

National Level Conference on Peace Education

National level conference on Peace Education was organised on 18th July 2023 by Save the Children



Bal Raksha Bharat in collaboration with Department of Social Work, University of Kashmir and Directorate of School Education, Kashmir, Government of J&K at Convocation Hall, University of Kashmir.

The objective of the conference was to highlight the importance of introducing peace education into the school curriculum framework and teacher training across Jammu and

Kashmir.

The conference was attended by a total of 820 participants which included Officials from Directorate of School Education Kashmir, Officials from Mission Vatsalya, IMPA, Experts from NCERT and NEPA, Peace educations from National institutions like Tata Institute of Social Sciences, Jamia Millia Islamia. In addition to the officials, the conference was also attended by children, students, child champions from all the 3 intervention districts. The conference also witnessed huge representation from multiple departments of university of Kashmir. The Chief Patron of the conference was honourable Vice Chancellor of University of Kashmir Dr. Nilofar Khan, while as the guest of Honour was Director School

Education Kashmir Dr. Tassaduq Hussain Mir.



Inaugural session: The conference commenced with a warm welcome extended to all the participants and guests by Dr. Aadil Bashir from University of Kashmir who briefed the attendees about the schedule and technical sessions planned for the day.

Dr. Shazia Manzoor, the Head of Social Work at UoK, delivered a welcome note and stressed on importance of integrating peace

education into schools as per the National Education Policy (NEP) 2020. She discussed the objectives and meaning of peace education, promoting schools as safe spaces for children to learn peacefully

without fear, and emphasized developing the capacities of students and teachers for effective and sustainable impact.

A screening of the legacy film "Kal Aaj Aur Kal" by Save the Children India followed, highlighting the impact of Peace education projects in intervention districts. Mr. Sharif Bhat, the Head of Save the Children, J&K & Ladakh, addressed the gathering and praised the efforts of teachers and students in promoting a culture of peace within schools and communities. He discussed the need for Child Safeguarding Policy and Child Protection, emphasizing the integration of peace education with the NCERT curriculum. He also thanked DSEK, Department of Social Work, and Mission Vatsalya for their extra ordinary support and coordination always. This was followed by a screening of a short film "Child Champion".

After that Ms Misbah a child champion under Peace Education project from Srinagar delivered a speech on her experience as a children group member. She added that, as a child champion in a peace education project, the experience was transformative and empowering. Being a member of the children's group dedicated to promoting peace and understanding was not only educational but also deeply fulfilling.

Keynote Address and Remarks:

Honourable Vice Chancellor, University of Kashmir Professor Nilofer Khan presided over the inaugural function. She underscored the need for Peace Education in the curriculum and stressed on sensitising masses especially students, teachers, teacher-trainers for nation building. Congratulating the Department of Social Work, DSEK, Save the Children for teaming up and organizing the conference, she offered all possible support for such events in future as well. Highlighting the importance of peace education as prescribed by the New Education Policy, she said the initiative was taken by the university and Save the Children organization long ago. She appreciated the selection of themes scheduled for the technical sessions and termed them very relevant and highly important. She said, "It's our duty to look towards the overall development of our children and to create a peaceful environment in schools."

Underlining the critical aspects of peace education in India while referring to the National Curriculum Framework (NCF), Director, Nelson Mandela Centre for Peace and Conflict Resolution, Jamia Millia Islamia, New Delhi, Prof. Kaushikee in her keynote address said, "In order to train the child we need to train the teachers first." She said integrating peace concerns with pedagogy was very important as "the absence of peace makes us realise the importance of peace education, and we must see alternatives to break the stereotypes."

In his remarks, Dean Academic Affairs, Prof. Farooq A Masoodi said it is important to adapt to changing circumstances as that is the key to happiness and tolerance and in turn for lasting peace.

Highlighting the importance of child safety especially of the girl child, Registrar University of Kashmir, Dr. Nisar Ahamd Mir said, "We have to redefine the agencies of socialization as crèches become the first points of socialization." He further said we all trust our teachers and leave our wards to their mercy and that sensitising and training teachers first should be our primary objective.

During the National Level Conference on Peace Education, Dr. Tassaduq Hussain Mir, Director of the Directorate of School Education Kashmir (DSEK), emphasized the relativity of peace and its evolving nature. He stated that peace is not a static concept, but it changes over time, and this dynamic understanding of peace highlights the need for peace education as an essential intervention in the schooling system.



