

# **REGIONAL CONFERENCE ON PEACE EDUCATION IN EASTERN AND CENTRAL AFRICA: THE STATE OF THE ART, LESSONS AND POSSIBILITIES**



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## **Peace Education in Central and East Africa**

### **Conference report**

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## Introduction - Hujambo

In December 2008, I travelled to the Kenyan capital of Nairobi to attend a four day **Conference on Peace Education in Eastern and Central Africa: The state of the art, lessons and possibilities**. The aim of the conference was to create a forum where participants could share, learn about and discuss the current status of peace education and its application in East and Central Africa.

The conference was organized by the Nairobi Peace Initiative (NPI), a regional secretariat of the Global Partnership for the Prevention of Armed Conflict (GPPAC) in collaboration with the GPPAC International Secretariat, The Global Campaign for Peace Education and Kenya's Ministry of Education. The conference addressed the important role of education in peace-building.

*Enormous amounts of human and financial resources have been directed towards the execution and, later, the resolution of these conflicts. Measures such as conflict prevention, reduction, resolution and peace building have been instituted both regionally and internationally. Quite clearly, however these approaches have not been adequate to eliminate violent conflict in the region definitively and ensure their non-recurrence. Long-term strategies for prevention of violence are therefore greatly needed (NPI, 2008 p2).*

A major focus of the conference was on garnering regional and international linkages that could be used to improve national approaches through partnering and information sharing.

The conference was divided into two parts. The first two days provided an opportunity to examine the 'art' of peace education and the lessons and issues emerging from its implementation particularly in East and Central African countries; Burundi, Congo-Brazzaville, Democratic Republic of Congo, Eritrea, Ethiopia, Kenya, Gabon, Rwanda, Sudan, Tanzania and Uganda. The second two days were dedicated to peace education in Kenya (See appendices 1 and 2).

I attended the conference as an invited representative of the GPPAC Working Party on Peace Education and presented a workshop on the second day of the conference.

GPPAC was established by the UN in 2003 as civil society led world-wide network to build international consensus on peace-building and contribute to the prevention of armed conflict. Other Working Party members from the Philippines, Ukraine, Palestine, Columbia, Serbia, Spain, Ghana, Japan, Sri Lanka and Montenegro also attended. The group included GPPAC General Secretary, Paul Van Tongeren. Peace education is a GPPAC priority and

complements the work of a global network of educators committed to investing in future generations through the development of skills, understanding and values needed for participation in peaceful communities.

Peace in the world today is an urgent imperative. '*The priority in allocating resources must be meeting human needs, such as health and education, in order to build true human security*'. Loreta Castro - Philippines

In this paper, I will report my reflections of the conference, presentations by GPPAC member organizations (Philippines, Columbia, Spain) and of subsequent meetings with staff from the Kenyan Ministry of Education and with Teacher Service Commission officials. My observations and conclusions, particularly in relation to the situation in Kenya, are presented with the intention of offering a neutral and external perspective regarding the implementation of peace education.

I see this paper as a contribution to the ongoing discussion about school improvement in relation to global conflict resolution education and peace education. See curricula, stories and manuals for peace educators at [www.creducation.org](http://www.creducation.org).

I will draw from my workshop presentation – 'Peace education as values education' and paper, *Peace Education Lessons and Possibilities: Values education, quality teaching and safe schools* (See Appendix 6) in which I described the values-based approach currently being used in Australian schools and suggested three lessons that I believe are relevant to peace education more broadly. These were:

Effective schools see themselves as learning communities and the values and vision of the school, that is, what is seen as important, desirable and treasured, are reached through consultation and collective agreement (School as a lighthouse in the community).

School communities should be places where pro-social values are modeled so that teachers and students can experience peaceful interactions and rehearse good citizenship (School as a model environment).

A focus on values-based education, particularly where students are placed at the centre, can contribute to improvements in the quality of the teaching and learning environment, student behaviour and academic outcomes. Such environments support the formation of a healthy and peaceful school (Student centered learning).

## Setting the context – conceptualizing peace education

Peace education is fundamentally a process for engaging people in developing awareness of the causes of conflicts and ways to resolve these in daily life.

*In East and Central Africa peace education is an avenue by which individuals and communities can be taught and persuaded to shun a culture of violence and conflict and adopt values, attitudes and behaviour of a culture of peace. These new attitudes will then see peaceful conflict resolution practised at the intra communal level and regionally across countries (NPI, 2008).*

While there is a pressing need to respond to conflict and violence in the African context through education, the implementation of peace education curricula has proven challenging, particularly where it has been used in a reactionary way or to 'dampen' conflict (NPI, 2008). The delegate from Tanzania reported the difficulty of implementing programs in the face of unsustainable peace agreements, teacher strikes and human rights abuses such as discrimination and murder of albinos.

In South Africa peace education is incorporated into the reconciliation process. Keynote speaker, Dr Fanie Du Toit, Executive Director, Institute of Justice and Reconciliation (IJR), gave a frank overview of the challenges faced in the reconciliation processes in post-apartheid South Africa. Most pressing of these included the economic divide and grinding poverty faced by many citizens. In such an environment, ethnic tensions easily rise to the surface and were most recently expressed in xenophobic violence against Zimbabwean refugees. The IJR are currently implementing peace education programs in schools which are designed to help students develop a deeper understanding of their past so as to participate more proactively in the processes of healing and reconciliation in the future.

Dr Du Toit warned delegates that peace education was vulnerable if delivered in a climate of uncertainty or where economic or social conditions are pressing such as those described in the Northern Sudan where schools have no permanent buildings, no toilets, 120 students per class and employ the frequent use of corporal punishment. According to the representative from Sudan such conditions were '*contrary to a culture of peace*'. Clearly peace education is entwined with the social and economic conditions and dependent on community and government cooperation.

The West Africa Network for Peace-building (WANEP) has facilitated collaborative approaches in peace-building and conflict prevention since 1998. They have developed a peer mediation program, *Active Non-Violence* for students and teachers. It was this organization's view that West African governments are increasingly recognizing the vital role of civil society

organizations in governance and are beginning to build partnerships that have been useful in relation to peace education programs.

The Coalition of Peace in Africa (COPA) has been implementing an ongoing peace education project in Kenya since 2006 and has engaged in teacher training and student peace clubs in a number of districts over this time (COPA, 2008). Other peace education initiatives in Kenya include:

- a collaboration between Ministry of Education and Church World Service to initiate a School Safe Program in sixty schools
- UNICEF peace education programs
- the release of a Safety Standards Manual in July 2008 and
- the development of a primary and secondary school peace education curriculum to be released in early 2009 (MoE, 2008).

The interest in programs that promote peaceful ways of living post-conflict is not surprising but the notion of peace education, particularly in the curricula, is not widely accepted (NPI, 2008). According to delegates this is due in part to problems defining what peace education is and what it is meant to achieve. One view was that peace education is part of the broad suite of life skills that prepare young people for active citizenship. Another was that peace education helps deal with particular situations or events such as school strikes by teaching mediation skills or running cultural events to break down tension.

It may be fair to say that peace education is an umbrella term to describe the process by which educators support young people to cope with heightened personal and social risk, such as peer pressure, violence and bullying or youth alienation.

Most countries have national policies and education goals to ensure safe and peaceful schools. These may complement international conventions and protocols such as the UN Declaration of Human Rights. However the capacity of school systems to include peace education initiatives in policy and practice vary according to the traditions, infrastructure, funding and current concerns of the country. For countries that have experienced internal wars, human rights abuse or been neglected by government, peace education will have a different emphasis (Sinclair et al, 2008).

As an example, the Basque Plan of Action for Human Rights and Peace Education was developed in response to a long period of violence and terrorism in Spain. The plan emphasizes co-responsibility to generate systematic, coordinated and sustainable programs including education in schools. This is very much focused on healing social fractures, particularly in relation to the victims of violence and human rights (Basque Government, 2008).

In Australia, peace education is rarely seen as a discrete area of study in school curricula. Generally, peace education and conflict resolution education

is incorporated through a range of prevention and intervention initiatives. These include social skills development, relationship building, reduction of bullying, conflict management, violence prevention, peer mediation, restorative justice and citizenship education.

Australia is a country that has had a stable democracy of federated states for more than 100 years. It is a resource-rich country with a developed economy, built from an amalgam of cultures. There have been no civil wars, repressive governments or serious ethnic divisions. The colonisation and settlement of Australia by Europeans and the resulting impact on the Indigenous inhabitants however remains an internal tension and national focus of reconciliation.

The Australian government's most recent national education policy has been located within a productivity agenda with a particular focus on social cohesion. Such an approach takes account of Australia's place in a global context and one in which world economies, climate, conflict, resources and a growing population are connected and impact on us all (MCEEYTA, 2008). For example, Australia has been an ideal destination for displaced people following conflict. The latest wave of refugees from countries such as Lebanon, Somalia, Sudan, Iraq and Afghanistan come with experiences and backgrounds that can often make settlement and cultural adjustments difficult. A continuing educational investment in values, human rights and citizenship is fundamental to achieving social cohesion and peaceful communities in this context.

This notion of social cohesion and managing diversity is also a focus for some central and east African education authorities. One conference goal was to look at ways to mainstream peace education and develop a culture of peace in schools as a long-term social investment in young people.

*Since the future of any nation depends on how responsible its young people are, inculcating a culture of peace in young generations will ensure that in the years to come Africa will have a core group of people in decision making positions who value diversity, social cohesion and community coexistence (p3, COPA, 2008).*

George Wachira, Senior Research and Policy Advisor, NPI suggested that peace education was a way to build foundations for peace through the proactive and deliberate inculcation of values and skills that encourage non-violent, collaborative responses to conflict. In this sense peace education can be seen as a process of building cohesion and capacity within communities through the development of skills and understanding.

## Understanding conflict in East and Central Africa

There is no way I can comment with any authority on the complexities of conflicts and their associated impact in East and Central Africa. The tribal and colonial histories of the region have no doubt contributed to the current circumstances. An NPI paper on the conflicts listed key underlying issues and concerns. These included the region's widespread poverty and sense of hopelessness, economic and political mismanagement and a low capacity for prevention, that is, scattered, understaffed and uncoordinated responses at civil society and governmental levels. The impact of AIDS on the region's productive population has also taken a huge toll (NPI, 2008).

It is estimated that more than 5 million people have died as the result of conflict and associated violence in the Central and Eastern Africa over the last 15 years (NPI, 2008). Post-election violence in January and February 2008 in Kenya culminated in the death of approximately 1000 people and the displacement of 300,000 more (MoE, July, 2008). At the time of writing this report, over 500 people were reported massacred in a remote area of north-east Congo. (Sunday Age, 4 Jan 2009).

According to the Kenyan Minister of Education Professor Onger, Africa accounts for two thirds of people displaced by conflict in the world today. From any humanitarian, political or economic perspective the impact of such violence is incomprehensible. The statistics are even more alarming when one considers the impact on children and education due to the sustained nature of conflict in the region, currently most prominent in the Democratic Republic of Congo, Sudan and Somalia, where civil war has raged for the last 14 years.

