Final Evaluation

PEACE EDUCATION PROGRAM IN PRE-SECONDARY SCHOOLS IN TIMOR LESTE

(February 2007 – May 2009)

CARE International Timor Leste

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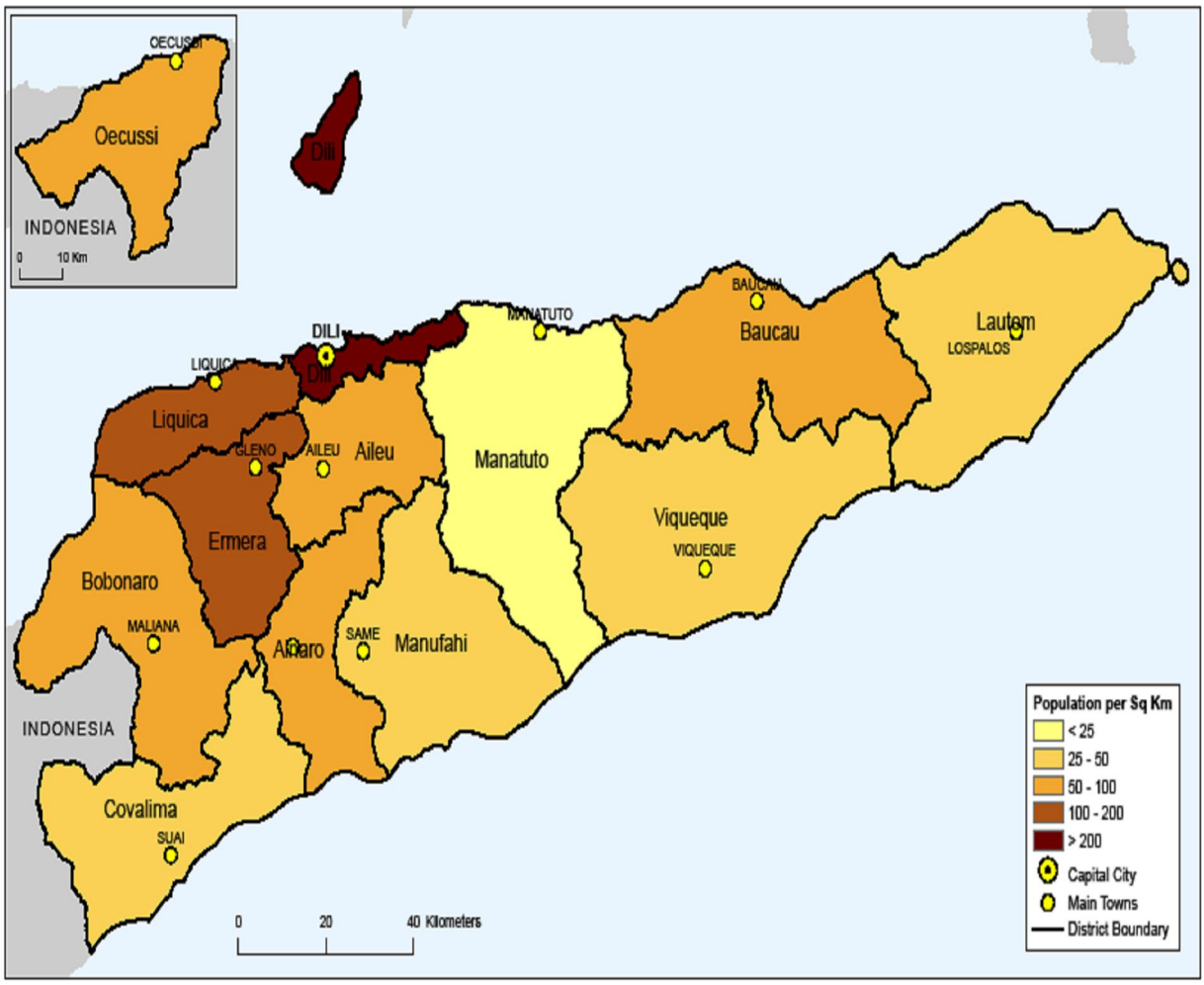
Office for the Coordination of Humanitarian Affairs

Timor-Leste: Population Density by District

Issued on: 21 November 2008



Sources: Census Atlas 2004 (Timor-Leste's National Statistics Directorate)
Map Ref: OCHA-TL-221v1