Furthermore, during his address, Dr. Tassaduq Hussain Mir drew attention to a pressing concern - the trend of suicides. He highlighted the role of the media in publishing content related to suicides, stating that such stories have the potential to trigger more suicides among vulnerable individuals. He called upon the media to be responsible and mindful of the impact their reporting can have on individuals' mental health, especially children and young adults.

Dr. Tassaduq Hussain Mir's insights shed light on the importance of Peace Education in schools and the commitment of the Directorate of School Education Kashmir to fostering a peaceful and secure learning environment for students in the region.

Sharing his experience as a child, CEO Save the children India, Mr. Sudharshan Suchi said, "Peace education is not an antidote to violence rather it helps in chasing the idea of happiness." He further added that peace education can indeed be seen as a pursuit of happiness, but it goes beyond simply chasing a fleeting emotion. It is about fostering an environment and mind-set that promotes lasting happiness, well-being, and contentment, both on an individual and collective level. Peace education often includes practices that help individuals cultivate inner peace and emotional well-being. When people learn how to manage their emotions, develop empathy, and communicate effectively, they are more likely to experience a sense of contentment and happiness in their daily lives. Peace education emphasizes the importance of positive and healthy relationships with others. When individuals learn conflict resolution skills, empathy, and active listening, they can build stronger connections with family, friends, and their community.

Before the commencement of the conference, Dr. Shazia Manzoor, the Head of the Department of Social Work, shared her insights on the importance of Peace Education. She stated that world peace begins with self-peace, underscoring the need to mainstream peace education and school safety initiatives. By integrating peace education into the curriculum, students can develop the values and qualities essential for creating peaceful societies.

Dr. Sarfaraz Ahmad from the Department of Social Work, University of Kashmir, proposed the formal vote of thanks, expressing gratitude to all the participants, guests, and organizers for their contributions in making the conference a success. Dr. Aadil Bashir conducted the proceedings of the conference.

Technical Session 1: Peace Education.

The first technical session on theme Peace Education started with Professor Dr. Aneesa Shafi, Dean Students Welfare, who was chaired the session, Dr. Saima Farhad, Social Work, UoK as co-chair, Professor Kaushikee, JMI, New Delhi as lead speaker, Professor Disha Nawani, School of Education, TISS Mumbai, Dr. Shazana Andrabi, Faculty International Relations IUST, Dr. Habibullah Shafi, Faculty DDE, UoK, Mr. Sharif Bhat, Head SC J&K, Ladakh, Mr. Mohd. Ayoub Bangee, Teacher School Education Department and Ms. Sabira Maqbool, Child Champion as panelists.

The lead address was delivered by Dr. Kaushikee who focussed on creating the basic level information and education about the Peace Education. She spoke about the Comprehensive Peace Education manual that comprises four integral parts: Introduction to Peace Education, Training, Building a Culture of Peace, and Schools as Zones of Peace. She added that Peace education is a transformative process that equips individuals with the knowledge, skills, and attitudes to resolve conflicts peacefully and promote a harmonious coexistence. Dr. Kaushikee focussed on the need to have Peace Education into the school curriculum framework and why it becomes essential to have Peace Education across all the educational institutions.

Prof. Disha from TISS Mumbai, also focussed on the need to have Peace Education in schools. Peace education was presented as an essential component to address conflict and promote a harmonious society. The professor emphasized that talking about peace requires acknowledging and



understanding the existence of conflicts in our lives and society. She emphasized that Peace Education is a crucial aspect of education and societal transformation. It goes beyond merely aspiring for peace; it involves actively addressing conflicts and promoting a culture of empathy, respect, and understanding. By integrating peace education into the curriculum and adopting pedagogic practices that foster inclusivity, schools can play a significant role in

shaping a more peaceful and equitable future.

Professor Shazana Andrabi, focussed on the significance of Peace Education and its relevance in addressing current challenges. She stated that Peace Education goes beyond theoretical knowledge; it empowers individuals with practical skills to engage in constructive dialogue, resolve differences, and foster understanding between individuals and communities. By learning these negotiation skills, individuals can contribute to building a more peaceful and cohesive society.

In the fourth lecture presented by Dr. Habibullah Shah, a faculty member at the Department of Distance Education, University of Kashmir. Dr. Shah highlighted that we are in an era of socialization,

and education itself can be a powerful force for promoting peace. Dr. Shah emphasized the need to create a culture of "weness" rather than "iness." This concept encourages individuals to move away from narrow self-centeredness and embrace a collective sense of unity and shared responsibility towards one another. A culture of "weness" promotes empathy, inclusivity, and cooperation, essential qualities for building a more harmonious society.

