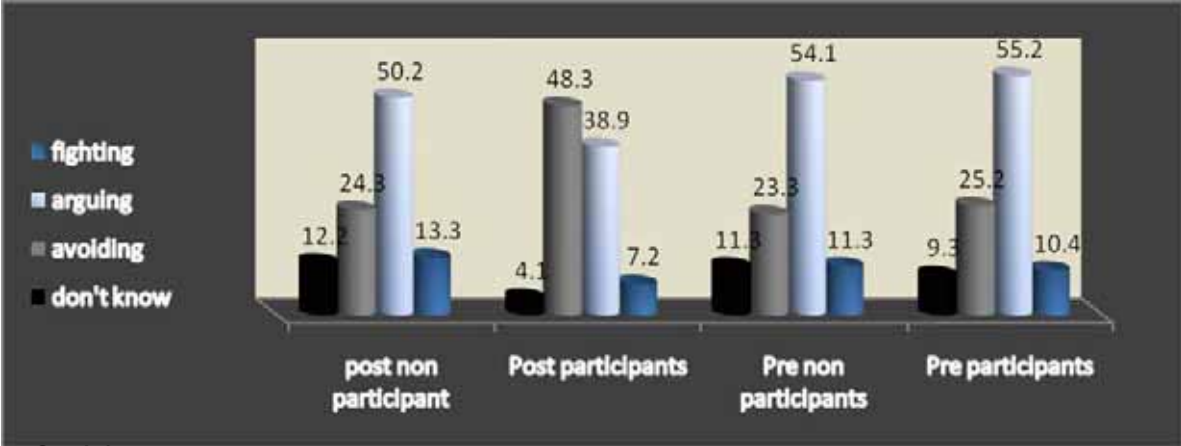
	PRE-TEST				POST-TEST			
	Participant	Percent	Non Participant	Percent	Post Results	Percent	Non Participant	Percent
Fighting	56	10.4	61	11.3	39	7.2	72	13.3
Arguing	298	55.2	292	54.1	210	38.9	271	50.2
dialogue	136	25.2	126	23.3	261	48.3	112	20.7
don't know	50	9.3	61	11.3	22	4.1	85	15.7
Total	540	99.8	540	100	532	98.5	540	100.0

Table 9

Pre-test results show that more than half (55.2%) respondents resolve their disputes through arguing them for various reasons. A quarter of the respondents (25.2%) resolve disputes through dialogue and a small but not insignificant amount (10.4%) choose to resolve their disputes by means of fighting. The participants of the project 'Peace Education in KPK' were formally taught different styles of conflict resolution. Post-test results



show a dramatic change in the behavior and attitude of these participants. A staggering 48.3% of the respondents now choose to resolve their disputes through dialogue. The number of respondents who choose to argue disputes has gone down from 55.2% to 38.9%. Only 7.2% of the respondents still choose ‘fighting’ for resolving their disputes.



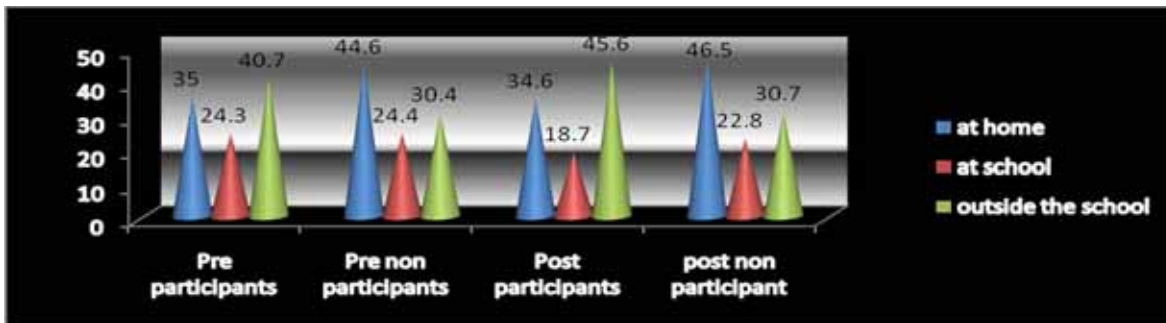
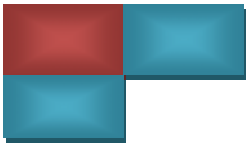
Graph 9

Question 10: Where do most of your conflicts take place?