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For updates/corrections please contact data.ocha@undp.org

Executive Summary

I. Background

In 2007, CARE International Timor-Leste in partnership with the Ministry of Education began to implement a comprehensive peace education program in all pre-secondary schools in the country.[1] The two primary elements of the program were teacher training and support for young people in the implementation of peace building activities in their schools and communities.[2]

All pre-secondary schools in the country were invited to participate in the program. School directors made the decision as to whether or not to participate and which teacher(s) to send for training.[3] The teacher training consisted of a five-day course which included exploration of fundamental concepts of peace and conflict such as differences between active peace and passive peace, how conflicts arise, different types of conflicts, among others. Follow-up training sessions were held after teachers have had at least three months to implement the program in their classrooms. These training sessions served to reinforce skills and address areas of concern identified through the classroom visits and interviews. In addition, group discussions and individual question and answer sessions provided opportunities for teachers to share their experiences with implementation and get suggestions and advice from their peers as well as from the trainers.

In order to facilitate opportunities for students to develop skills in organizing and implementing an activity such as sport competition, musical concert, dance and theater performances, quiz and other events that will contribute to peace building, the peace education staff met with student groups and provided them with written guidelines for selection of activities and development of proposals. A selection panel comprised of UNDP, the Ministry of Education, and CARE reviewed the proposals made by students and selected those that met the criteria.[4] At least two

[1] The project was originally proposed to run from February 2007 to November 2008. Funding for implementation of the full project was allocated by USAID through UNDP. Because of a delay in contracting between UNDP and CARE, short-term funding was sought from USAID/DAI to begin implementation pending full funding from UNDP. This bridge funding covered the months of March and April and the early part of May. Under this bridge grant, the initial recruitment and training of trainers took place, as well as translation of the curriculum and supporting materials.

[2] The program has been built on the solid foundation of the earlier Peace Education Program developed by UNHCR since 1997 and was upgraded with the input of both refugees and host communities. The materials were developed to provide the life skills related to peace education and conflict minimization and prevention for refugee and returnee children, youth and the wider community but it was found that they are applicable in post-conflict and development contexts as well.

[3] The Ministry of Education requested that only one teacher of Civic Education from each pre-secondary school participate in the training due to the lack of teachers in the schools and the large number of students in the classes. This policy was put into effect by the new leadership at the Ministry of Education. Nonetheless, some schools did send more than one teacher.

[4] The proposed activity must have a clear objective that relates to promoting peace-building; the activity must be developed and organized by students themselves and not by teachers or adults, although adults may give support; the activity must implemented by the students who designed it; budget requests may not exceed $350; the budget must be specific and clearly outline all material needed and their actual costs; and the proposal must be authorized by the School Director.

schools were chosen from each district. The types of activities proposed fell primarily into two broad categories – arts and sports. Arts activities include competitions for poetry writing, peace dramas, drawing, music about peace, traditional dancing, and creative writing. Sport activities included football, volley ball and basketball tournaments for both males and females. Other activities included tree planting in the area around the school and general cleaning of the school environment. Several schools chose to run a quiz along with other activities.[5]

A student baseline survey was conducted in November 2007 over a period of 3 weeks in order to assess students' initial perceptions about peace and conflict, and attitudes and behaviors that are necessary for peace-building. Thirty schools were randomly selected from 12 districts[6], and within each of those schools, 22 students were randomly selected, for a total of 660 students.[7]

Furthermore, a baseline survey was also conducted with 171 teachers who participated in the peace education curriculum training. Prior to the opening of each training session, a written questionnaire was distributed to the participants. The questionnaire consisted of four questions which related to teachers' knowledge of peace and conflict, elements necessary for peace building, and the advantages of formal peace education in schools.

II. Objectives

The overall objective of the Peace Education Program is to reduce violence and conflict in schools (both teacher to student and student to student), provide young people with skills needed to be agents of peace in their schools, homes, and communities, and encourage citizen participation in the peace-building process.

Specific Objectives

1. To train teachers in the use of Peace Education curriculum/support materials and participatory, student-centered methods by which to implement the curriculum, and to enable them to explore the ideas of peace-building process for themselves before attempting to explore them with children
2. To provide opportunities for students to apply what they are learning through the peace education program in their schools, homes and communities
3. To encourage students as citizens to participate actively in the peace-building process
4. To facilitate opportunities for students to develop skills in organizing and implementing an activity such as sport competition, musical concert, dance and theater performances, quiz and other events that will contribute to peace building.