Furthermore, the lecture highlighted the significance of integrating peace education into both the pedagogy and curriculum. Peace education should not be limited to a separate subject but should be seamlessly woven into all educational practices. This approach ensures that students are exposed to peaceful thinking and conflict resolution skills in various contexts, fostering a holistic understanding of peace.

Mr. Mohd. Sharif Bhat, State Head of Save the Children in Jammu & Kashmir and Ladakh, shed light on the importance of peace building and its significance in promoting a culture of peace. Mr. Bhat stressed the significance of coordinated efforts with relevant departments Collaborative work with educational institutions, local authorities, and Child Welfare Committees is essential in promoting peace education and creating a culture of peace.

Recognizing schools as zones of peace was another key point in the lecture. Schools should not be breeding grounds for violence but rather safe havens where children can learn and grow in a nurturing environment. By instilling peace education and conflict resolution skills within the school system, we can empower children to handle conflicts in a constructive manner.

Mr. Muhammad Ayoub Bangee, a teacher from the School Education Department in Kashmir, emphasized the profound significance of peace education and its impact on children from a very early age. The lecture shed light on the transformative power of peace education in nurturing positive attitudes and essential skills among children.

By introducing peace education at an early age, children learn the values of cooperation, communication, and tolerance, laying the foundation for a more peaceful future. The lecture stressed that peace education goes beyond theoretical learning; it is about nurturing a culture of peace through practical application and real-life experiences.

Mr. Muhammad Ayoub Bangee's lecture emphasized that peace education is not only significant but also impactful in shaping children's attitudes and skills from an early age.

Ms. Sabira Maqbool, child champion under the peace education project, shared her inspiring journey and the transformative impact of peace education on her life. As a child champion, Sabira spoke about her participation in capacity-building trainings on peace education, conflict resolution, and various child-related issues, which played a pivotal role in shaping her advocacy for children's rights.

Sabira expressed how the peace education project has honed her skills, making her a voice for all students and a strong advocate for children's rights. The awareness and sensitization on child rights, child protection, and different forms of child abuse have empowered her to become a leader and a change-maker in her community.

One significant outcome of the peace education project, as Sabira highlighted, is bridging the gap between parents, schools, and the community. By promoting peace building, trust, and relationship-building, parents and community members are now actively engaged in school development, contributing to a conducive learning environment for children.

Closure: The first technical session concluding with highlighting what Peace Education means, why is it critical and how it can be incorporated. Experts and speakers shared their lived experienced of how Peace Education helped them to grow into a better individual.

Technical Session II: Theme - School Safety and Security

Dr. Tasaduq Hussain, the Director of the School Education Department, took on the role of chairperson for this session. Dr. Waqar Amin from the Social Work Department at the University of Kashmir assumed the position of co-chair.

Prof. Pranati Panda, an esteemed representative from the National Institute of Educational Planning and Administration (NIEPA) based in New Delhi, was the lead speaker for this session. With her vast knowledge and expertise, she provided valuable insights into enhancing school safety measures, promoting a safe and secure learning environment for students and staff alike.

Panellists:

Professor M Sultan Bhat, an eminent figure in the Geography & Disaster Management department at the University of Kashmir.

Dr. Abdul Majeed, a distinguished professional from the Government Medical College (GMC) in Baramulla.

Dr. Sanjay, Deputy Director of Save the Children India, an organization dedicated to child welfare.

Mr. S.D Namgail, Chief Education Officer of Leh, known for his exceptional work in the education sector.

Dr. Sarfaraz Ahmad, a faculty member in the Social Work Department at the University of Kashmir.

Mr. Padma, a dedicated teacher from the School Education Department.

Ms. Tsering Yangzom, recognized as a Child Champion for her advocacy and support for children's rights and peace education in Leh.

Key Discussions and Outcomes:

During the technical session, the panellists engaged in fruitful discussions, sharing their experiences, research findings, and innovative approaches to ensuring school safety and security. Some of the key outcomes included:

- Identifying the importance of comprehensive safety policies and protocols within educational institutions.



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- Highlighting the role of the community and stakeholders in creating a secure learning environment.
- Promoting mental health and well-being initiatives to address the emotional safety of students.
- Emphasizing the need for disaster preparedness and risk reduction strategies to handle unforeseen emergencies effectively.
- Advocating for the integration of technology in school safety systems.

School safety and security are critical concerns for all stakeholders involved in the education system. During the National Level Conference, Dr. Waqar delivered an insightful introduction on the importance of ensuring a safe learning environment in educational institutions. He emphasized that school safety is not just a matter of physical infrastructure but also encompasses preparedness for disasters and other hazards.