	PRE-TEST				POST-TEST			
	Participant	Percent	Non Participant	Percent	Post Results	Percent	Non Participant	Percent
at home	189	35	241	44.6	187	34.6	240	44.4
at school	131	24.3	132	24.4	101	18.7	144	26.7
outside the school	220	40.7	164	30.4	246	45.6	155	28.7
Total	540	100	540	100	534	98.9	539	99.8

Table 10

Pre-test results show that the respondents face most of their conflicts outside school premises (40.7%). 35% of the respondents face most of their conflicts at home and 24.3% are faced with most of their conflicts inside school premises. One of the components of the Peace Education project was to establish peace committees inside each school. These committees include core group students, teachers, principals and parents. The function of these committees is to peacefully resolve any conflict that takes place inside of school. Post-test results indicate that the formation of these committees has had notable impact on the number of students who face conflicts inside schools which has dropped to 18.7% compared to 26.7% of non participating students who have no peace committees to resolve their disputes. Majority of the students (45.6%) still face the most number of conflicts outside of school and 34.6% students face most of their conflicts at their homes.



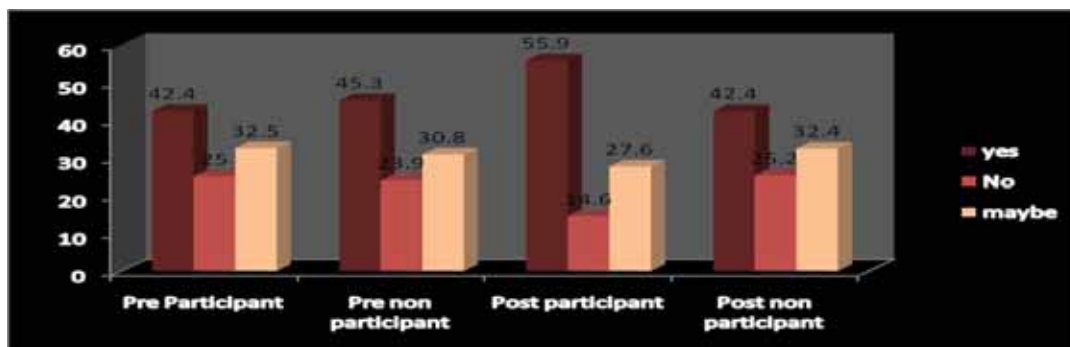
Graph 10

Question 11: Is it possible to co-exist with people from diverse backgrounds?

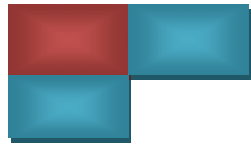
	PRE-TEST				POST-TEST			
	Participant	Percent	Non Participant	Percent	Post Results	Percent	Non Participant	Percent
yes	229	42.5	241	45.3	302	55.9	229	42.4
No	135	25	127	23.9	79	14.6	136	25.2
May be	175	32.5	164	30.8	149	27.6	175	32.4
Total	539	100	532	100	530	98.1	540	100.0

Table 11

When the respondents were asked if it were possible for them to co-exist with people from diverse backgrounds during pre-test an alarming 25% of the respondents answered 'No'. This shows the lack of exposure and narrow mindedness the participants had at the time. 42.5% answered 'Yes' it is possible and 32.5% answered may be. There has been an evident shift in the attitudes of the participants and they have now become more open minded and accepting. As results show that more than half 55.9% respondents now feel that they can absolutely co-exist with people from diverse backgrounds and 27.6% say that they are still uncertain. The number of respondents who feel they cannot co-exist with people from other backgrounds has dropped down to only 14.6%.



Graph 11

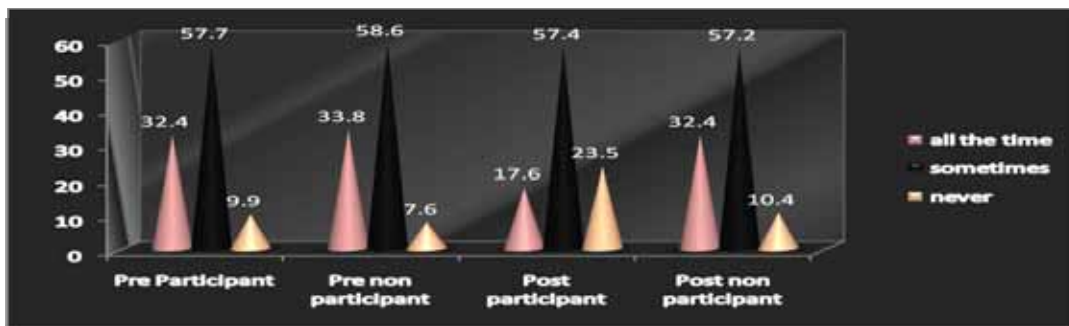


Question 12: How often do you get angry?