*Sustainable peace in Kenya, our region and the rest of the continent will only be realized when we discover that our individual and collective actions constitute choices either for peace or violence. Peace education, while not offering all the answers, holds the possibility that we can begin to build the foundations for peace in our young school-going people. I hope that this conference will be remembered for having spurred the region towards embracing peace education in our schools" (Ms Florence Mpaayei, Director NPI).*

In May to September 2008, students from 290 (out of 4000) Kenyan secondary schools staged 'strike' action that resulted in the death of one student, the closure of schools, the destruction of property, and the looting and burning of buildings.

For Kenya and other Central and East African countries, peace education efforts are driven by a desire to end conflict and involve young people in a peaceful future.



## Conflict in Kenya

Kenya achieved full independence within the Commonwealth of Nations in 1963 and in the following year became a republic headed by Jomo Kenyatta. The transition from British rule to independent state has been characterized by relative stability and economic growth. The maintenance of democratic institutions over this period has encouraged investment. However, poverty, ethnic tensions and social inequity still remain key challenges (Africanet, 2008).

Over the last ten years or so there have been outbreaks of violence in the community as well as in universities and schools (COPA, 2008). In 2005, NPI conducted research into the violence in Kenyan universities in an effort to understand the causes. The subsequent report on their findings indicated that there was no single cause and the violence was a complex and multilayered milieu generally rooted in student and staff politics, discontent with institutional structures, governance systems and environmental and wellbeing issues.

*These complexities are overlain by elements of untidiness that make it difficult to adequately handle the divergent interests systematically and with a degree of coherence. Mistrust, fear, and lack of transparency dominate relationships and interactions.*  
(NPI, 2006)

The most recent political crisis emerged when President Mwai Kibaki was re-elected for a second term in December 2007. Opposition leader Raila Odinga claimed the poll was rigged. Violence erupted, particularly in the slum areas of Nairobi, home to some 700,000 people, and in the more impoverished areas of the Rift Valley (Associated Press, 2 January 2008).

In the clashes that followed, predominately between the country's two biggest tribes, the Luo and Kikuyu, approximately 1000 people were killed. Thousands were forced to flee their homes and ultimately more than 300,000 were displaced. Around 84,000 people remain in temporary camps (El Jazeera, 2008).

*There are more than 40 tribes in Kenya, and political leaders have often used unemployed and uneducated young men to intimidate opponents. While Kibaki and Odinga have support from across the tribal spectrum, the youth responsible for the violence tend to see politics in ethnic terms* (Independent Press, 2 January 2008).

International condemnation and the intervention of former UN Secretary General Kofi Annan lead to the *National Accord and Reconciliation Act 2008* and the establishment of a 'Grand Coalition', a power sharing arrangement between Mr Kibaki and Mr Odinga.

According to Professor Onger, who was involved in the settlement reached after the post-election violence, four key agendas were pursued:

1. Address the level of insecurity by settling people who had been displaced, ensure that children were settled back into schools as quickly as possible.
2. Bi-partisan focus on provision of human and material support in terms of grieving, loss and injury.
3. Develop the 'Grand Coalition' to deal with what had happened from a constitutional and legal perspective.
4. Establish a legislative framework, 'Commission of Inquiry into Post Election Violence' (CIPEV) and report through an act of parliament.

The Daily Nation reported (January 2009) that things were far from settled by end of 2008. The paper alleges that food and fuel shortages, inactivity by the Grand Coalition and the fact that thousands of people are still living in camps as Internally Displaced People demonstrate that there is still much to do to bring stability to Kenya.

## **School strikes in Kenya**

Kenya has a population of approximately 37.5 million people that includes 5.2 million primary students and 2.5 million secondary students. Primary and secondary education was made free in 2008 although there appears to be historic disparity between schools. This means that the less affluent areas are likely to have fewer teachers and limited access to the same resources as those in more affluent circumstances.

Kenyan education authorities worked at a number of levels to provide curriculum support and stability following post-election violence. According to Professor Onger every effort was made to keep young people in education: *'No child was thrown out of school in respect to the violence at the beginning of the year.'*

Unfortunately, despite a focus on education, violence flared in nearly 300 secondary schools during July – September 2008. Apart from the disruption and destruction of the school property the crisis resulted in the death of one student who was trying to save other students from a burning dormitory. A report on the school violence was commissioned and tabled in Parliament in December 2008. The preliminary findings revealed serious violence. The Hon. David Koech, MP, a member of the Committee responsible for the report, reminded delegates that strikes and unrest were not a new phenomenon in Kenyan schools and universities: *Efforts have been made to prevent this kind of behaviour in the past without success.*

The Committee reported that in one Rift Valley school, students poured petrol in each of the four corners of a dormitory at 1am in the morning. *'Their aim was to cause as much damage as possible'*. Fortunately only one corner

caught alight and the building saved. In another school a dormitory, administration block and other school buildings were set on fire.

In other findings it was revealed that a culture of violence was evident in some schools. For example, junior students were subject to beatings and harassment from senior students. The report recommended that schools ensure junior students are welcomed into safe and supportive secondary school environments.

The report also found that post-election violence had provided model. Furthermore once the initial 'strikes' commenced, students engaged in copy-cat behaviour – *'We can go on strike because other students go on strike'*. Some parents were found to have contributed to their children's participation in school 'strikes' by promoting racism and violence. This extraneous behavior put principals and teachers under extreme pressure.

At the time of the strikes, large numbers of internally displaced students and teachers from the post-election violence were waiting for resettlement, debriefing and counseling. It was found that violence in some schools was led by disenfranchised and frustrated students who were internally displaced

Concerns about the welfare of displaced teachers were identified with many experiencing fear of violence or losing their job, depression and harassment. *'Their mind was not on their job.'*

In trying to unravel the causes of the strikes, school governance models came under question. Some were described as overly teacher directed and punitive with limited opportunity for students to raise issues or voice complaints. Poor communication was cited as potential cause of unrest. Students were critical of teachers for not listening to grievances. This suggests a need to create opportunities for student and teacher forums to discuss and address problems.

In looking for solutions the focus turned to faith and religion. A recommendation to mandate religious instruction in schools was presented in the report. This strategy was based on an assumption that 'serious' Christians would not engage in violent behaviour and evidence that not one Islamic school went on strike. There were indications that some faith-based organizations neglected their pastoral and educational role during the strikes and recommended that Chaplains in schools take on a role to co-ordinate spiritual guidance.

MP Koech also suggested that research on schools that did not participate in the 'strikes' may help identify and capture key lessons. *'What was happening in these schools in which students didn't strike? They may offer models of good practice that could be documented and shared?'*

His overall message was that any response must focus on the importance of the child. *'Encourage schools to develop 'homely' environments. Build a school culture where students see each other as brothers and sisters. A culture of peace, safety and inclusion should be key goals of any peace education program.'*

### **Underlying issues**

In this section I have gathered and summarized issues suggested by conference delegates as contributing factors to violence in Kenyan schools. These are not definitive but hopefully capture the essence of the discussions. These included:

- Socioeconomic pressure has created disparity between schools and regions. Funding for school infrastructure, buildings, buses etc is dependent on parents and local community. This means that the resource base and buildings are reduced in the poorer areas. Although it is hard to determine, a significant number of Kenyans (some estimates in rural areas were as high as 60%) live below the poverty line.
- There are growing numbers of disaffected youth who are not attending or not likely to finish their education or gain employment. These students may be affected by conflict, displacement, AIDS, a lack of skills, poverty or a sense of hopelessness.
- The examination process was described as highly competitive at best and at worst corrupt. *'Cheating is a major issue'. 'There is a trade in fake exams'*. As a result some employers have lost confidence in the Leaving Certificate.
- School rules and regulations were not uniform and promoted inconsistency in managing behaviour in schools and between schools.
- Some students wanted to get out of mock exams or protest against the examination process. Striking was simply seen as a way to get out of school.
- Gender equity / socialization reflected where a culture of male violence is supported. *'Most violence was perpetrated by boys'. 'Need to look at how we bring up our men'. 'Boys are seriously endangered'. 'Parents don't have time to spend with their children and we need to bring children closer to parents.'* *'Some girls' schools went on strike so they could go home to feel safe'.*

### **What needs to change?**

Professor Ongeru indicated that the Kenyan Government's 2030 plan includes economic, social and political goals that would see a growth in Kenya's middle

class and increase the annual per capita income from \$680 to \$5000 USD per annum. He argued that such economic development underpinned by a framework of national values would contribute to a reduction of discrimination and the promotion of mutual respect, and sanctity for human life within.

Professor Karega Matahi, Permanent Secretary, Ministry of Education, further suggested that everybody has to take responsibility for peace in their communities. He indicated that the Ministry of Education was investing in the curriculum with a focus on peace education and citizenship education. Psychosocial interventions were being enhanced to promote healing for those who may be experiencing stress or psychological trauma. Further funds have been allocated for a series of co-curricula music, drama and sports festivals to help build cohesion, patriotism and co-operation.

Other suggestions and strategies from conference delegates included:

- School leaders and teachers are key role models. Their actions as advocates of peace education actors are critical to any sustained and long-term change. Corporal punishment and teacher bullying are contradictory behaviours in a school that advocates peace education and need to be prevented.
- Peace education must focus on attitude and behaviour change to build understanding and harmony between stakeholders. A collaboration of teachers, students, parents and the local community need to be part of the solution.
- Strengthen and enhance student centered learning approaches. Encourage opportunities for students to be more actively engaged in constructing their learning environments. This means opening avenues for effective student teacher communication to diffuse potential conflict and create democratic frameworks for student participation in school life.
- Ensure school rules are clear, relevant and enforced. Involving students in the development and implementation of agreed rules or codes of conduct may have more meaning and power e.g. 'Mobile phones! To ban or not to ban?'
- Focus on participation strategies where students are more engaged in the curriculum and the life of the school. '*Idle students contribute to violence*'. The curriculum needs to be responsive to student needs and reflect relevant and meaningful study. It would be useful to investigate community-based or service learning as a strategy.
- Develop a sense of national unity and goals in a spirit of teamwork through the promotion of a values agenda – e.g. identify important

Kenyan (universal / humanitarian) values, strengthen use of symbols such as flag, anthem, school assemblies and school uniforms (not military style).

- Promote prevention and invest in strategies that build teacher capacity particularly in relation to social skills development and early responses to student wellbeing needs.
- Review the exam system. *'It creates too much pressure'* and makes it potentially harder to alter the curriculum to meet local needs and interests.
- Develop further affirmative action strategies to address disparity and disadvantage between schools e.g. bursaries, special grants, projects. Note the bursaries given to some constituencies can be an amount unlikely to be enough to keep some children in school.
- Strengthening counseling services as a proactive approach to prevent potential unrest, disengagement and alienation.

## **Introducing peace education in Kenya**

### **Background**

There are around 20,000 government primary schools (3 years – 12 years). Primary schools are managed by a School Management Committee that decides on finances, matters of discipline and overall development of the school. There are approximately another 5,000 + primary independent schools.