Professor M Sultan Bhat's presentation focused on "Geo-meterological Hazards and Disaster Perspective" in Kashmir. He shared alarming statistics, revealing that out of 210 schools evaluated in the study funded by the World Bank, a significant number of 151 schools were found to have high vulnerability to disaster risk. This data highlights the urgent need for effective mitigation measures and safety improvements in educational institutions across the region. The vulnerability status of critical infrastructure and educational institutions in Kashmir, as assessed in the TRF Project, paints a concerning picture. Among the 620 educational institutions evaluated in Central Kashmir, numerous safety issues were identified.

The vulnerability status of educational institutions in Kashmir, combined with the region's high vulnerability to various natural disasters, underscores the severity of the school safety issue. It necessitates immediate attention and collaborative efforts from concerned stakeholders to address and mitigate these risks effectively.

Ensuring the safety of students, teachers, and staff should be a top priority for educational authorities, policymakers, and the community as a whole. Implementing robust disaster preparedness plans, conducting safety audits, retrofitting structures, and creating awareness about potential hazards are some of the steps that can significantly improve school safety.

As the conference continues, it is crucial for participants to engage in meaningful discussions and formulate actionable strategies to address these pressing school safety concerns in Kashmir and beyond.

The next lecture was delivered by Mr. Sanjay, Deputy Director of Save the Children India. The lecture covered crucial aspects of safety awareness, preparedness, and the need for community involvement in ensuring the well-being of children within school premises.

During the session, Mr. Sanjay emphasized the paramount importance of raising awareness among educators, students, and parents about safety issues in schools. He stressed the significance of cultivating a culture of preparedness to tackle potential emergencies and hazards that may arise on school grounds. The goal is to create a safe and secure learning environment where children can thrive without fear.

One of the primary highlights of Mr. Sanjay's talk was the need for a well-structured disaster plan readily available at the school level. This plan should encompass a comprehensive approach to handling various emergencies, such as natural disasters, accidents, or security threats. It should outline detailed procedures, responsibilities, and clear communication protocols to ensure a swift and effective response to any crisis situation.

Furthermore, Mr. Sanjay emphasized that school safety is not solely the responsibility of the school authorities. He advocated for active community participation in ensuring the best interest of the children. When communities come together and collaborate with schools, they create a stronger safety net for the students. By engaging parents, local authorities, and NGOs like Save the Children India, schools can leverage valuable resources, expertise, and support to enhance safety measures.

Mr. S.D Namgail's session on capacity building trainings focused on school safety and security in the context of Leh. Mr. Namgail, the Chief Education Officer of Leh, delivered an engaging talk that emphasized the significance of disaster management plans, inclusiveness, and fostering a conducive learning environment for students.

One of the crucial aspects covered in Mr. Namgail's talk was the establishment of disaster management plans in Leh. Recognizing the unique geographical location and the potential vulnerabilities that come with it, Leh has proactively created disaster management strategies to



ensure the safety of students and educators during emergencies. These plans aim to mitigate risks and efficiently respond to any unforeseen events that may occur within the region.

An important aspect of school safety discussed by Mr. Namgail was the inclusion of Children With Special Needs (CWSNs). He highlighted the need to consider their unique requirements to ensure inclusiveness within the educational system. Mr. Namgail emphasized the importance of providing accessibility measures, such as ramps, in schools to enable

CWSNs to move freely and participate in all aspects of learning.

Dr. Shazia Mukhtar, the Head of Social Work at the University of Kashmir, offered valuable perspectives on conceptualizing safety and security, with a particular focus on child safety and well-being. During the session, Dr. Shazia delved into the nuanced understanding of the terms "safety" and "security" and whether they can be treated as synonymous, especially when applied to children. She emphasized that safety and security are distinct concepts and cannot be used interchangeably. Merely informing children about safety measures is insufficient; a participatory approach that involves children in the process and encourages their active appraisal is crucial.

An essential aspect of her talk was the emphasis on education about child rights for all stakeholders involved, including children, parents, and teachers. Raising awareness about the rights and responsibilities of children can foster a more supportive and understanding environment. Dr. Shazia brought attention to the critical issue of safe and secure washrooms for girl children. She highlighted the need to provide appropriate facilities that ensure the dignity and safety of female students. Furthermore, she emphasized the importance of adopting a positive gender approach in school settings, promoting equality, and addressing gender-related issues constructively.