[5] Quizzes normally focused on general knowledge but specific quizzes also included peace education components.

[6] The initial sample included schools in all 13 districts. The boat to Oecusse was however out of order during the research period and the selected school in the district could not be reached.

[7] Of the students selected, 317 were male and 343 were female. The students ranged in age from 11 to 20, with the average age being 14.

Expected Results

1. Approximately 270 Civic Education/Human Rights subject area teachers from 135 pre-secondary schools in all 13 districts in Timor-Leste are trained in implementing peace education in the classroom
2. Students increase their knowledge and understanding of peace and conflict
3. Students in at least 20% of schools where peace education is being taught plan, organize and implement peace-building activities for their schools and/or communities

III. Main Findings

A. Teacher Training

1. Teachers' knowledge of Peace Building

The mean score of the respondents for all four questions in the final evaluation was 51% (or about 8 out of 15).[8] In the baseline study, the respondents' mean score for the four questions was roughly 20% (or 5 out of 15). There has therefore been about 60% increase in the teachers' knowledge on peace building.

On average, however, only about one-quarter (25.7%) of the respondents were able to provide all the correct answers for the four questions.[9] Over one-third (34.5%) were unable to give any valid answers, and 40% gave incomplete answers. Thus, although there has been a significant increase in the teachers' knowledge of peace building, the level of their knowledge is only slightly above average (51%), and there are gaps in their understanding of some of the peace building issues.

2. Approximately 270 Civic Education/Human Rights subject area teachers from 135 pre-secondary schools in all 13 districts in Timor-Leste are trained in implementing peace education in the classroom

To date, 155 teachers from 152 schools have been trained in Peace Education. The discrepancy between the expected and the final results is due to the fact that the Ministry of Education requested that only one teacher of Civic Education from each pre-secondary school participate in the training because of lack of teachers in the schools and the large number of students in the classes, even though in some instances more than one teacher participated in the training.

B. Student Component of Peace Building

To date, an estimated number of 57,800 students have participated in the Peace Education program.

1. Students increase their knowledge and understanding of peace and conflict

The findings from the Peace Building Knowledge Scale showed that there has been a significant increase in the students' knowledge of peace building. While at the baseline the mean score of

[8] The maximum score for all four questions was 15, and the minimum, zero.

[9] All valid answers were: 6 or 7 valid components of peace building, 3 valid answers for benefits of teaching peace education, 4 valid answers for passive versus active peace, and 2 characteristics of an effective peace education teacher

the respondents for the scale was 4.5 out of 14 (or 32%), in the final evaluation their mean score had increased to 6.8 out of 14 (or 49%). Thus there has been an increase in the students' knowledge of roughly 35%, even though, overall, the level of their knowledge of peace building was about average (49%). In other words, on average, only about one-half (49%) of the respondents had a "correct" knowledge of peace building items included in the scale. There was not a statistically significant difference in the mean scores of the females and males. Nor was there a significant difference with respect to grade or age.

In answer to the question, "*What would you do to help solve a problem between friends*", over one-half (53%) of the respondents reported that they would try to solve the problem *without specifying the method*. Approximately 21% were able to describe *a methodology included in the curriculum* for solving the problem. Twenty percent said they would *get the authorities (police or village chief) involved or resort to violence* or *did not give a response*. Finally, 7% indicated that they would ask *parents or teachers* to resolve the problem. Compared to the findings at the baseline, the results in this study indicate that there has been an increase in the students' knowledge on how to solve problems among friends who are arguing.

2. Opportunity to actively participate in the peace building process

Compared to an average of 25% at the baseline, an average of 46% of the respondents reported they believed that along with other social groups, children and/or students, and/or youth had the power to build peace in their community. Therefore, there has been a positive change in the respondents' perception of youth, students, and children having the power to build peace in their community. The most reported community figures with power to build peace were the village chiefs, followed by the village council and the police.

3. Students in at least 20% of schools where peace education is being taught plan, organize and implement peace-building activities for their schools and/or communities

To date student groups in 30% of the schools (46 schools out of 152) throughout the country have been supported to conduct peace-building activities in their schools and/or communities. The activities have included painting peace messages on school walls; school/community clean-up days; and poetry, music, essay, and sports competitions. All student groups that were supported were required to submit a final report and photos of their activity. Peace Education staff also attended as many of the activities as was possible.