The Secondary schools (13years -18years Levels 1-4) are managed by the Board of Governors (BOG). Board members are appointed by the Minister of Education. The BOG authorize the collection, spending and use of funds e.g. purchase of school bus, school fees and attend to matters of teacher discipline.

Free primary and secondary education was introduced in 2008. The Ministry doesn't fund facilities and classrooms as these are paid for by parents and the local community. Most public schools have boarding facilities and parents pay boarding fees.

There are almost 240,000 teachers in Kenya. They are employed by the Teachers Services Commission (TSC). The Ministry of Education monitors and assesses their work, looks into matters of discipline and provides advice for teachers and principals on school improvement. The Ministry also assess school facilities in terms of how they conform to standards and reports on the use of financial resources. Funding is based on the number of students in each school.

The TSC currently supports approximately 4000 teachers who are affected by AIDS. The aim is keep these teachers working productively in schools and to raise awareness about AIDS and reduce discrimination and its incidence in the general population.

The teacher union Kenya National Union of Teachers (KNUT) is particularly active but declined an invitation to the Conference.

### **Peace education curriculum**

The Kenyan peace education curriculum is a structured course of study that will be introduced in primary and secondary schools in 2009. In primary schools, one period will be taken from physical education and in secondary schools one period from the history / geography curriculum to accommodate peace education.

The content and proposed pedagogy of the six booklet peace education resources are constructed around the notion of promoting positive relationships, modeling peaceful behaviour and developing the problem solving skills required to reduce conflict e.g. good listening and reflective thinking. The activities are developmentally sequenced, student centered and interactive. These are similar to pro-social skills programs elsewhere in the world, including Australia, and touch on the personal, social and emotional aspects of student's lives. As with any curriculum, the program's effectiveness depends on the quality of the teacher and learning environment.

More than 3000 teachers have been familiarised with the program that will initially be piloted in two of the provinces affected most by the violence, the Rift Valley and Nyanza. The hope is to have 10,000 teachers trained early in the new-year to provide at least one peace educator per school in pilot areas.

### **Implementation challenges**

Peace education has space in the curriculum for 2009 however there were a number of implementation challenges identified by delegates and Ministry staff including:

- building support from principals
- building teacher capacity and confidence to deliver the program
- maintaining consistency of delivery and time in the curriculum and
- collecting evidence of change and impact

The new resources advocate a student centered pedagogy, and promote learning as fun and promotes positive reinforcement over punishment. Such approaches must be delivered as a part of a whole school commitment to peaceful and inclusive school environments. I suggest that a multi-disciplinary values-based approach that touches all aspects of school culture is an appropriate framework to sustain peace education into the future. I also propose that Civics and Citizenship Education (or Educating for Democracy as proposed by the Organisation of American States – go to

[http://www.educadem.oas.org/english/cpo\\_sobre.asp](http://www.educadem.oas.org/english/cpo_sobre.asp)), a discipline area that already has a place in curriculum, complements peace education and may be strengthened to provide a sustainable position in the future.

Peace education as an examinable subject was raised as an issue throughout the conference. Should it be examined in the same way as other subjects? Experience tells me that single subjects such as peace education, drug education or values education can also be easily marginalized when competing with traditional disciplines.

Any testing of peace education will need to take account of both cognitive and behaviour dimensions, particularly in relation to the qualitative dimensions: how students treat each other, their willingness to participate in group activities, or their ability to solve their own problems. These are qualities and attributes that are more likely to contribute to a more civil society but are seen as harder to access and may take longer to see consistently.

In terms of program design and evaluation the UNESCO International Bureau of Education and the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ) resource, Learning to Live Together is a very useful resource. The material covers teaching and learning processes and evaluation (student & program) from a holistic perspective. The content focuses on three key areas, education for peace, citizenship education and life-skills education.

My own experience as a teacher, school administrator, researcher and program designer tells me that schools are busy, complex and multi-layered places. They are often very political in their own right. The introduction of a new resource, framework or policy may be treated with suspicion and must be seen to have some immediate appeal or benefit, e.g. improvement in student relationships, reductions in incidents of bullying etc. Even if there are resources or advocates to champion an innovation, it may take some time to seed and grow. It is incumbent on the Ministry and CSO's to allow sufficient time for transformation to occur, bearing in mind that sometimes the results of this work may not be seen in the school but rather in homes and communities.

What is needed is some form of evaluation to see if the intervention has achieved the desired outcomes. Base-line conditions and realistic progression measures need to be identified so that evidence of change can be captured. Program evaluation will be a critical element of the future sustainability of peace education. This will be a key challenge if the prevailing infrastructure support is not present.

A 2008 review of policy, pedagogy and standards for educating for democratic citizenship provides a good analysis of program implementation in the Americas that could act as a guide. This review is available on-line <http://www.educadem.oas.org>



## **Ideas for program implementation and evaluation**

Evaluation can be complex, particularly in education where an over-reliance on quantitative data may not give the complete picture of the change taking place in a school.

In light of the circumstances surrounding the introduction of peace education evaluation, it may not be the key priority however it can serve as a coherence-making function and help the Ministry decide about further peace building investments. The competitive nature of education in Kenya makes school leaders highly accountable for the performance of their schools and students. Schools are ranked and are being asked to evaluate and measure the progress and experiences of students on a regular basis.

In order to understand whether a social intervention such as peace education works or not, it is important to use a program design that assists both teachers and evaluators to articulate causal links between the underlying assumptions on which it is based, its components and its outcomes. Without such an approach, evidence of change or success may be little more than anecdotal.

### **Engaging practitioners through Program Theory**

Program Theory is a user friendly form of evaluation that can engage practitioners in the process of recording and examining an intervention. Such an approach may enable principals and teachers to better understand the rationale and assumptions associated with their current practice and how this relates to the objectives of peace education. Program theory breaks down the intervention into manageable, measureable components. It will potentially enable teachers to become proactively involved in the evaluation process.

Program Theory models are produced in a wide variety of forms but tend to have a common basis in which the program or intervention is defined as a sequence of objectives: with a desired social impact in mind and what steps must be taken to accomplish it. Assumptions are tested and strategies are developed, assessed and refined. A map of these causal links to proposed outcomes in peace education can be developed. I have drafted a sample schema for Peace Education in Kenya to give some idea how this might work (see Appendix 4).

It is important and timely in this culture of evaluation, to develop a rationale and model to support evaluation, analysis and decisions about the use of peace education in ways that can achieve some connection with schools. For further information I suggest John Owen's book, *Program Evaluation: Forms and Approaches* or see the Centre for Program Evaluation website at the University of Melbourne <http://www.edfac.unimelb.edu.au/cpe/>

I also wish to draw from two practical examples of program implementation applicable for sustaining peace education into the future. Both initiatives have

had widespread success in terms of implementation and impact in the Australian context.

### **Effective schools model**

The first is the Effective Schools Model used by the Victorian Department of Education to underpin the introduction of the Victorian Essential Learning Standards curriculum from 2005 and the second is the Australian Government's Values Education Program that was initiated in 2004.

The effective schools model is based on international research about what makes schools highly effective and what is most important when developing school improvement strategies and implementing new initiatives. The model is adapted from the work of Sammons, Hillman and Mortimore (1995) [www.le.ac.uk/education/ESI/doc1f.html](http://www.le.ac.uk/education/ESI/doc1f.html)

An overarching objective of creating and sustaining effective schools underpins all Victorian government education strategies and initiatives, particularly in relation to the implementation of the new curriculum. This model is very clear and based on eight key elements. More information can be found in <http://www.education.vic.gov.au/about/directions/blueprint1/es/leadership.htm>



(Department of Education, Victoria 2007)

I have adapted these eight elements to reflect the effective schools model to peace education. In summary these elements are:

***Professional Leadership***

School leaders who are committed to a shared and well-developed vision of a safe, caring, respectful, supportive and inclusive school community will send clear messages that violence in all forms is unacceptable and help ensure the development of a culture of peace.

***Focus on Teaching and Learning***

In effective schools, teachers have access to appropriate professional development opportunities to develop and refresh skills that enable them to work collaboratively in creating and maintaining safe, caring, respectful and supportive school cultures.

***Purposeful Teaching***

Effective schools employ relationship-based pedagogy such as cooperative learning and problem-based learning. It contributes to student achievement and positive peer relationships.

***Shared Vision and Goals***

Peace education is more readily achieved in a safe, caring, respectful and supportive school culture which promotes positive relationships and pro-social values.

***High Expectations***

In effective schools, diversity is valued and everyone is treated with respect, fairness and dignity. Safe and effective schools clearly communicate to all members of the school community that everyone has the right to feel physically and psychologically safe and that ensuring this safety is everyone's responsibility.

***Accountability***

Peaceful schools monitor the school environment on a day-to-day basis, and have feedback mechanisms in place to ensure policies and processes are effective.

***Learning Communities***

In safe schools staff collaborate to implement whole-school programs and procedures to strengthen the quality of relationships between people, schools work in partnership with parents, build empathy and work cooperatively. In such schools there are structures based on peer support, authentic student leadership and student-ownership.

### ***Stimulating and Secure Learning Environments***

Safe and effective schools have a strong and consistent whole-school behaviour management system in place.

Safe and effective schools have strong transition programs at different stages of schooling, to ensure that students develop a readiness to enter their new environment, to reduce anxiety and to increase resilience.

Such a model could potentially provide a checklist for implementation a peace education program.

### **Values education and the Australian context**

Throughout the Conference participants pointed to the need for peace education efforts to be underpinned by core values. I noted many references to values that would most contribute to a peace education agenda. These included respect – for self and others, compassion, cooperation, tolerance and openness, trust, fairness, justice, social responsibility. One value that has familiarity in Kenya is the term *Harambi*, which refers to the notion of pulling together.

A national approach to values education was initiated in Australia in 2003 with an aim to involve almost 10,000 schools in some form of values related activity and to imbed values education in school curricula. A program of teacher professional learning, resource development and partnership projects was instituted to support the work of schools.

At a fundamental level these efforts provided structure and context around which values and beliefs could be more openly discussed during a time when culture, identity and nationalism were at the forefront of public discourse. The notion of moral development and good citizenship was a subtext into which educators could build their approach depending on school priorities, student needs and local expertise.

A framework for values education was developed through research in schools and nine values for Australian schooling were proposed. These values included respect, responsibility, care, compassion and integrity. They were not mandated but designed to act as a reference for school communities as they worked towards values that match their vision and purpose. The Framework noted that these values ‘...reflect a commitment to a multi-cultural and environmentally sustainable society where all are entitled to justice’.

The National Framework for Values Education in Australian Schools (2005) provided two definitions of values:

Values are the priorities individuals and society attach to certain beliefs, experiences and objects in deciding how they will live and what they will treasure (Hill 2004)

...the principles and fundamental convictions which act as general guides to behaviour, the standards by which particular actions are judged as good and desirable (Hamstead & Taylor, 2000).