This was followed by an enlightening session delivered by Dr. Abdul Majeed from GMC Baramulla. The focus of his talk was on the concerning issue of rising cases of substance abuse in schools and communities, as well as the importance of promoting safety and well-being among students.

Dr. Majeed highlighted the alarming increase in substance abuse cases among students, which has turned schools into hubs for such anti-social activities. It is crucial to address this issue with urgency, as substance abuse not only impacts the academic performance of students but also poses severe risks to their physical and mental health, he added.

Dr. Majeed emphasized the importance of educating students about their own body's safety and well-being. Children must be equipped with the knowledge and understanding of making informed decisions to protect themselves from harm. Such education can be achieved through age-appropriate curriculum modules and interactive discussions.

To enhance overall safety in schools, Dr. Majeed suggested the implementation of safety grids. These safety grids would encompass various preventive measures to safeguard students from potential dangers and risks. Additionally, schools should provide comprehensive information about the nearest health facilities to ensure immediate medical attention in case of emergencies.

Dr. Abdul Majeed's session shed light on the critical issues of substance abuse, junk food consumption, and overall safety in schools. Addressing these concerns requires collaborative efforts from educators, parents, communities, and health authorities. By creating a safe and nurturing environment, we can empower our children to make healthy choices and protect themselves from harm.

The next thought-provoking session was conducted by Dr. Sarfaraz, Faculty of Social Work at the University of Kashmir. The focus of his session was on transforming schools into zones of peace, the essence of peace, the stakeholders involved, and the importance of real community-based interventions in promoting safety and social well-being.

Dr. Sarfaraz emphasized the concept of making schools as zones of peace, where students can learn and grow in a safe and nurturing environment. Peace, according to him, involves more than just the absence of violence; it requires a positive and supportive environment where all stakeholders play a significant role.

He stressed the importance of considering the perspectives of various stakeholders in promoting peace. This includes educators, students, parents, community members, and policymakers. Creating a peaceful environment in schools involves the collective efforts of all these stakeholders, working together towards common goals.

Mr. Padma, a dedicated school teacher from one of the intervention schools in Leh, presented a short video showcasing the remarkable efforts made by children in learning self-defence skills and fostering a culture of peace and harmony.

In the video presentation, Mr. Padma proudly displayed how the children in the school were being empowered with self-defence skills. It was heartwarming to witness the young learners taking charge of their safety and well-being. By equipping children with self-defense techniques, they become more confident, aware, and capable of protecting themselves and their peers when faced with challenges.

One of the most remarkable aspects of the presentation was witnessing the children promoting a culture of peace and harmony. By engaging in activities that fostered inclusiveness, understanding, and empathy, they showcased the potential for nurturing a peaceful and supportive environment within the school and beyond.



The video received unanimous appreciation and praise from all participants in the session. The dedication of Mr. Padma and his students to

promote positive values and life skills was truly inspiring. It was evident that the efforts made by the children were making a significant impact on their personal growth and the overall atmosphere of the school.

Ms. Tsering, a child champion from Leh shared her experience of working with children's groups and the invaluable impact of training in soft skills, peace education, peace-building, and conflict resolution.

Ms. Tsering's passionate account of her journey as a child champion was truly inspiring. She shared her involvement with children's groups, where she actively worked towards fostering peace and harmony both in the school and the wider community. Through her efforts, Ms. Tsering demonstrated the power of youth in making a positive difference in society.

The training that Ms. Tsering and her peers received on soft skills, peace education, peace-building, and conflict resolution played a pivotal role in shaping her understanding and knowledge. It equipped her with essential tools to effectively address conflicts, promote understanding, and advocate for peaceful solutions. This training not only empowered her as an individual but also enabled her to be a catalyst for positive change among her peers and the community.

Closure: The session highlighted the need to follow the comprehensive school safety approach by focussing on the vulnerability in totality. The session also highlighted the roles and responsibilities of

all the line departments and groups so as to ensure the school safety is maximized and children have access to safe schooling.

Technical Session III: Child Safeguarding Policy

The technical session on the theme of "Child Safeguarding Policy" was chaired by Professor Dr. Irshad Ahmad, Dean Research, University of Kashmir, and Dr. Shafia Wani, Faculty at IMPA, as the co-chair.

The session's lead speaker was Professor Farah Farooqi, from JMI, New Delhi. Her expertise in the area of child safeguarding policy promised to shed light on essential frameworks and best practices to ensure the safety and protection of children.