4. Additional Information

In the final evaluation, the respondents were asked three additional questions that were not included at the baseline. They were: knowledge of child rights, source of information on child rights, and health knowledge.

4.1 Knowledge of Child Rights & Source of Information

The majority (83%) of the respondents reported to have heard of child rights. Among the respondents who had heard of child rights, approximately 32% were able to report at least one valid child rights component, about 28% reported at least two valid child rights components, and around 11% reported at least three valid child rights components. Less than 1% identified at least four valid child rights components, and about 0.5% reported at least five or six valid child rights components. Around 27% did not know any valid child rights components. Hence for *all*

respondents (including those who had never heard of child rights), a relatively high percentage (roughly 39%) did not have knowledge on child rights.

4.2 Source of knowledge on Child Rights

Among the respondents who had heard of child rights, 39% identified the Lafaek magazine, the Lafaek magazine and radio, or the Lafaek magazine and their teacher as their sources of information on child rights. About 32% identified their teacher (along with other sources including the Lafaek magazine).

4.3 Health Knowledge

The majority (88%) of the respondents were able to identify some preventive measure to stay in good health. About 68% associated good health with personal hygiene and/or keeping the environment clean, and/or not eating bad food or drinking contaminated water.

IV. Methodology

The target population consisted of pre-secondary school children in grades 7, 8, and 9, and pre-secondary school teachers who had been trained in Peace Education.

a. Sampling

The final evaluation was designed to represent closely the characteristics of target groups through a multistage cluster sampling method. Six districts (Dili, Manatuto, Baukau, Vikeke, Ainario, and Covalima), which covered east, west, and central East Timor were selected in order to represent them in-school population of children and teachers. The final sample consisted of 258 students in pre-secondary schools, and 34 pre-secondary school teachers[10] who had been trained in Peace Education and had also received the follow-up training.

The first stage of the sampling involved a random selection of pre-secondary schools in both the urban and rural areas of the target districts via SPSS random selection of cases. The second stage was a random sampling of classrooms within grades 7, 8, and 9 in the selected schools via raffle. The third stage was a random sampling of students in each classroom via raffle. Teachers were matched with the selected schools.

b. Questionnaires

<u>The Teacher questionnaire</u>

The questionnaire consisted of five questions which related to teachers' knowledge of peace and conflict, elements necessary for peace-building, the advantages of formal peace education in schools, and the instances of violence, both verbal and physical, that teachers had witnessed in their school and classroom during the past month. The fifth question was excluded from the analysis due to the unreliability of the data. All questions were the same as those that were administered at the baseline. The questionnaire was self-administered.

[10] The original sample was designed to include 50 teachers. The discrepancy is due to the fact that some respondents were unavailable for interviews.

The student questionnaire

The instrument consisted of a self-administered questionnaire with eight questions. The first four questions asked students' for their ideas about what is necessary to build peace, and who is responsible for peace-building. The fifth question asked students to identify the instances of violence, both verbal and physical, that they had witnessed in their school and classroom during the past month. As in the case of the teachers, the fifth question was excluded from the analysis due to the unreliability of the data. The sixth question asked students about their knowledge of children's rights, the seventh, about their knowledge of prevention of common illnesses, and the eight questions asked about the respondents' source of knowledge of child rights

With the exception of questions six, seven, and eight, the questions were the same as those as in the baseline study.

c. Training

A total of 12 staff received a three-day training workshop in Dili. The researchers were divided into three teams, each covering 2 of the 6 districts that were selected in the sampling.

Since the survey instruments were the same as those in the baseline, the questionnaires were not piloted.

d. Data collection and data entry

Data collection took place between March 24th and April 6^{h} 2009. Oral consent was secured from all respondents prior to the administration of the questionnaires. For the students, consent to their participation in the interview was also obtained from the school director and/or teachers.

Data entry and cleaning were handled by the international consultant.

VI. Recommendations

1. Follow-up trainings for teachers need to be continued and provided at regular intervals so that teachers can improve the level of their knowledge of peace building and acquire a better understanding of issues involved. Subsequently, this would contribute to an increase in the students' knowledge and a better grasp of peace building factors.
2. The students' knowledge of child rights needs to be improved through educational materials and advocacy campaigns. Moreover, there is a need for reinforcing advocacy efforts on child rights within communities in order to raise awareness about youth's, students', and children's contributions to peace building processes.