The approach was driven by a number of assumptions such as:

- all students acquire values through an intricate interconnected range of influences including the school experience
- education is about the whole and integrated person
- some core values can be identified and broadly agreed on
- schools are centers of values learning
- teachers are teachers of values

At the heart of the project was a desire to create opportunities and resources to assist school communities to reflect on the values that underpinned school policy and practice. In framing the kinds of shared values to be fostered in Australian schools, the research indicated that:

*Values are often highly contested, and hence any set of values advanced for Australian schools must be the subject of substantial discussion and debate with school communities. The application of those values to real school circumstances invariably requires that they be appropriately contextualised to the school community concerned, and involve the community in the process of their implementation (Department of Education Science and Training 2003).*

Questions about educative purpose and the kind of educational experience possible and desirable for students could be raised in the context of such a nationally sanctioned approach. For many schools this has opened the possibility to discuss values openly and constructively. This also promoted dialogue about the key attributes of a good school, quality teaching and learning. Aligning purpose and practice became a focus of activity for many schools. Such processes are central to reaching agreement about the policies and practices that lead to safe and peaceful schools.

The Australian Government commissioned research into values education to determine the effect of the initiative and provide quantifiable and defensible data about links between values education and quality teaching outcomes. Evidence of a positive impact on student learning and improvements in teacher quality has already been reported through the project. This report will be released in early 2009. According to the authors, explicit values-based education can make improvements in student engagement, student teacher relationships and responsible behaviour.

*The closer attention a school gives to explicitly teaching an agreed set of values, the more the students seem to comply with their*

*school work demands, the more coherent and conducive a place the school becomes and the better the staff and students feel* (p14, Lovat, et. al 2008).

Other evidence has been collected through 'The Values Education Good Practice Schools Project'. This involved more than 50 school clusters (3–10 schools each). This initiative involved university associates working cooperatively with schools to generate scholarly advice about good practice.

Curriculum Corporation, a national statutory authority, was charged with responsibility to develop national resources the schools could use to effectively implement values education. Their substantial national website is a repository of values education resources, research, case studies and advice. Most of this website is open and I would recommend it as a useful additional resource.

<http://www.valueseducation.edu.au/values/>

The project also included a range of supporting partnerships involving professional learning for principals and teachers, research with parents, university briefings to pre-service teachers and teacher trainers throughout Australia.

National partnership projects also funded by the Australian government were conducted by:

- Australian Council for State Schools Organisations (ACSSO)  
<http://www.acsso.org.au/>
- Australian Parents Council  
<http://www.austparents.edu.au/>
- Australian Joint Council of Professional Teaching Associations  
<http://www.ajcpta.edu.au/>
- Australian Principals' Associations' Professional Development Council  
<http://www.apapdc.edu.au/>
- Australian Council of Deans of Education  
<http://www.acde.edu.au/>

This values-based approach is proving useful in uniting school communities, particularly in the promotion of quality learning and teaching environments. School safety, intercultural harmony and enhanced student participation are some of the outcomes achieved through a values-based approach. A number of Conference delegates pointed to the need to build national unity, positive school cultures and promote shared values. I would suggest that a values framework for Kenya would provide a way for peace education and citizenship education to be built into the life of schools. Values-based education doesn't need a particular place in the curriculum as it is the work of all teachers and is reflected in all policies and practices. It sets the scene for continuous improvement and promotes a strong ethical and moral framework.

## Classroom strategies for values-based peace education

There are a number of approaches used successfully in values education in Australia that may compliment a peace education agenda elsewhere in the world. I suggest three; Restorative Justice, Socratic Circles and Student Action Teams. I have also proposed a project, *Educating for Global Citizenship* that would engage students and teachers around the world in sharing ideas and images in support of safe and peaceful schools.

### Restorative Justice

This approach has its conceptual origins within the criminal justice arena and is based on a belief that crime, such as violence, is fundamentally a violation of people and interpersonal relationships. Such violations do harm to victim(s), offender(s) and others in the community and therefore create obligations and liabilities that need to be repaired (Zehr and Mika, 1998).

In schools, Restorative Justice is more commonly referred to as restorative measures or restorative practices and can be represented by a broad suite of prevention and intervention strategies suited to addressing discipline, well-being and educational objectives (Stokes & Shaw, 2005). Restorative practices provide an opportunity to teach about consequences, justice, participative democracy and positive relationships. Students are able to engage in problem-solving process that promotes and teaches reflection and repair.

Restorative practices have been particularly effective in helping to heal personal and social harm following difficult or violent events. Dr Fanie DuTroit, pointed out that the South African Truth and Reconciliation Committee hearings were underpinned by a Restorative Justice process. Restoration of past injustices, repair of harm done to people and communities are important to community rebuilding in the aftermath of serious conflict or violence. The work of reconciliation continues and in his words '*cannot be forced on anybody*'. The IJR have developed 12 DVDs as a curriculum resource Truth, Justice, Reconciliation: South Africa's Truth and Reconciliation Process. Go to: [www.ijr.org.za](http://www.ijr.org.za)

From a philosophical and practical perspective a restorative approach could prove useful in the context of Kenyan schools, particularly in terms of managing lingering frustration and anger associated with recent violent events. For those who are interested I can provide a copy of my Masters of Education thesis '*Applying program theory development to a study of restorative practices in Victorian schools*'. The thesis details literature and approaches for effective introduction of restorative practices in schools.

**Socratic Circles** is a student centered process of dialogue and discussion. It has been used in Australian schools, particularly in relation to developing a deeper understanding of culture and faith. Traditional classroom discussion

usually starts with the teacher asking a question. Unless the teacher directly asks a particular student, participation is optional. Socratic Circles are based on the work of the Greek philosopher, Socrates who proposed that the most effective learning takes place through disciplined conversation. Teacher talk is kept to a minimum with mediating questions or moderating statements where necessary. Students can discuss an issue or text that leads from literal comprehension through to an applied understanding (Copeland, 2005). Socratic Circles were used in one Australian school cluster to break down myths and tensions associated with religion.

**Student Action Teams** is another student centered values-based strategy employed by Australian schools. In this approach students take an active role in investigating and responding to an identified local issue or problem such as improved relationships, littering or environmental sustainability. Students engage in purposeful and authentic outcomes by working co-operatively with teachers and the broader community to address a local concern (Cahill, 2006). Both Student Action Teams and Socratic Circles are strategies designed to improve student engagement, empowerment and participation. Further information about these processes and student participation go to [www.curriculum.edu.au/values](http://www.curriculum.edu.au/values)

### **Educating for Global Citizenship**

This project will potentially involve up to 20 Victorian schools (primary and secondary) and partner schools within a global network designed to share ideas about peaceful and harmonious schools and to promote intercultural understandings. The focus activity of the project is the collection of student stories, images and artworks; and showing how these can be used to promote school safety, intercultural awareness, conflict resolution and good citizenship in their school communities.

The project promotes the student voice with the view to engage students and teachers in learning about other cultures, other ways of seeing and doing. It presents an example of global citizenship in practice. On a broader level it will link citizenship education with areas such as values education, multicultural education, human rights education, peace education and history. A Wiki space for interactive communication between schools has been set up at: <http://globalcitizenship.wetpaint.com/?mail=1201>

The project will be promoted to schools in February 2009 with the intention to be active in April and completed by late June 2009. The project will include school reports and an evaluation workshop where reports will be shared with the view of publishing the best examples on authorised education websites.

Kenyan schools that have already shown interest in this project are Lwanda Moi's Bridge Primary School, Maturu Primary School both in the Eldoret area and St. Georges Girls Secondary School in Nairobi. The primary schools do not have computers or electricity so this connection will be managed by post.



## Some concluding thoughts – Asante Sana

*The Conference on Peace Education in Eastern and Central Africa: The state of the art, lessons and possibilities* was a significant event grappling with profound and challenging regional and local issues. Despite the magnitude of the task, particularly in relation to building peace in countries such as the Democratic Republic of Congo and Sudan there was strong sense of optimism and commitment. Obviously the challenge is to translate the ideas and enthusiasm into practice.

Political, social and economic factors will, as they always have, influence implementation of peace education initiatives. In Kenya the next steps involve providing immediate relief to ease the stress and causes of violence as well as implementation of prevention strategies. Education is one part of a broader solution for creating peaceful communities and national unity.

Experience from around the globe indicated that peace building is not easy work. This challenge was magnified most recently in post-apartheid South Africa with the xenophobic murders of Zimbabwean refugees. Recent post-election violence and school strikes in Kenya reminded people how fragile peace is and galvanized a strong collaboration between the Ministry for Education and Civil Society Organisation partners. As one delegate reminded us, *'Don't take peace for granted! It is hard to get back once it's gone'*.

There are however many things that can be done in schools. The Kenyan Government's commitment, endorsed by the Minister, the Permanent Secretary, senior officials and demonstrated in productive collaboration with CSO's, goes a long way towards creating the conditions in which schools can contribute to the ideals of civil society. Investments in extra curricula activities such as sport and music festivals or creating opportunities for student voice will be important. An emphasis on student centered learning can make a difference.

In my paper I argued that an optimal learning environment is engaging and challenging, where theory and practice promote relevance and authenticity and one in which educators and students feel safe and valued. Whilst this may be considered an ideal I believe it is in such environments that quality learning and productive relationships flourish. Schools that work this way are worth striving for and provide places where young people can rehearse active citizenship, conflict resolution and peaceful relationships.

I understand this was the first time that Kenya had hosted a conference on peace education. The global network expands opportunities and shares the load. My heartfelt congratulations go to the organizers. This was an exceptional event, rich with the challenges and possibilities of education. I wish everybody well in their efforts and that the productive collaboration continues.