Additionally, the panel discussion was enriched by the valuable contributions of renowned experts, including:

- Mr. Abijit Nirmal from Save the Children, bringing in valuable insights and experiences from child protection initiatives.
- Professor Arshid Hussain from IMHANS J&K, offering expert perspectives on the mental health aspects of child safeguarding
- Dr. Ruchi Shukla from NCERT, New Delhi, sharing valuable inputs on the integration of child safeguarding policy in educational settings.
- Dr. Adil Bashir from Faculty of Social Work, UoK, contributing his expertise on the social work aspect of child safeguarding.

The collective knowledge and experience of these esteemed panelists bring forth comprehensive and impactful discussions, offering valuable takeaways for ensuring the well-being and safety of our children.

, Professor Farooqi highlighted the transformative power of education in shaping values and norms. Schools play a crucial role in promoting acceptance and non-acceptance of certain behaviors, beliefs, and practices. By instilling values of compassion, respect, and empathy, education can be a powerful tool in creating a more inclusive and compassionate society.

Professor Farooqi's address provided valuable insights into the broader purpose of education and the significance of child safeguarding policies in ensuring a safe and secure learning environment. By embracing transformative education and involving diverse stakeholders, we can collectively work towards creating a more just, equitable, and child-friendly educational system.

In the next session, Dr. Adil Bashir focused on child safeguarding and child protection within the context of the social work framework. Dr. Bashir's talk centered around minimizing the risks of harm to children and the importance of adopting a comprehensive approach to child safeguarding. He highlighted the existence of fire extinguishers and first aid boxes in schools, but noted the lack of training among teachers on how to use these essential safety tools. This observation underscored the need to move beyond mere resources and ensure that educators are adequately trained to respond effectively to emergencies.

Moreover, Dr. Bashir discussed the implementation of child safeguarding policies on a larger scale. He emphasized that it requires a collective effort from all stakeholders, including school authorities,

teachers, parents, community members, and policymakers. By involving the entire community, we can create a holistic and robust child protection network.

The social work framework played a crucial role in Dr. Bashir's presentation, highlighting the importance of addressing child safeguarding issues from a broader perspective. Social work principles, such as promoting human dignity, social justice, and empowerment, are essential in shaping effective child safeguarding policies and interventions.

The next session led by Dr. Ruchi Shukla, where she emphasized the comprehensive nature of safety considerations in education. During her talk, Dr. Shukla highlighted that safety encompasses various domains, including physical, social, and psychological aspects. Ensuring the safety and well-being of students requires a holistic approach that addresses all these dimensions. By recognizing and incorporating these various aspects of safety, we can create an environment that nurtures the overall development of children.

One of the key points discussed by Dr. Shukla was the Child Safeguarding Policy (CSP) in line with the National Education Policy (NEP) and the curriculum set by the National Council of Educational Research and Training (NCERT). The NEP emphasizes the importance of child safety as a crucial aspect of education, and the NCERT curriculum provides guidelines and recommendations for implementing safety measures in educational settings.

The integration of child safety policies into the curriculum ensures that safety considerations are not overlooked but are given the importance they deserve. By incorporating safety education as part of the curriculum, students are empowered with the knowledge and skills to protect themselves and others, fostering a culture of safety and responsibility within schools.

Dr. Shukla's session highlighted the need for a proactive and comprehensive approach to safety in education. Schools play a pivotal role in nurturing the physical, social, and psychological well-being of children. By addressing safety in all these domains, schools can create a secure and conducive environment for effective learning and overall development.

The next session led by Mr. Abhijeet from Save the Children, which focused on Child Safeguarding Policy (CSP) and child protection.

During his presentation, Mr. Abhijeet provided a comprehensive overview of what a Child Safeguarding Policy entails and why it is essential. A CSP serves as a vital framework for organizations and institutions to ensure the safety and protection of children under their care. It outlines clear guidelines and procedures to prevent, identify, and respond to any form of child abuse or harm, he said.

The session addressed various types of child abuses and the concerns associated with them. It underscored the urgency of raising awareness and sensitization on child safeguarding policies to ensure that all stakeholders, including parents, teachers, and community members, are well-informed about their roles in safeguarding children.



Mr. Abhijeet also shed light on the significance of reporting child abuse cases promptly and effectively. By establishing reporting mechanisms, schools and communities can swiftly respond to potential risks and provide timely support to children in need.

Moreover, the session emphasized the crucial role played by Child Welfare Departments, such as the Integrated Child Protection Scheme (ICPS), in ensuring child protection and support. These departments work tirelessly to create a safe and nurturing environment for vulnerable children, providing them with the care and assistance they require.