A. Pre-Secondary School Teachers

1. Respondent Profile

Thirty-four pre-secondary school teachers were randomly selected from the six districts of Dili, Manatuto, Baukau, Vikeke, Ainario, and Covalima. Table 1 shows the distribution of teachers in the six districts.

Table 1.1 Pre-secondary School Teachers

District	%
Dili	23.5 (8)
Manatuto	5.9 (2)
Baukau	29.4 (10)
Vikeke	11.8 (4)
Ainario	14.7 (5)
Covalima	14.7 (5)
Total	**100.0 (34)**

2. Knowledge of Peace Building Components

The respondents were asked to name at least 6 components of factors that are important for building peace. The mean score for the respondents regarding knowledge of peace building components was 4.5, which translates into about 75%.[11] At the baseline, the mean score of the respondents was only 1.2 or 20%.

Compared to less than 1% at the baseline, about 44% of the respondents were able to identify *at least six* peace building components (35% named six, and 9% reported seven) in the final evaluation. Around 15% recalled five components, 21% identified four components, and about 12% were able to give between one and three components. Approximately 9% of the respondents (compared to 36% at the baseline) were unable to identify any valid factors for peace building. These results indicate that there has been an increase in the knowledge of teachers on peace building factors. Table 2 shows the results.

[11] The maximum score was 6 and the minimum, zero.

Table 2 Knowledge of Peace Building Components

Knowledge of valid components of peace building	%
1 valid component	5.9 (2)
2 valid components	2.9 (1)
3 valid components	2.9 (1)
4 valid factors	20.6 (7)
5 valid components	14.7 (5)
6 valid components	35.3 (12)
7 valid components	8.8 (3)
No valid components	8.8 (3)
TOTAL	**100.0 (34)**

3. Benefits of teaching peace building in schools

In response to the question, "*what are the benefits of teaching peace education in schools*", the majority (59%) were able to provide *at least one valid answer*, and 41% did not give any valid answers. Roughly one-quarter gave either one or two valid answers, and about 9% gave three valid answers. See Table 3.

Table 3 Benefits of teaching peace education in schools

What are the benefits of teaching peace education in schools	%
1 valid response	26.5 (9)
2 valid responses	23.5 (8)
3 valid responses	8.8 (3)
No valid response	41.2 (14)
TOTAL	**100.0 (34)**

A scale, with a maximum score of 3 and a minimum of zero, was created to determine changes between the baseline and final evaluation results. The mean score of the respondents was 1 or 33%, compared to the baseline mean score of 29% (0.88). Therefore, the respondents had not only had a relatively low level of knowledge on this question, but they also showed little increase in knowledge regarding the benefits of teaching peace education in schools.

4. The difference between passive and active peace

The respondents were asked to distinguish between passive and active peace by giving at least four valid answers (two for each type). Slightly more than 41% of the respondents were able to indicate all four valid answers, while 38% did not know any valid answers. About 21% gave either two or three valid responses. See Table 4.

Table 4 Knowledge of Passive and Active Peace

Knowledge on passive and active peace	%
2 valid answers	14.7 (5)
3 valid answers	5.9 (2)
4 valid answers	41.2 (14)
No valid answers	38.2 (13)
TOTAL	**100.0 (34)**

Similar to the other questions, a scale was created for this question, with a maximum score of 4, and a minimum of zero. The mean score of the respondents was 2.12 or 53%, compared to a score of 1.3 or 32.5% at the baseline. Hence, there has been an increase in the knowledge of the respondents regarding the difference between passive and active peace.

5. Characteristics of an effective peace education teacher

In response to the question, "*what are two characteristics of an effective peace education teacher*", one-half of the respondents were able to provide *at least one correct answer*, while the other one-half was unable to give any correct answers.

The mean score of the respondents was 0.59 or 29%, which was the same as that obtained at the baseline.[12] Hence, there have not been any changes in the teachers' knowledge regarding the above question. Table 5 shows the distribution of the valid responses.

[12] The maximum score was 2, and the minimum zero.