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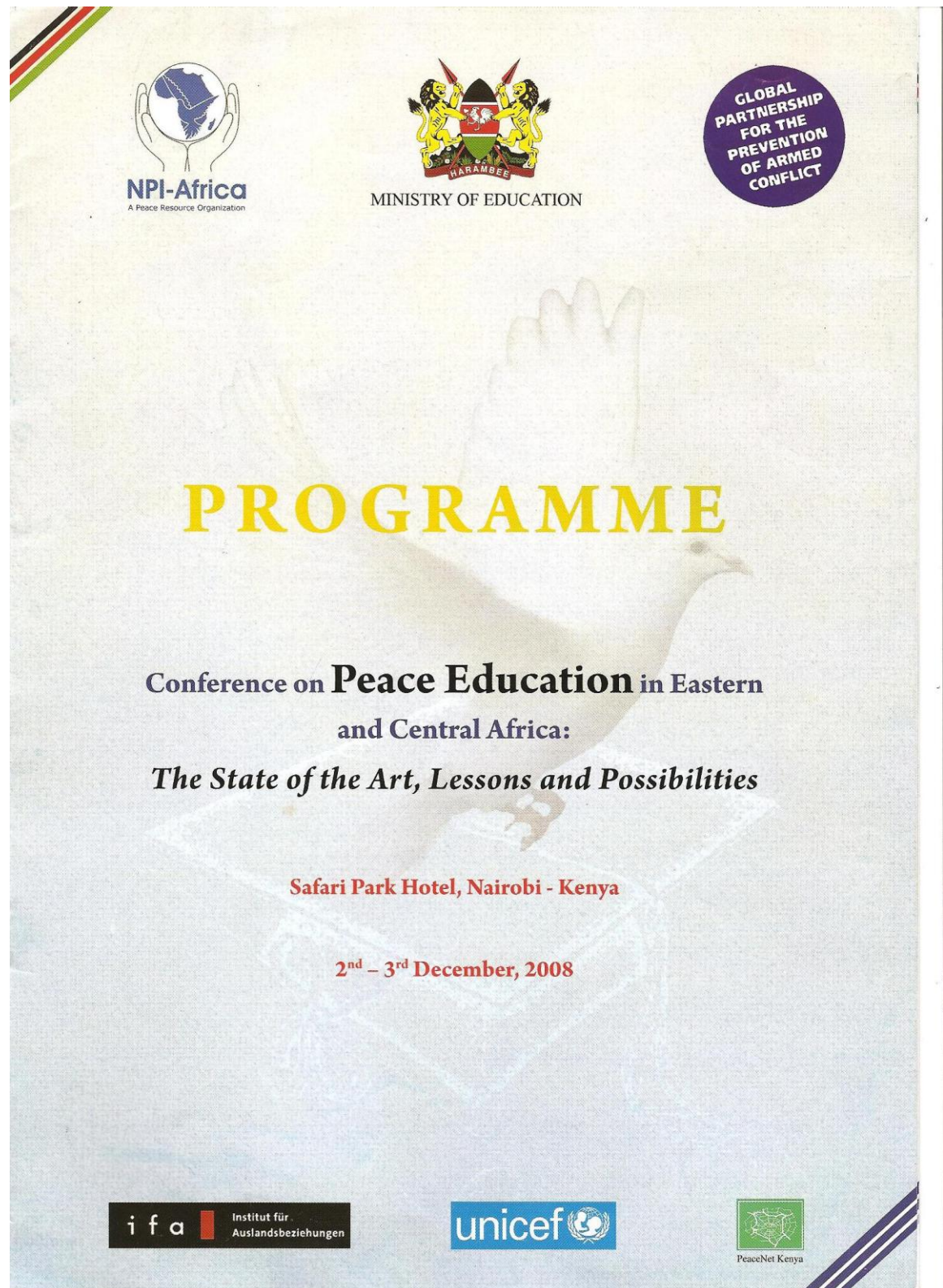
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## Appendix 1 - Program



Opening Session	
8.00 am to 8.30 am	<b>Arrivals and Registration</b>
8:30 am to 10:30 am	<i>Session Chair: Prof. Kabiru Kinyanjui, Board Chair – NPI-Africa</i>
	<i>Artistic Performances:</i> • <i>Elimu Choir</i> • <i>The Boys Choir of Kenya</i>
	<b>Opening Remarks</b> <ul style="list-style-type: none"> <li>▪ <b>Ms. Florence Mpaayei</b>, Executive Director – NPI-Africa</li> <li>▪ <b>Mr. Paul Van Tongeren</b>, Secretary General – Global Partnership for the Prevention of Armed Conflict (GPPAC)</li> <li>▪ <b>Dr. Aminata Maiga</b>, Chief, Education and Youth Section – United Nations Children’s Fund (UNICEF)</li> </ul> <b>Keynote Address:</b> <b>Hon. Amb. Prof. Sam Onger</b> , EGH, EBS, MP. Minister for Education – Kenya
10:30 am to 10:50 am	Tea and Coffee Break
Theme: Peace Education: The State of the Art	
<b>Plenary Session</b>	<i>Session Chair: Prof. Karega Mutahi - Permanent Secretary, Ministry of Education</i>
10.50 am to 11.00 am	<b>Overview of the conference programme</b> By <b>Mr. George Wachira</b> , Senior Researcher and Policy Advisor – NPI-Africa
11.00 am to 11.20 am	<i>Presentation: The Naissance and Development of Peace Education</i> By <b>Dr. Aminata Maiga</b> , Chief of Education and Young People – UNICEF
11:20 am to 11:40 am	<i>Presentation: An Overview of Peace Education</i> By <b>Dr. Ozonnia Ojielo</b> – Senior Peace and Development Advisor, Office of the Resident and Humanitarian Coordinator – United Nations
11.40 am to 12.10 pm	<i>Presentation: Trends in Peace Education in Africa</i> By <b>Prof. Murhega Mashanda</b> , Education Expert – DRC
12:10 pm to 1:00 pm	<b>Discussions</b>



1:00 pm to 2:30 pm	Lunch Break
<b>Plenary Session</b>	<i>Session Chair: Hon. Dr. Eng. Saidi Kibeya, Ministry of Education – Burundi</i>
2.30 pm to 3.00 pm	<i>Presentation: <b>Exploring the Link Between Peace Education, Conflict Resolution and Peace Building</b> By <b>Dr. Loreta Castro</b>, Director, Centre for Peace Education – The Philippines</i>
3.00 pm to 3.30 pm	<i>Presentation: <b>Peace Education and Mainstreaming a Culture of Peace</b> By <b>Mr. Paul Gomis</b>, Coordinator and Head of Office – UNESCO PEER</i>
3.30 pm to 4:00 pm	<b>Discussions</b>
4.00 pm to 4.30 pm	Tea and Coffee Break
<b>Ministerial Statements</b>	<i>Session Chair: <b>Hon. Amb. Dr. Sally Kosgei</b>, EGH, CBS, MP. Minister for Higher Education, Science and Technology – Kenya</i>
4:30 pm to 5:30 pm	<b>Ministerial Statements on Peace Education</b> <ul style="list-style-type: none"> <li>• Burundi</li> <li>• Congo-Brazaville</li> <li>• Democratic Republic of Congo</li> <li>• Eritrea</li> <li>• Ethiopia</li> <li>• Kenya</li> <li>• Gabon</li> <li>• Rwanda</li> <li>• Sudan</li> <li>• Tanzania</li> <li>• Uganda</li> </ul>
5.30 pm to 6.00 pm.	<b>Discussions</b>
7.00 pm to 10.00 pm.	<i>Dinner: Hosted by the <b>Hon. Amb. Prof. Sam Onger</b>, EGH, MP. Minister for Education – Kenya</i>

Wednesday, December 3 <sup>rd</sup> 2008	
Theme: Peace Education: Lessons and Possibilities	
<b>Plenary Session</b>	<i>Session Chair:</i> <b>Hon Dr. Hamid Ibrahim</b> , First Secretary of Education, Sudan
8.20 am to 8.30 am	<i>Overview of the day:</i> <b>Ms. Florence Mpaayei</b> – Executive Director, NPI-Africa
8.30 am to 8.50 am	<i>Presentation</i> <b>Implementing Peace Education in Divided Societies</b> By <b>Dr. Fanie Du Toit</b> , Executive Director, Institute for Justice and Reconciliation – Republic of South Africa
8.50 am to 9.10 am	<b>Discussions</b>
<b>Thematic Workshops</b>	<b>Parallel Thematic Workshops</b>
	<ul style="list-style-type: none"> <li> <b>Theme 1: “Implementing Peace Education in Post-Conflict Contexts: Issues, Questions and Possibilities.”</b>  <i>Moderator:</i> <b>Mr. Babu Ayindo</b>, Peace Educator  <i>Resource Person:</i> <b>Dr. Anna Obura</b> – Regional Overview  <i>Rapporteur:</i> <b>Ms. Doreen Ruto</b>, Programme Officer, USAID </li> <li> <b>Theme 2: “Development of Peace Education Curriculum”</b>  <i>Moderator:</i> <b>Mrs. Lydia Nzomo</b>, Director, Kenya Institute of Education  <i>Resource Person:</i> <b>Ms. Levinia Mensah</b> – Ghana  <i>Rapporteur:</i> <b>Mr. Enos Oyaya</b>, Director, Quality Assurance and Standards, Ministry of Education – Kenya </li> <li> <b>Theme 3: “Peace Education as Value Education”</b>  <i>Moderator:</i> <b>Mr. Kimanthi M’Nkanata</b>, Director, Policy and Planning, Ministry of Education – Kenya  <i>Resource Person:</i> <b>Mr. Gary Shaw</b> - Australia  <i>Rapporteur:</i> <b>Dr. Shamsaddin Dawalbit</b>, Education Expert, Sudan </li> <li> <b>Theme 4: “Exploring a Regional Approach to Peace Education” – Ministerial Session</b>  <i>Moderator:</i> <b>Prof. Karega Mutahi</b>, Permanent Secretary, Ministry of Education – Kenya  <i>Resource Person:</i> <b>Paul Gomis</b>, Coordinator and Head of Office – UNESCO PEER  <i>Rapporteur:</i> <b>Prof. Muregha Mashanda</b>, Education Expert – DRC </li> </ul>
9:10 am to 10.30 am	



10:30 am to 11:00 am	Tea and Coffee Break
11:00 am to 12:00 pm	<b>Thematic Workshops, Continued</b>
<b>Plenary Session</b>	<i>Sudan continues to Chair</i>
12:00 pm to 1:00 pm	<b>Thematic Workshops Report Back</b>
1:00 pm to 2:00 pm	Lunch Break
<b>Plenary Session</b>	<i>Session Chair: <b>Hon. Mrs. Mwantumu Mahiza</b>, Deputy Minister for Education and Vocational Training, Tanzania</i>
2:00 pm to 2:30 pm	<i>Presentation: "Moral and practical dilemmas of implementing peace education in dire humanitarian contexts" By UNHCR</i>
2:30 pm to 3:00 pm	<b>Discussions</b>
<b>Closing Session and the Way Forward</b>	
<b>Plenary Session</b>	Tanzania continues to Chair
3:00 pm to 3:30 pm	<i>Presentation of Conference Salient Points by Joint Rapporteurs</i>
3:30 pm to 4:30 pm	Statements on the Way Forward and Concluding Remarks: <ul style="list-style-type: none"> <li>• <b>Prof. George Godia</b>, Education Secretary – Ministry of Education</li> <li>• <b>Mr. Paul Van Tongeren</b>, General Secretary – Global Partnership for the Prevention of Armed Conflict (GPPAC)</li> <li>• <b>Ms. Florence Mpaayei</b>, Executive Director, NPI-Africa</li> </ul> <i>Closing Address: <b>Prof. Karega Mutahi</b>, Permanent Secretary, Ministry of Education – Kenya</i>
4:30 pm to 5:00 pm	Tea and Coffee Served

