

Terrorism and Violence: Education as an Ally of Pakistan

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Background

George Lakey

- 8 ways to defend against terror non-violently
 - Education and Training
 - Parallel Institutions

Taro Kamatsu

- Study on Local Education Administration in Khyber Pukhtunkhwa
- ‘With Education, one’s ignorance will be diminished. Revenge culture in our traditional society will disappear’

Response of a participant

Hamlet & Revenge in Pakistan

Media Reports about *Hamlet*

- ‘the closest in metaphor resembling Pakistan’s crisis is Shakespeare’s *Hamlet*’
Khalil-ur-Rehman
- ‘just as Hamlet had to put aside everything else in his life in order to deal with Claudius, our government too must prioritize to make terrorism its main challenge to be tackled’
Yasmina Aftab Ali

Media Reports about Revenge

- ‘Osama bin Laden’s son vows **revenge** against US for killing his father in online video message’
- “‘Hamlet’ Bin Laden vows **revenge** for Osama Killing’

WHY *Hamlet*

- ‘Hamlet is like a sponge ... it immediately absorbs all the problems of our time’.

John Kott

- Emphasising various facets of *Hamlet*, the play has been adapted worldwide to address contemporary problems
- *Hamlet* (Film adaptations)
 - 262 since 1890
 - 75 since 2000

Examples

Haider

- Disappearance of civilians in Kashmir
- Mental Health – increase in the number of stress and trauma related cases
- Indus Water conflict
- Rejection of revenge practice/culture

Prince of the Himalayas

- China Tibet conflict
- Economic deprivation of Tibet
- Rejection of revenge practice and culture

Badal/Badla

- Revenge culture in Pakistan
 - honour based revenge/honour killing
 - blood revenge
- Revenge culture in Pukhtun/Pashtun culture
 - From a slight insult to blood feuds
 - obligatory
 - code of life in Pukhtunwali/Pashtunwali particularly in the tribal areas

Study's results

- Hamlet is a coward. He should have taken revenge of his father instantly
Student 1
- Hamlet is NOT a coward. He should not have taken revenge of his father
Student 1
- Hamlet attracts students because it tells them a familiar story of revenge
- Real life experiences change the opinions of the students
- Empathetic connection of students with Hamlet

Changes

- Change the way *Hamlet* is taught to address the issue of revenge
- Use *Hamlet* as a tool to reject revenge
- Changes in syllabus

How to bring this change

- Teachers' Training in Kohat University of Science & Technology (KUST) – Alumni Grant for Academic Activities
- Teachers' Training at KUST –Funded by HEC
- English Access Micro-scholarship Program, KUST

References

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- Taro Komatsu, 'Qualitative inquiry into local education administration in Pakistan', *International journal of educational development*, 29 (2009)
- Yasmina Aftab Ali, *Recalling Hamlet's Indecisiveness*, 2014