Table 5 Knowledge of characteristics of an effective peace education teacher

Knowledge of at least 2 characteristics of an effective peace education teacher	%
1 valid response	41.2 (14)
2 valid responses	8.8 (3)
No valid response	50.0 (17)
Total	**100.0 (34)**

6. The Total Score

The mean score of the respondents for all four questions in the final evaluation was 51% (or about 8 out of 15).[13] In the baseline study, the respondents' mean score for the four questions was roughly 20% (or 5 out of 15). There has therefore been about 60% increase in the teachers' knowledge on peace building. On average, however, only about one-quarter (25.7%) of the respondents were able to provide all the correct answers for the four questions.[14] Over one-third (34.5%) were unable to give any valid answers, and 40% gave incomplete answers. Table 6 shows the results.

Table 6 Knowledge of Peace Building (all four questions)

Knowledge of Peace Building	Components of peace building (%)	What are the benefits of teaching peace education in schools (%)	What are passive and active peace (%)	What are at least 2 characteristics of an effective peace education teacher (%)
1 valid answer	5.9	26.5	-	41.2
2 valid answers	2.9	23.5	14.7	8.8
3 valid answers	2.9	8.8	5.9	-
4 valid answers	20.6	-	41.2	-
5 valid answers	14.7	-	-	-
6 valid answers	35.3	-	-	-
7 valid answers	8.8	-	-	-
No valid answers	8.8	41.2	38.2	50.0
TOTAL	**100.0**	**100.0**	**100.0**	**100.0**

[13] The maximum score for all four questions was 15, and the minimum, zero.

[14] *All* valid answers were: 6 or 7 valid components of peace building, 3 valid answers for benefits of teaching peace education, 4 valid answers for passive versus active peace, and 2 valid characteristics of an effective peace education teacher

B. Pre-secondary School Students

1.1 Respondent Profile

The number of the respondents in pre-secondary schools that were interviewed in the six districts of Dili, Manatuto, Baukau, Vikeke, Ainario, and Covalima was 258. The proportion of the females was slightly higher than that of the males (54%, versus 46%).

The median age of the respondents was 15 years (a median age of 14 for Grade 7, 15 for Grade 8, and 16 for Grade 9). See Tables 1.1a, 1.1b, and 1.1c.

Table 1.1a Distribution of the Respondents by Sex & District (%)

District	Sex		
	Male	Female	Total
Dili	44.6 (33)	55.4 (41)	**100.0 (74)**
Manatuto	66.7 (6)	33.3 (3)	**100.0 (9)**
Baukau	47.7 (31)	52.3 (34)	**100.0 (65)**
Vikeke	52.6 (30)	47.4 (27)	**100.0 (57)**
Ainario	26.1 (6)	73.9 (17)	**100.0 (23)**
Covalima	40.0 (12)	60.0 (18)	**100.0 (30)**
TOTAL	**45.7 (118)**	**54.3 (140)**	**100.0 (258)**

Table 1.1b Distribution of the Respondents by Sex & School Grade (%)

Grade	Sex		
	Male	Female	Total
Grade 7	43.8 (42)	56.3 (54)	**100.0 (96)**
Grade 8	46.5 (40)	53.5 (46)	**100.0 (86)**
Grade 9	47.4 (36)	52.6 (40)	**100.0 (76)**
Total	**45.7 (118)**	**54.3 (140)**	**100.0 (258)**

Table 1.1c Distribution of the Respondents by Age & School Grade (%)

Age	Grade			
	Grade 7	**Grade 8**	**Grade 9**	**Total**
12	20.2 (19)	3.7 (3)	0.0 (0)	**9.0** **(22)**
13	21.3 (20)	17.3 (14)	1.4 (1)	**14.3** **(35)**
14	24.5 (23)	22.2 (18)	12.9 (9)	**20.4** **(50)**
15	22.3 (21)	17.3 (14)	27.1 (19)	**22.0** **(54)**
16	7.4 (7)	25.9 (21)	27.1 (19)	**19.2** **(47)**
17	4.3 (4)	7.4 (6)	18.6 (13)	**9.4** **(23)**
18	0.0 (0)	3.7 (3)	8.6 (6)	**3.7** **(9)**
19	0.0 (0)	1.2 (1)	4.3 (3)	**1.6** **(4)**
20	0.0 (0)	1.2 (1)	0.0 (0)	**0.4** **(1)**
Total	**100.0** **(94)**	**100.0** **(81)**	**100.0** **(70)**	**100.0** **(245)**[15]

2. Knowledge of Peace Building

2.1 What is needed to build peace

The majority (67%) of the respondents were able to identify at least one component of action necessary for building peace (14.3% identified only one component, 38% reported two components, and 15%, identified three components). Approximately 12% were unable to identify a "valid" component for building peace, while 21% did not respond. Table 2.1 shows the results.