Thursday, December 4 <sup>th</sup> 2008	
Opening Session	
8.00 am to 8.30 am	<b>Registration</b>
8:30 am to 10:30 am	<p><i>Session Chair: Prof. Kabiru Kinyanjui, Board Chair – NPI-Africa</i></p> <p><i>Artistic Performances:</i></p> <ul style="list-style-type: none"> <li>• Youth Artistes</li> <li>• Poet</li> <li>• Elimu Choir</li> </ul> <p><i>Opening Remarks:</i></p> <ul style="list-style-type: none"> <li>▪ <b>Ms. Florence Mpaayei</b>, Executive Director – NPI-Africa</li> <li>▪ <b>Mr. Paul Van Tongeren</b>, Secretary General – Global Partnership for Prevention of Armed Conflict</li> </ul> <p><b>Remarks and Introduction of the Key Note Speaker</b>  <b>Hon. Amb. Prof. Sam Onger</b>, EGH, EBS, MP Minister for Education – Kenya</p> <p><i>Keynote Address:</i>  <b>Hon. Martha Karua</b>, Minister for Justice, National Cohesion and Constitutional Affairs – Kenya</p>
10:30 am to 10:50 am	Tea and Coffee Break
Theme: The State of Peace Education in Kenya	
<b>Plenary Session</b>	<i>Session Chair: Mr. Prof. George Godia, Education Secretary, Ministry of Education – Kenya</i>
10.50 am to 11.10 am	<p><i>Presentation: "Peace Education and Kenya's Nationhood"</i>  By <b>Amb. Dr. Bethuel Kiplagat</b> – Africa Peace Forum</p>
<b>Interactive Session</b>	<i>Facilitator: Prof. Karega Mutahi, Permanent Secretary, Ministry of Education – Kenya</i>
11:10 am to 12:30 am	<b>The Kenya Peace Education Programme: Rationale, Key Elements and Implementation</b>
12.30 pm to 2:00 pm	Lunch Break
Theme: Peace Education Methodologies	
<b>Interactive Session</b>	<p><i>Session Chair: Mr. Zahid Movlazzadeh, Program Officer – GPPAC</i></p> <p><i>Facilitators: Global Campaign for Peace Education</i></p>
2:00 pm to 3:45 pm	<p>Sharing Experiences and Lessons from:</p> <ul style="list-style-type: none"> <li>• Spain</li> <li>• Colombia</li> <li>• The Philippines</li> </ul>
3.45 pm to 4.00 pm	Tea and Coffee Break
4.00 pm to 4.30 pm	<p><i>Presentation: "Peace Clubs in Kenya as an Avenue for Promoting Peace Education"</i>  By <b>Martha Ndogoto</b>, Program Officer – Coalition for Peace in Africa (COPA)</p>
4.30 pm to 5.00 pm	<b>Discussions</b>



Friday, December 5 <sup>th</sup> , 2008	
Theme: Peace Education and the School Environment	
<b>Plenary Session</b>	<i>Session Chair: Mr. Enos Oyaya, Director, Quality Assurance and Standards Ministry of Education – Kenya</i>
8.20 am to 8.30 am	<b>Overview of the Day</b> – by Session Chair
8.30 am to 9.00 am	<i>Presentation:</i> <b>“Peace Education in the context of violence in Kenyan Schools</b> by <b>Hon. David Koech</b> , Member of Parliament – Kenya
9.00 am to 9.30 am	<i>Presentation:</i> <b>“Violence in Kenyan Schools and Peace Education: A psychologist’s Perspective”</b> By <b>Dr. Christine M. Wasanga</b> , Chair, Department of Psychology – Kenyatta University
<b>Panel Discussion</b>	<i>Moderator: Mr. George Wachira, Senior Research and Policy Advisor – NPI-Africa</i>
9.30 am to 10.30 am	<b>“Understanding the violence in our Schools: A Cross-section of Perspectives”</b> <ul style="list-style-type: none"> <li>▪ <b>Mr. Cleopas Tirop</b>, Chairman – Kenya Secondary School Heads Association</li> <li>▪ <b>Ms. Beatrice Bagada</b>, Principle – Ikoibelo Girls Secondary School</li> <li>▪ <b>Mr. Patrick Nyagosia</b>, Provincial Director of Education – Central Province</li> <li>▪ <b>Mr. Musau Ndunda</b>, Chairman – Kenya National Association of Parents</li> <li>▪ <b>Mr. Sammy Joel</b>, Student – Makueni Boys Secondary School</li> <li>▪ <b>Mr. Judy Njagi</b>, Student, St. George’s Girls Secondary School – Nairobi</li> <li>▪ <b>Mr. Ndungu Joseph</b>, Psychologist and Executive Director – Kenya Institute of Professional Counsellors</li> </ul>
10.30 am to 11.00 am	Tea and Coffee Break
11.00 am to 12.00 am	<b>Panel discussion continued</b>
	<i>Session Chair: Mrs. Mary Omondi, Acting Secretary General – UNESCO Kenya</i>
12.00 am to 12.30 pm	<i>Presentation: “Schools As Safe Zones” – Ms. Sarah Bureti, School Safe Zones Coordinator – Church World Service</i>
12.30 pm to 2.00 pm	Lunch Break
<b>Work Session</b>	<i>Facilitator: Prof. George Godia, Education Secretary, Ministry of Education</i>
2.00 pm to 4.00 pm	<b>Key Elements of a Peace Education Action Plan in Kenya</b>
4.00 pm to 5.00 pm	<b>Reporting Back</b>
Closing Session	
5.00 pm to 5.30 pm	<i>Session Chair: Prof. Kabiru Kinyanjui, Board Chair – NPI-Africa Ms. Florence Mpaayei, Executive Director – NPI-Africa Closing Address: Prof. Karega Mutahi, Permanent Secretary, Ministry of Education – Kenya</i>
	Tea and Coffee

## Appendix 2 - Meetings and consultations

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Note: NPI hosted me for 8 & 9 December and provided support for consultations with Ministry of Education and Teachers Service Commission. This was very much appreciated.



*TSC staff Chege, Beatrice, Seb and*

### Appendix 3

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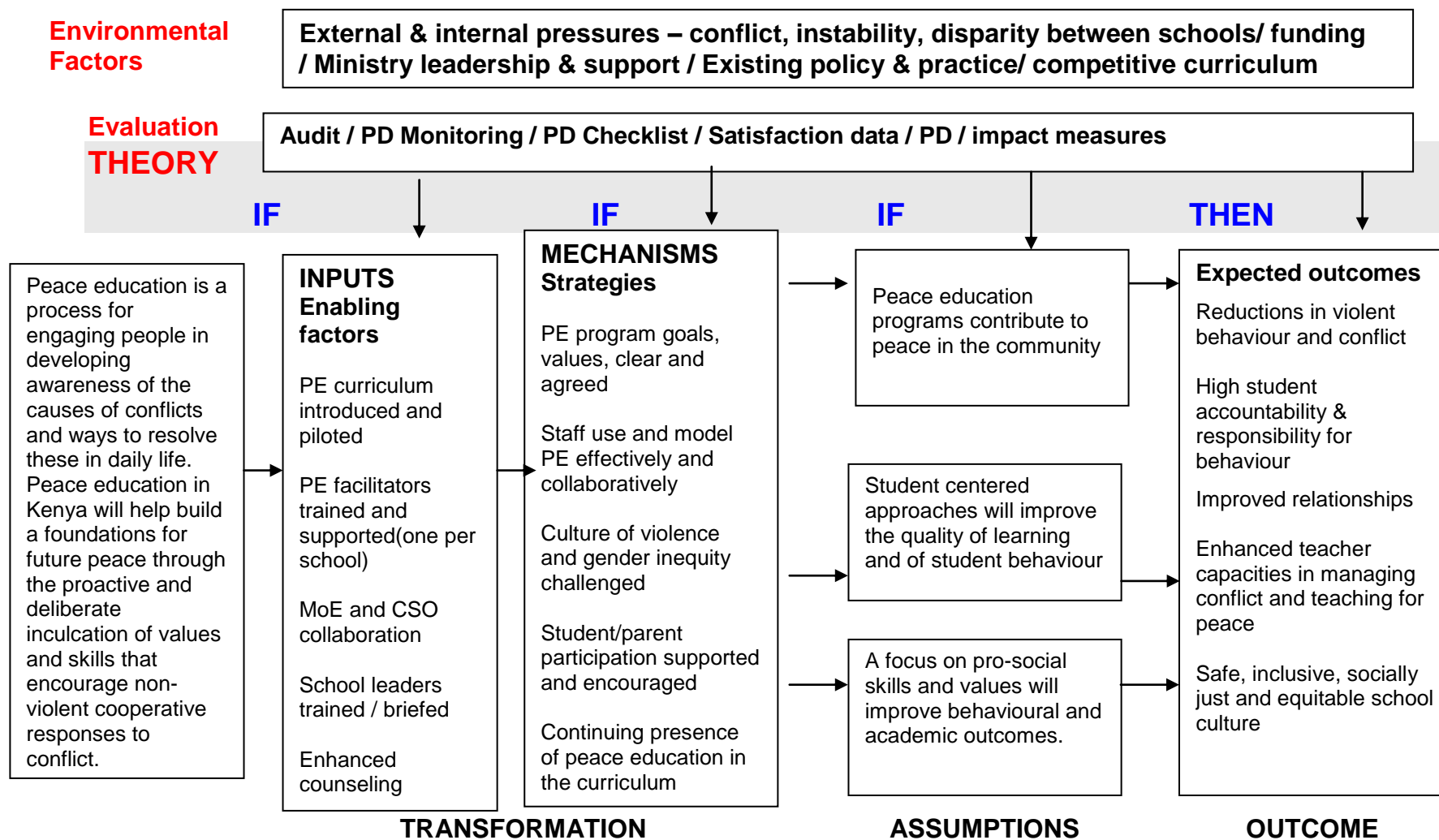
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## Working with Program Theory

Program Theory is a model of evaluation in which the processes can be participatory and interactive. This means that practitioners such as teachers and the students who are the targets of the peace education program can be actively engaged in understanding, implementing and evaluating the intervention.

The diagram shows a statement of **theory** for peace education. This is an amalgam of ideas that explains what peace education is and how it might be communicated to teachers, students and parents. The theory provides the rationale for peace education and its relevance in the curriculum and as a school improvement strategy.

In order to introduce peace education the Ministry of Education has mandated time in primary and secondary curriculum, initially in pilot schools along with:

- the training of teacher experts
- a collaboration between the Ministry and CSOs
- enhanced counseling for students and teachers and
- briefings for principals.

These are the **inputs** - what is planned to be implemented to achieve desired outcomes such as reductions in violent behaviour and conflict.

The inputs rely on a number of **mechanisms** for their success. These include clarity of goals and a continuing presence of peace education in the curriculum.

The whole approach is underpinned by **assumptions** about peace education, e.g. that a peace education curriculum will make students more accountable for their behaviour and they will be better able resolve conflicts before violent occurs.

To maximise the chances of success for the intervention it is useful to engage the key stakeholders in the approach. This is particularly relevant to the target groups whose behaviour is the focus of change – teachers and students. This may include an opportunity to question the theory and the assumptions on which it is based. Such a process may lead to better understanding of their teaching practice (reflective learners) and how they could contribute to a whole school approach. Stakeholders are typically more enthusiastic about change if they can see relevance and benefit for them and peace education will have a better chance for success if it has widespread buy-in from stakeholders.

By setting short and long term goals progress of various inputs can be reviewed and assumptions tested. There is benefit in teachers / principals being able to monitor and report on the **transformation** and the effectiveness of peace education relative to the inputs and mechanisms.

The approach can be tempered by **environmental factors** such as funding.