Mr. Abhijeet further shared the commendable work carried out by Save the Children, particularly in Kashmir, on Child Safeguarding Policy and child protection initiatives. The organization's efforts in promoting child rights, awareness, and implementation of safeguarding policies have had a positive and lasting impact on the lives of many children.

Dr. Safiya Wani's session, emphasized the critical role of collaboration among relevant departments in promoting child welfare. During her talk, Dr. Wani stressed the significance of working together and fostering interdepartmental cooperation to create a robust child welfare system. Child welfare is not the responsibility of a single department but requires the collective effort and commitment of multiple stakeholders.

Collaboration among relevant departments, such as education, health, social welfare, and law enforcement, is essential to address the multifaceted needs of children. By pooling resources, knowledge, and expertise, these departments can devise comprehensive strategies and interventions to ensure the well-being and protection of children. An integrated approach to child welfare enables the identification of at-risk children, prompt intervention in cases of abuse or neglect, and the provision of appropriate support and services. By sharing information and working in synergy, the relevant departments can maximize their impact and effectiveness in safeguarding the rights and welfare of children.

All the participants were given the opportunity to ask questions, seek clarification during the technical sessions. The conference highlighted the lasting impact on having Safe Schools, with child safeguarding Policy being at place across all the schools and Peace Education being the part of school Curriculum. all the speakers and panellists spoke at length about the need to have these at places.



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UT Level Conference on Peace Education



organized by
Department of Social Work, university of Kashmir,
Directorate of School Education, Kashmir
In Collaboration with
Save the Children, India.
Date 1st December 2022
Gandhi Bhawan, University of Kashmir

Introduction

A day long UT level conference on peace education was organized by Directorate of School Education, Department of social work, University of Kashmir in collaboration with Save the Children on 1st December, 2022 at Gandhi Bhawan, University of Kashmir. The day-long conference was attended by more than 200 participants including scholars and educationists from University of Kashmir, Director Education

Kashmir, Personal officer to Director, officials from JK Bose, and SCERT , IMPA, central University of Jammu, Principals from Higher secondary schools, teachers, students and parents. The event was presided by the chief guest Vice chancellor of University of Kashmir, Dr. Nilofar Khan.



The programme started with the TARANA of university of Kashmir and Dr Javaid Rashid Assistant Professor, Department of Social work, followed by Dr Shazia Manzoor Head of the Social Work Department welcomed all the officials and the participants in the event. The conference started with an introductory note starting with the Child Champion Ms. Insha who presented the context of Peace Education, followed by Mr. Muhammad Sharif Bhat, Head Save the Children, J&K & Ladakh, and Mr. Sudharshan Suchi, CEO, Save the children, India and Dr. Tasaduq Hussain Mir, Director, School Education Kashmir who presented the overall conference agenda along with the context of Peace Education across the UT level.

The conference focused on three technical session which included

- SESSION-1: WHAT AND WHY OF PEACE EDUCATION?
- SESSION-2: SCHOOL SAFETY AND SECURITY.

- SESSION-3: Experiential Learning from Peace Education.

These sessions were aimed to raise awareness and establish a platform on successful implementation of peace education programme in the education system through a systematic, collective and collaborative approach and to develop the understanding on peace education which will help the children to develop their physical as well as intellectual capabilities. The broader agenda of this conference was to further the agenda of peace education at the UT level and thus create a safe and better learning environment for children across the UT of Jammu and Kashmir.

Technical Session: WHAT AND WHY OF PEACE EDUCATION

The session 1 was chaired by Prof. Shawkat Ah Shah (Dean, Education, UoK) along with the penalists including Mr. Sudharshan Suchi (CEO, Save the Children, India) , Mr. Ruheed Gul School Education, DSEK , Dr Bhat Iqball Majeed from, Mr. Ata Ul Munim Tak, and Mr Suhail, Child Champion . These penalists shared their views on peace education while speaking on the occasion.

The penalists highlighted various key notes on **What and Why of Peace Education**

- ✓ Training in peace education is the first step towards building a culture of peace and



same needs to be taught to children at an early age and it is the most important in current state of the world, So that when they grow up to be adults, they are already rooted in a culture of peace. However, to train students in peace, we first need to train school teachers.

- ✓ The present training manual on peace education has been created with the intent to promote and develop relevant training content on Peace Education for the school teachers. To engage children and educate and train them in skills of conflict resolution and peace-building.
- ✓ Schools should be a secure place for children where they can feel safe both physically and psychologically. Feeling safe physically would entail that the structure of the school and its various parts like playground, toilets, classrooms, and library should be reliable and secure for students. Psychologically, it would entail a non-threatening environment where the children feel protected.