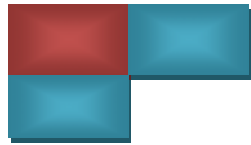
	PRE-TEST				POST-TEST			
	Participant	Percent	Non Participant	Percent	Post Results	Percent	Non Participant	Percent
all the time	174	32.4	181	33.8	95	17.6	175	32.4
Sometimes	310	57.7	314	58.6	310	57.4	309	57.2
Never	53	9.9	41	7.6	127	23.5	56	10.4
Total	537	100	536	100	532	98.5	540	100.0

Table 12

Participants of the project were asked how often they get angry during the pre-test survey. An alarming 32.4% respondents answered they get angry all the time. Poor social conditions precipitated with socio-economic backwardness; poor governance, high population growth, poor education, lack of skill-development and infrastructure facility can lead up to frustration and anger amongst the people living in such an environment. 57.7% respondents answered that they get angry sometimes and 9.9% of the participants never get angry. One of the major themes of the programs was anger management and the participants of the program were taught anger management techniques. Post-test results indicate a very positive change in the participants. The number of participants who get angry all the time has dropped to a mere 17.4%. The number of respondents who get angry sometimes is more or less the same 57.4%. However there is a significant rise in the number of participants (23.5%) who never get angry now. This show the participants are able to apply the anger management techniques which they have learnt during the project.



Graph 12

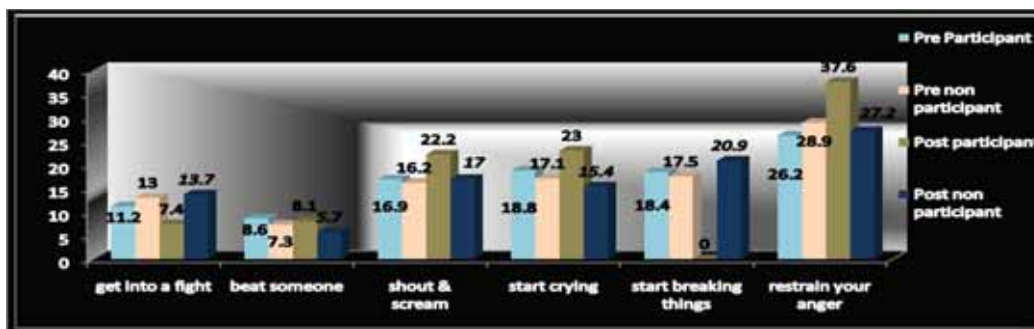


Question 13: When you feel angry, what do you do?

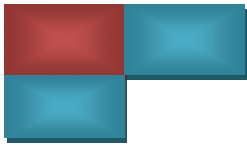
	PRE-TEST				POST-TEST			
	Participant	Percent	Non Participant	Percent	Post Results	Percent	Non Participant	Percent
get into a fight	60	11.2	69	13	40	7.4	74	13.7
beat someone	46	8.6	39	7.3	44	8.1	31	5.7
shout & scream	91	16.9	86	16.2	120	22.2	92	17.0
start crying	101	18.8	91	17.1	124	23	83	15.4
Start Breaking Things	99	18.4	93	17.5	0	0	113	20.9
restrain your anger	141	26.2	154	28.9	203	37.6	147	27.2
Total	538	100	532	100	531	98.3	540	100

Table 13

To measure the reaction of our participants to anger, we asked them what they usually do when they feel angry in the pre-test survey. 26.2% answered that they restrain their anger, 18.8% answered that they start crying, 18.4% said they start breaking things, 16.9% shout and scream, 11.2% are prone to get into a fight and 8.6% are likely to beat some one up. Results show that majority of the participants have a violent reaction to anger. Peace Education project was aimed at curbing violence and promoting peace. Post-test results indicate a positive change in the behavior of the participants. The number of participants who restrain their anger has gone up to 37.6%. 22.2% participants may scream and shout and 23% start crying if they get angry. There has been a slight decrease in the number of students who are likely to get into a fight (7.4%) or beat some one up (8.1%).