[15] 13 respondents did not report their age.

Table 2.1 What is Needed to Build Peace (%)

What is needed to build peace	%
Listen to each other + Communicate or solve problems	15.1
Don't fight or get angry or reconciliation	10.1
Listen or communicate + cooperate	7.0
Listen + Respect	6.6
Must build peace	6.2
Cooperate or listen + help/love	6.2
Listen to each other + Trust + Communicate/cooperate or solve problems	5.4
Listen + Trust + Respect	4.3
Listen + Communicate + Respect	4.3
Do good things or listen/respect parents, or do well in school	2.7
Have unity and harmony or love each other	2.3
Trust + Communicate or Cooperate	1.2
Respect/love + Tolerate	1.2
Respect	1.2
Respect + Trust + Reconciliation	1.2
Listen to elders or authorities	0.8
Cooperate + empathize	0.8
Cooperate	0.8
Build peace by using the armed forces	0.4
Be calm and relaxed	0.4
Don't know	1.2
No response	20.9
Total	**100.0**

2.2 Peace Building Knowledge Scale

The Peace Building Knowledge Scale consisted of 14 items (9 of the items represented the "correct" answers and 5, the "incorrect" ones).[16] The mean score of the respondents for the peace building knowledge scale was 6.8 out of 14, which translates into about 49% out of 100%. Therefore, on average, only about one-half of the respondents had a "correct" knowledge of peace building components. At the baseline, the mean score of the respondents for the scale was 4.5 out of 14 (or 32% out of 100%). There has thus been a significant increase (about 35%) in the students' knowledge of peace building components.

There was not a statistically significant difference in the mean scores of the females and males. Nor was there a significant difference with respect to grade or age. Table 2.2 shows the distribution of the responses for the scale items.

[16] The highest score was 14, and the lowest, 0.

Table 2.2 Peace Building Knowledge Scale

Things which are important for building peace	No	Yes	TOTAL
Listen to each other is important for peace building	0.8	99.2	**100.0**
Communication is important for peace building	9.7	90.3	**100.0**
Hate each other is important for peace building	98.1	1.9	**100.0**
Carrying grudges is important for peace building	96.9	3.1	**100.0**
Include everyone is important for peace building	43.0	57.0	**100.0**
Handling emotions is important for peace building	61.6	38.4	**100.0**
Recognize similarities is important for peace building	41.9	58.1	**100.0**
Exclusion/discrimination is important for peace building	84.9	15.1	**100.0**
Recognize differences is important for peace building	52.3	47.7	**100.0**
People's perceptions is important for peace building	64.3	35.7	**100.0**
Defend one's group is important for peace building	69.8	30.2	**100.0**
Problem solving is important for peace building	7.4	92.6	**100.0**
Cooperation is important for peace building	9.3	90.7	**100.0**
Hide emotions is important for peace building	82.6	17.4	**100.0**

2.3 What would you do to help solve a problem between friends?

In answer to the above question, over one-half (53%) of the respondents reported that they would try to solve the problem between friends who are arguing *without specifying the method*. Approximately 21% were able to describe *a methodology included in the curriculum* for solving the problem. Twenty percent said they would *get the authorities (police or village chief) involved or resort to violence* or *did not give a response*. Finally, 7% indicated that they would ask *parents or teachers* to resolve the problem. See Table 2.3

Table 2.3 How to solve a problem

How to solve problem between friends who are arguing	%
Solving the problem without specifying the method	52.7
Solving the problem describing a methodology included in the curriculum	20.5
Involving authorities or resorting to violence or No response	19.8
Involving parents or teachers	7.0
Total	**100.0**

In order to make a comparison with the baseline results, a scale was created for this question with a minimum score of zero and a maximum score of three. The mean score in the final evaluation was 1.7 out of 3 (57%), compared to 1.2 out of 3 (40%) in the baseline. Therefore, there has been about 30% increase in the knowledge of the respondents on how to solve problems among friends who are arguing.