## **Appendix 5: Kenya – a brief background history for reference**

***Please note this is just a potted and quick scan of issues and articles in an attempt to gain some understanding of recent history and opinion surrounding conflict in Kenya. Most of this information has been derived from on-line sources.***

It is significant to note that Kenya as a political entity began in the late 19th Century with the establishment of a British protectorate and colony. Up until this time Kenya was populated by a number of tribal groups such as the Kikuyu, Kamba, Luo and Masai. These tribes shared the same area of land although they all had different origins. This history is also marked by an Arab, German and British presence in Central and East Africa. This presence was characterized by occupation, exploitation, and annexation of African lands.

From the 1600's onwards the coastal region had formed an important link in a chain of Omani Arab trading posts that had dealt mainly in ivory and slaves. This area was controlled of the Sultans of Zanzibar who later extended the Arab influence traders moved into the interior in search of ivory.

German missionaries ventured inland during the 1800's then in 1885 German warships in a classic piece of 'gunboat diplomacy' forced the sultan cede his territories. In the negotiations that followed Britain persuaded the sultan to sign an agreement for joint Anglo-German interest over the territory stretching from the coast inland to the Great Lakes. This plan didn't involve any African inhabitants. Britain was allotted what is now Uganda and Kenya; Germany was allotted what is now mainland Tanzania.

The sultan was left a strip ten miles wide along the coast. Behind that, a line was drawn to Mount Kilimanjaro and on to Lake Victoria at latitude 1° S. The British sphere of influence was to the north and the German to the south. The line remains to this day as the border between Kenya and Tanzania.

Using a blend of force and capacity building the British brought a unified administration to the occupied land and named it Kenya after the 5,200-meter peak in the central highlands. Large tracts of land were provided for the white minority while restrictions on African land use were enforced. For example, the Maasai, who had managed their cattle over the Great Rift Valley for centuries were restricted to two reserves at either end of the valley in the early 1900's.

The political, economic, and social changes brought about by the British governance were not effected smoothly and from an African perspective were not uniformly advantageous. By the 1920's social pressures engendered by land restrictions and the inability of limited African reserves to meet the needs of an expanding population were building. African resentment of the inferior status accorded them also provoked unrest that contributed to the formation of political action groups, typically organized on the basis of ethnic affiliation.

After World War II political movements, like that among the Kikuyu led by Jomo Kenyatta, demanded a role for the black majority in Kenya's government. A continued denial of African rights set off a violent reaction during the 1950s with the Kikuyu-led insurrection. The 'Mau Mau Emergency' was suppressed and Kenyatta and other African leaders suspected of complicity were imprisoned for lengthy periods. Further unrest reared again in 1960 and a campaign for majority rule within the framework of the colonial regime succeeded in suppressing ethnic differences winning the recognition of British authorities.

By the end of 1963, Kenya achieved full independence within the Commonwealth of Nations and the following year became a republic headed by Kenyatta. The principal political parties voluntarily merged under his leadership in the Kenya African National Union (KANU). Ethnic tensions however remained a principal stumbling block to national unity, but there was a substantial degree of stability during the first decade and a half of Kenya's independent existence. Kenya maintained basically democratic institutions through three leaders since independence.

The Kenyan economy developed along capitalist lines, emphasizing growth and modern production methods. The favorable orientation of the economy and stable political conditions inspired a confidence in the country's future that encouraged investment. The focus of political opposition has been on substantial inequities in distribution, particularly of farmland, as well as allegations of official corruption.

Over the last ten years or so there have been outbreaks of violence in the community as well as in universities and schools (COPA, 2008). In 2005 NPI conducted research into the violence in Kenyan universities in an effort to understand the causes. The subsequent report on their findings indicated that there was no single cause and the violence was a complex and multilayered milieu generally rooted in student and staff politics, discontent with institutional structures, governance systems and environmental and wellbeing issues.

*These complexities are overlain by elements of untidiness that make it difficult to adequately handle the divergent interests systematically and with a degree of coherence. Mistrust, fear, and lack of transparency dominate relationships and interactions (NPI, 2006)*

The most recent political crisis emerged when President Mwai Kibaki was re-elected for a second term in December 2007. Opposition leader Raila Odinga claimed the poll was rigged. Violence erupted, particularly in the slum areas of Nairobi, home to some 700,000 people and the more impoverished areas of the Rift Valley (Associated Press, 2 Jan 2008).

In the clashes that followed, predominately between the country's two biggest tribes, the Luo and Kikuyu, approximately 1000 people were killed. Thousands were forced to flee their homes and ultimately more than 300,000



were displaced. Around 84,000 people remain in temporary camps (El Jazeera 2008).

*There are more than 40 tribes in Kenya, and political leaders have often used unemployed and uneducated young men to intimidate opponents. While Kibaki and Odinga have support from across the tribal spectrum, the youth responsible for the violence tend to see politics in ethnic terms* (Independent Press, 2 Jan 2008).

International condemnation and the intervention of former UN secretary General Kofi Annan lead to the National Accord and Reconciliation Act, 2008 and the establishment of a 'Grand Coalition', a power sharing arrangement between Mr. Kibaki and Mr. Odinga.

According to the East African newspaper from the 27 December 2008 the CIPEV report on post election violence and is due for release in March 2009. The report is likely to implicate senior politicians, businessmen and Cabinet ministers in perpetrating the violence. This most recent situation appears far from settled.

## **References**

Africanet 2008 (on-line)

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East African 27 Dec 2008 (news report)

Daily Nation (opinion) 30 December 2008

Nairobi Peace Initiative (2006) *Violence in Kenya's Public Universities: Reversing the tide*

The Institute for Security Studies (20 October 2008) Violence in Kenyan Schools Spreading

## **Appendix 6**

### **Peace Education Lessons and Possibilities**

#### **Values education, quality teaching and safe schools**

In this presentation, I will describe the Australian educational context and the contribution a national values education initiative makes towards more democratic, civil and peaceful school communities. I draw on relevant research and place values-based education as a key component in conceptualising and achieving peaceful schools.

For the purposes of discussion I shall use the following definition of values.

Values are the principles and fundamental convictions which act as general guides to behaviour, the standards by which particular actions are judged as good and desirable (Hamstead & Taylor, 2000 cited in DEST (2005) ).

#### **Key messages**

At the heart of being an effective school is a collective agreement, between all stakeholders, about the values and vision of the school, that is, what is seen as important, desirable and treasured (School as a lighthouse to the community).

Educators must be able to model peace, democracy and inclusion in ways that students can experience and rehearse good citizenship (School as a model environment).

Values are at the center of Peace Education and Conflict Resolution Education and support the formation of healthy and peaceful relationships and promotion of respect for others and for the environment (Student centered learning).

#### **Introduction**

Most countries have national education policies that include goals on good governance, life skills and the importance of positive and productive relationships. The capacity of school systems to include peace education initiatives vary according to the traditions and current concerns of the country. For countries that have experienced internal wars, human rights abuse or been neglected by government, peace education will have a different emphasis (Sinclair et al, 2008).

Australia has enjoyed a stable democracy of federated states for more than 100 years. It is a resource rich country with a developed economy. Australia has developed from an amalgam of cultures and it is a country in which everyone has a migration story. There have been no civil wars, repressive governments or serious ethnic divisions. However the colonisation and

settlement of Australia by Europeans and the resulting conflict with the Indigenous inhabitants, dispossession of lands and rights remain a focus of reconciliation and repair. Australia is fundamentally a peaceful country but where intercultural tensions, perceived or real, require vigilance and care.

From this position, peace education is rarely seen as a discrete area of study in school curricula. As a construct it is blended into a mix of approaches. Generally education systems incorporate peace education and conflict resolution education through a range of prevention and intervention initiatives. This includes such themes as social skills development relationship building, reduction of bullying, conflict management, violence prevention, peer mediation, restorative justice and citizenship education.

Values, beliefs and attitudes shape the way people live their lives. This works well when they are in the company of people who share similar understandings and experiences. The challenge is to manage situations where beliefs and values are not aligned. In a 21st Century multi-cultural and multi-faith Australia the management of difference and diversity is at the forefront of government social policy.

The Australian government's most recent national education policy has been located within a productivity agenda with a particular focus on social cohesion. This has much to do with recent cultural tensions, the perceived rise and threat of Islam and an increase in refugees from areas of conflict such as the Sudan, Iraq and Afghanistan. Australia is a country of migrants and so the promotion of common, dare I say 'Australian' values and an understanding of civics and citizenship is seen to be fundamental to achieving social cohesion.

### **My beliefs**

I believe that an optimal learning environment is one in which educators and students feel safe and valued; an environment that is engaging, challenging and promotes autonomy, where people have some control over their learning and where theory and practice promote relevance and authenticity. Such environments provide living examples of democracy at work and ensure that young people can practice and rehearse skills of active citizenship, conflict resolution and peace. It is in such environments that learning and productive relationships flourish.

The ideas on which these beliefs are based are not new and characterise the aspirations of many teachers, administrators and the findings of researchers around the world. Few would argue against the premise that the core work of teachers is to build relationships, engage students and inspire learning. There is constant vigilance in most schools to stamp out bullying behaviours and to promote harmony between students. Peer mediation, student leadership programs and service learning initiatives are but a few examples of the emphasis placed on the social and emotional domain. Despite the widespread interest in this area this is not easy work and the reality and pressures of maintaining stable, interesting and accountable classrooms are challenging.

## **Australian educational context**

Australia is made up of six states; Victoria, New South Wales, Queensland, Western Australia, South Australia and Tasmania and two territories, Australian Capital Territory and the Northern Territory. The majority of the population of just over 21 Million people live on the eastern seaboard in the states of New South Wales, Queensland and Victoria.

This federation of states and territories came into effect under a Commonwealth Constitution on 1 January 1901. This peaceful transition from a collection of independent colonies to a Commonwealth of Australia has enabled a stable liberal democracy to emerge. The powers of government are shared between three tiers of government, federal, state and local, with states and territories taking key responsibility for services such as schools, hospitals and transport. This form of federalism means that national education, health and transport policy and practice require the operational capacity of states and territories to be effective.

States and territories have jurisdiction over the management and running of schools. The Australian government provides a proportion of funding for government and non-government schools as well as for a range of national programs and initiatives.

National and state education priorities are developed through a collaboration of state, territory and federal education ministers and are supported by a mix of federal and state money. Such arrangements are not without tension or disagreement. A recent push for national standards and curriculum, learning outcomes and credentialing of teachers has gathered momentum and is set to play a role in the way education policy is developed and implemented.

The federal government has in recent years provided significant investment into areas related to social cohesion and school safety with frameworks and resources such as Civics and Citizenship Education, National Safe Schools, Values Education, anti-racism, Human Rights Education and Studies of Asia. Such initiatives are based on the premise that the most effective approaches for creating safe and peaceful schools work best in collaboration and where responsibility is shared between school leaders, teachers, students, parents and the wider community.

Education continues to play an important role in the process of reconciliation between Indigenous and non-Indigenous Australians. The new federal government, elected in November 2007 is taking a lead in this area, e.g. national apology to 'stolen generations'. There is still much work to do as measures of health and wellbeing, life expectancy, employment opportunities and educational outcomes are significantly below those of non-Indigenous Australians.