Graph 13

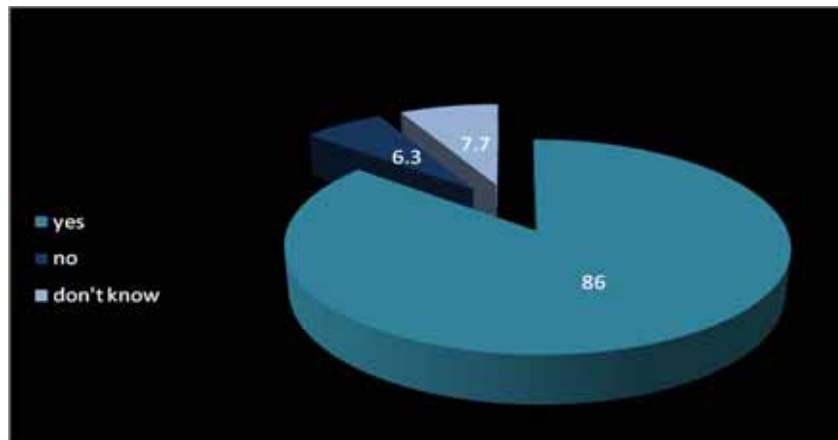


Question 14: Do you think you have benefited from this program?

POST-TEST		
	Post Results	Percent
Yes	436	86
No	32	6.3
Don't know	39	7.7
Total	508	100

Table 14

It is important to get the opinion of the participants about the project which they have been a part of. Therefore the last question of the post-test survey was whether the participants thought that they have benefited from the program and its activities. 86% of the participants feel that this project has been beneficial for them. A mere 6.3% are of the view that this project has not benefited them in any way whereas 7.7% said that they are not sure about it.



Graph 14

P



Section 4

Limitations and Conclusion

Limitations

1. Duration of project needs to be increased.
2. Lack of funding and time constrains restricted PEAD from making peace committees functional at community level which would have generated a greater impact.

Conclusion

Using the data gathered from the participants it has been analyzed that trainings of project Peace Education in KPK have imparted great benefits to the participating students. Not only have the trainings sensitized the students on various themes of peace education and conflict resolution/management but have also triggered critical thinking process in the students & teachers and has empowered target groups with better communication skills, acceptance of differing views, preventing use of violence in solving conflicts & educating people on the dividends of peaceful co-existence. A large difference of opinion in the students has been analyzed in the pre and post test analysis in understanding the definition of peace and the meaning of conflict. The other major change observed is the change in percentage of participants who now hold themselves responsible for the current unrest in society rather than blaming it on the government or other stakeholders as they did during pre-test. Similarly, a positive change is observed in the post test for the response of preventing violence through dialogue. It is also noted that many participants are now of the view that nobody has the right to start a war when asked in the post test, which is an immense positive shift in the mind set of the participants.

Hence we conclude that the peace education training provided a great deal of positive change in the attitudes and behaviors of the participating students and a slight shift in the opinions of the non-participants students as they also received exposure to the project activities. Such trainings must be conducted more frequently and for longer durations in rural as well as in urban areas in order to promote sustainable peace in the society at large.

Section 5

Appendix A- Questionnaire

Name of Student: _____

Class: _____

School Name: _____

Please tick any one from the given options in the questions stated below.

Question 1: How will you define peace?

absence of war

justice

absence of violence

fair distribution of wealth

Question 2: Do you think we are living in Peace?

Yes

No

don't know

Question 3: If no, then who do you think is responsible for unrest in society?

Government

Politicians

Extremists/militants

Military

Myself

Question 4: Do you think violence can be prevented through dialogue?

Yes

No

may be

don't know

Question 5: Who do you think has the right to start a war?

an individual

a group of individuals

the government

no one

Question 6: What do you think is the meaning of a conflict?

a fight

an argument

difference of opinion

Question 7: Were you ever formally taught on how to handle/ manage conflicts?

Yes

No

Question 8: What type of conflicts do you mostly face?

perceived breach of faith/trust

emotionalism

miscommunication

ego problems

material objects

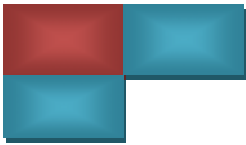
Question 9: How do you usually resolve your disputes?

fighting

arguing

dialogue

don't know



Question 10: Where do most of your conflicts take place?

at home

at school

outside the school

Question 11: Is it possible to co-exist with people from diverse backgrounds?

Yes

No

May be

Question 12: How often do you get angry?

all the time

sometimes

never

Question 13: When you feel angry, what do you do?

get into a fight

beat someone

shout & scream

start crying

start Breaking Things

restrain your anger

Question 14: Do you think you have benefited from this program?

Yes

No