3. Power for Peace Building

The fourth question asked the respondents to state who they believed to be responsible for peace-building in their community. Compared to an average of 25% at the baseline, an average of 46% of the respondents reported they believed that along with other social groups, children and/or students, and/or youth had the power to build peace in their community. The most reported community figures with power to build peace were the village chief, followed by the village council and the police. See Table 3.

Table 3 Social Groups with Power to Build Peace in the Community

Who has the power to build peace in your community	NO	YES	TOTAL
Village chief has power to build peace in your community	7.8	92.2	**100.0**
Village council have the power to build peace in your community	22.3	77.7	**100.0**
Police have the power to build peace in your community	22.3	77.7	**100.0**
Adults have power to build peace in your community	27.7	72.3	**100.0**
Parents have the power to build peace in your community	31.3	68.8	**100.0**
Respected elders have the power to build peace in your community	45.7	54.3	**100.0**
Youth have the power to build peace in your community	49.2	50.8	**100.0**
Students have the power to build peace in your community	50.8	49.2	**100.0**
Priest/Nun have the power to build peace in your community	53.1	46.9	**100.0**
Old people have the power to build peace in your community	58.2	41.8	**100.0**
Children have the power to build peace in your community	60.9	39.1	**100.0**

4. Knowledge of Child Rights

The majority (83%) reported to have heard of child rights. Among the respondents who had heard of child rights, approximately 32% were able to report at least one valid child rights component, about 28% reported at least two valid child rights components, and around 11% reported at least three valid child rights components. Less than 1% identified at least four valid child rights components, and about 0.5% reported at least five or six valid child rights components. Around 27% did not know any valid child rights components. Hence for *all respondents* (including those who had never heard of child rights), a relatively high percentage

(about 39%) did not know about child rights. Table 4a shows the findings for the respondents who had heard of child rights.

Table 4a Knowledge of Child Rights

Knowledge of Child Rights (% total respondents: 83.3%)	%
At least one valid child rights component	32.1 (69)
At least two valid child rights components	27.9 (60)
At least three valid child rights components	10.7 (23)
At least four valid child rights components	0.9 (2)
At least five valid child rights components	0.5 (1)
At least six valid child rights components	0.5 (1)
No valid child rights components	27.4 (59)
TOTAL	**100.0 (215)**

Approximately 39% of the respondents who had heard of child rights identified the Lafaek magazine, the Lafaek magazine and radio, or the Lafaek magazine and their teacher as their sources of information on child rights, and about 32% reported their teacher (along with other sources). Fifteen percent of the respondents did not identify a source, and around 3% said that they had learned about child rights by themselves. See table 4b.

Table 4b Source of Information on Child Rights

Source of information on Child Rights (% total respondents: 83.3%)	%
Lafaek Magazine	15.3
Lafaek Magazine & radio	13.0
At school	11.2
Lafaek magazine or radio + Teacher	10.2
Teacher + Family	8.8
Adults or Community leaders	5.1
Ministry of Education or Health	4.7
Radio/TV	4.2
UNICEF Children's magazine	3.7
I learned by myself	3.3
Family	1.4
Peace education	1.4
Teacher + Church	0.9
Teacher + Family + Police	0.5
The Constitution	0.5
Other children in the community	0.5
No valid answer	15.3
TOTAL	**100.0**

5. Health Knowledge

The majority (88%) of the respondents were able to identify some preventive measure to stay in good health. About 68% associated good health with personal hygiene and/or keeping the environment clean, and/or not eating bad food or drinking contaminated water. About 12% did not give a valid response. Table 5 presents the findings.

Table 5 How to keep in good health

What to do to keep in good health	%
Personal hygiene	26.4
Hygiene + keep environment clean (including the house)	13.6
Keep the environment clean	13.2
Eat nutritious food	8.1
Hygiene + prevention such as mosquito nets	5.4
don't eat bad food or contaminated water + personal hygiene	5.4
Go to hospital, see doctor or nurse	5.0
Exercise and rest	3.9
Don't eat bad food or contaminated water + keep environment clean	3.5
Don't eat bad food or drink contaminated water	2.7
Don't smoke or drink	0.8
Don't stand in the rain or the sun for too long	0.4
Not a valid response	11.6
Total	**100.0**