Such an environment in the schools would motivate both teachers and students to be co-learners in the teaching-learning process.

- ✓ Pedagogy is a critical aspect of peace education and it will establish a culture of peace, Focuses on students and their holistic development, Teaches interdependence and it helps develop sensitivity to peace.

It was noted during the technical session that the Peace Education is one of the core elements for the overall wellbeing and safety of children to ensure that they grow into thoughtful adults, and it can be realized only when Peace Education is integrated at the school level through the curriculum. The session was moderated by Mr. Mohd Sharif Bhat who presented the closing thoughts by reflecting on the need to integrate Peace Education as part of school Curriculum.

SESSION-2: SCHOOL SAFETY AND SECURITY

The Session 2 was chaired by Chair: Prof Pervez Ahmed, Head, Geography & Disaster Management, UoK; Co-Chair: Dr. G.M. Dar, IMPA&RD along with penalists including Dr Ranvir Singh, Dr Shazia Manzoor, SW, Mr. Muhammad Sharief Bhat, Save the Children, Ms Shafiya Fayaz, (Child Champion) and Ms. Dilshada (Parent).

The penalists highlighted various key notes on **SCHOOL SAFETY AND SECURITY**;

- ✓ Violence is not only physical in nature even words and attitudes (e.g. feelings of mistrust and hate) can be violent. Broadly, it can be anything that harms or hurts the body, mind and spirit. Violence thus consists of actions, words, attitudes, structures or systems that cause physical, psychological, social or environmental damage. It prevents people from reaching their full human potential.
- ✓ To take safety measures such as Create a safe and supportive school environment and how to encourage students to take the responsibility for their part in maintaining safe school environments including involving students in safety planning through the participation of each and every student.
- ✓ To create safe environment for children starting from their homes to their schools and Conduct activities where students are safe from any kind of violence.
- ✓ To ensure that the agencies or teachers who are working in contact with children it's their responsibility to take all the measures to minimize the risks of harm to children.
- ✓ To involve each children in school safety programmes that will help to minimize the negative impact of violence if occurred.
- ✓ To ensure the safety and security of children, the theme should be looked through a holistic approach.



While concluding the session, moderator Mr. Nisar Ahmad Divisional cultural coordinator DSEK shared the final notes which mentioned about the safety and security audit of all the school should be prioritized while focusing on the hard and soft component. Abuse, violence and neglect shall form an integral part of safety and security tool, and hence Department of Education will take the responsibility to ensure that through Peace Education module, appropriate steps are taken to realize their objective.

Session 3: Experiential Learning from Peace Education.

The session was chaired by Chair: Prof. Muhammad Hussain, Law, UoK and Co-Chair: Dr Adil Bashir, SW, along with the penalists including Dr Shafia Wani, Faculty, IMPA&RD , Dr Arshad Salroo, DSEK and Dr Urfana Amin, DSEK, Mr. Javaid Ah Dar, (Parent) : Ms Maryam Majeed, Mr Jibran, Ms Bazilla (Child Champions).

The penalists highlighted various key notes on **Experiential Learning from Peace Education.**

How peace education has helped them as a better person and have inculcated among them the values of peace.

Continuous engagement through Peace Education project by Save the children



have helped them to understand the sensitivity of culture of peace, and prioritizing the child centric approach in their personal and professional approach. The panelists spoke at length as to why they believe Peace Education should be part of the school education curriculum and how it will in the best interest of children. Child champions, Mr. Jibran and Ms. Bazila spoke high about the initiatives they have taken in their own schools and communities after getting the insights through Peace Education project.

Valedictory Session

The valedictory session was chaired by Vice Chancellor Prof. Nelofar Khan along with other panelist including Dr Nisar Ahmed Mir (Registrar UOK), Dr Shazia Manzoor (Head Social work dept. UOK), Dr. Ata ul Munim Tak (Personnel Officer Directorate of School Education), Mr Sudarshan Suchi (CEO Save the children) Mr. Sharif Bhat (Head Save the Children UT of J&K and Ladakh), Prof I.A. Nawchoo (Dean Social Science/ Dean Research UOK). Dr. Aadil Bashir presented the rapporteurs report to the guests in chair while presented the overall idea and objective of Peace Education to the dignitaries.

All the guests in the chair reflected on the need to have a child centric approach while focusing on the need to integrate the Peace Education as apart of school Education curriculum. All the guests were facilitated by the host department and Dr. Javaid Rashid presented the vote of thanks to the



participants.