## **Values education agenda**

Evidence emerging from research, case studies and school reports over the last 5 years indicate that values-based education in Australian schools is making a significant contribution to positive and more harmonious school environments (DEEWR, 2008).

In 2003 the then federal government embarked on a national values education agenda. Under the leadership of John Howard, this liberal conservative government was accused by some of pursuing a nationalistic ideology as part of a broader effort to control 'illegal migration' and what was perceived to be a rise in religious fundamentalism, particularly Islam. By focussing on Australian values, matters of cultural identity, patriotism and citizenship became part of the national discourse. It was argued that such a perspective was anchored in a post September 11 view of the world and Australia's place in it. Enhanced national security and border control, managing refugees on Pacific islands and a new citizenship test were part of a range of measures introduced from the end of 2001 and provided a backdrop to the roll out of a National Values Education Framework in 2004. Racially motivated violence in the Sydney beach suburb of Cronulla in 2005 and highly publicised intervention to address social dysfunction and violence in outback Aboriginal Australian communities in 2007 were entwined with notions of nationhood and Australian values.

Then Prime Minister John Howard added to the debate when he claimed that an identified drift of students from government schools to non-government schools, often faith-based was due to parents desire to see values clearly articulated and implemented. This was something he argued that non-government schools did better than their government counter-parts. His comments were also seen to reflect a need to return to traditional 'family values' and like the American model positioning some responsibility for moral development at the heart of values education in schools.

A national approach to values education was endorsed by state and federal education ministers in 2003. The Values Education Program aimed to involve all of the almost 10,000 Australian schools in some form of values related activity over four years with the view to imbed values education in school curricula. A subset of activities, resource development and partnership projects were developed to support the work of schools.

At a fundamental level such efforts were seen positively in that they provided structure and context around which values and beliefs could be more openly discussed. Notions of social and emotional development and good citizenship became part of the subtext into which educators could build their approach depending on school priorities, student needs and local expertise.

Like any contemporary education system, Australian schools face ever increasing demands to absorb programs designed to address social needs

into a crowded curriculum, e.g. drug education, sexuality education, pre-driver education or conflict resolution education. Any such activity or intervention is often viewed with scepticism particularly when it carries some political baggage or there is a weight of expectation that is not supported by resources or a coherent strategy.

Values education was not new in 2003 and education authorities in Tasmania, New South Wales and Western Australia had already articulated core values within local curriculum documents. What was new in Australia was a national approach, built around an agreed framework. The Framework of Values Education in Australian Schools was informed by research conducted in 69 schools throughout Australia and contained what were described as nine values for Australian schooling. These included values such as respect, responsibility, care and compassion and 'fair go'. These are values, I would argue are central to teaching about and for peace. They were not mandated and designed to act as reference material for school communities as they worked collaboratively towards values that match their vision and purpose. The Framework noted that these values '....reflect a commitment to a multi-cultural and environmentally sustainable society where all are entitled to justice'.

The National Framework for Values Education (2005) provided two definitions of values:

Values are the priorities individuals and society attach to certain beliefs, experiences and objects in deciding how they will live and what they will treasure (Hill 2004)

...the principles and fundamental convictions which act as general guides to behaviour, the standards by which particular actions are judged as good and desirable (Hamstead & Taylor, 2000).

The approach was driven by a number of assumptions such as;

- all students acquire values through an intricate interconnected range of influences including the school experience
- education is about the whole and integrated person
- some core values can be identified and broadly agreed on
- that all schools are centres of values learning
- that all teachers are teachers of values (DEST, 2003)

All state and territory education ministers endorsed the Framework in principle and signed up to a national values education project carrying \$29.7 million worth of funding. Essentially each state and territory, under contract to the Australian government were given the equivalent of approximately \$1000 per school to deliver the values education in a number of ways. This included grants to schools. For example in Victoria, a state with just over 2,500 schools, \$2.3 million was allocated. Schools there were able to apply to for \$800 to run a values related activity. States and territories were also responsible for running teacher professional learning and providing coherence



to values education in their own jurisdictions. This meant that values education could be contextualised within local priorities and be linked to related activities such as the national drug education strategy, the National Safe Schools Framework and the Mind Matters program promoting mental health in schools.

The Project also included a range of supporting partnership projects that involved professional learning for principals, research with parents, professional learning of teachers through subject associations, university briefings to pre-service teachers and teacher trainers and research and development with over 50 clusters of schools throughout Australia involved in the Values Education Good Practice Schools Project (VEGPSP). The VEGPSP provided an invaluable source of evidence about school practice. University associates worked in collaboration with clusters to provide rigorous and scholarly advice.

On top of this the Curriculum Corporation, a statutory authority, was charged the responsibility to establish and maintain a national website and develop national resources the schools could use to effectively implement values education.

Further information about all aspects of the project can be found at <http://www.valueseducation.edu.au>

## **What did this look like in schools?**

At the heart of the project was a desire to create opportunities and resources to assist school communities to reflect on the values that underpinned their policy and practice. In framing the kinds of shared values to be fostered in Australian schools, the Values Education Study indicated that:

*Values are often highly contested, and hence any set of values advanced for Australian schools must be the subject of substantial discussion and debate with school communities. The application of those values to real school circumstances invariably requires that they be appropriately contextualised to the school community concerned, and involve the community in the process of their implementation.*  
(Department of Education Science and Training 2005)

Many schools embraced this initial step to reflect on their practice. Questions about educative purpose and the kind of educational experience possible and desirable for students could be raised in the context of such a nationally sanctioned approach. For many schools this has opened up the possibility to discuss values openly and constructively. This also promoted dialogue about school improvement and defining key attributes of a good school, quality teaching and learning. Aligning purpose and practice became a focus of activity for many schools. In many ways this Project challenged schools to test the constituent beliefs about education about learning and teaching. Such processes are central to any subsequent activity about conflict resolution education and policies and practices that lead to safe and peaceful schools.

Furthermore the concept of quality learning and teaching environments became a central dimension of research particularly in relation the Good Practice Schools Project. As stated earlier, it is my view that students are more likely to flourish in environments where they feel safe, connected and valued and where practice is based on democratic principles.

In terms of programs used to work into the peaceful schools values agenda, many schools embraced the problem solving philosophy of Restorative Practices. This approach has its conceptual origins within the criminal justice arena and is based on a belief that crime is fundamentally a violation of people and interpersonal relationships. Such violations do harm to victim(s), offender(s) and others in the community and therefore create obligations and liabilities that need to be repaired (Zehr and Mika, 1998).

In schools, restorative justice is more commonly referred to as restorative measures or restorative practices and can be represented by a broad suite of prevention and intervention strategies suited to addressing discipline, well-being and educational objectives. Restorative practices provided an opportunity to teach about the ethics and justice, citizenship and positive relationships. Students were able to engage in problem solving conversations that provided a process of reflection and repair.

In other schools Socratic Circles were also used, particularly in relation to developing a deeper understanding of culture and faith. Traditional classroom discussion usually starts with the teacher asking a question. Unless the teacher directly asks a particular student, participation is optional. Socratic Circles is based on the work of Socrates and asserts that learning best takes place through disciplined conversation. Teacher talk is kept to a minimum with mediating questions or moderating statements where necessary. Students can discuss an issue or text that leads from to literal comprehension through to an applied understanding (Copeland, 2005). Socratic Circles were used in one school cluster to break down myths and tensions associated with religion.

Student Action Teams was another values-based strategy employed by schools. In this approach students take an active role in investigating and responding to an identified local issue or problem such as improved relationships, littering or environmental sustainability. Students engage in purposeful and authentic outcomes by working co-operatively with teachers and the broader community to address a local concern.

According to Lovat and Toomey (2008) explicit values-based education can be demonstrated to make improvements in student engagement, inclusive behaviour, student teacher relationships and responsible behaviour.

*The closer attention a school gives to explicitly teaching an agreed set of values, the more the students seem to comply with their school work demands, the more coherent and conducive a place the school becomes and the better the staff and students feel (p14, Lovat, Toomey et. al 2008)*

## Values education and the connection with quality teaching

Research also suggests that quality teaching and quality learning flow naturally from placing values at the centre of school activity. This is where values such as respect and inclusion are enacted routinely as part of the whole school culture. Hawkes (2006) argues that the most successful values education programs are those that are “home grown” in these schools through discussion and reflection with the school community (parents, students, teachers and other school partners) about an agreed view of the values they wish to foster, an agreed goal of the sort of community they want to be – on paper and in practice. In implementing the program a student centred, but teacher guided, approach to learning is most often adopted.

The notion of an “exploration” of values carries quite particular meaning in a conception of quality teaching. If the “exploration” is to enable children to make discoveries about values knowledge, meaning, consequences and preferences and then to “commit to adopting and implementing particular modes of conduct, types of judgement or kinds of choices, and then commend them to others, either directly or by example (Aspin, 2003).

Research in the United States found a correlation between academic achievement and Values Education in 121 Primary Schools. (Benninga et al., 2006). Values Education was defined by six criteria:

The school:

- promotes core ethical values as the basis of good character
- promotes core values as the basis of all aspects of school life
- has staff commitment to model and teach values
- has active parent and community participation in values program
- fosters an overall caring community
- provides opportunities for students to practice values in and beyond the school

The results indicate steady and progressive correlation over the period of Implementation (= 3 to 4 years)

*It is no surprise that students need physically secure and psychologically safe schools, staffed by teachers who model professionalism and caring behaviors and who ask students to demonstrate caring for others. That students who attend such schools achieve academically makes intuitive sense as well. It is in schools with this dual emphasis that adults understand their role in preparing students for future citizenship in a democratic and diverse society. The behaviors and attitudes they model communicate important messages to the young people in their charge.*

## Conclusion

*Schools have sometimes contributed to conflict, so it is important to make sure that they are on the side of peace and human rights. Likewise schools alone cannot bring about good governance but they can contribute to multi-faceted efforts towards this goal (p 14, GTZ, 2008).*

In Australia school education plays a significant role in promoting social cohesion and preparing young people to be informed and productive citizens. Policy indicates that by the time students leave formally schooling they should;

*have the capacity to exercise judgement and responsibility in matters of morality, ethics, social justice, the capacity to make sense of the world, to think how things got to be the way they are, make rational and informed decisions about their own lives and accept responsibility for their actions (p 27 Council for Australian Federation, 2007).*

Understanding and enacting shared values are critical for promoting tolerant and peaceful communities. Democracy, citizenship and governance can be taught but it is when students have opportunities to rehearse civic responsibility, practice social skills and develop an awareness of other values and positions that notions of social cohesion are developed. Such experiences are reinforced when teachers model democracy and inclusion and promote citizenship through such activities as peer mediation, student leadership programs and service learning initiatives.

It has been demonstrated that values education has a profound effect on the total educational environment of a school, affecting:

- Teacher practice
- Classroom climate and ethos
- Student achievement
- Student attitudes and behaviour
- Student resilience and social skills
- Intellectual depth of teacher and student understanding
- Improved relationships of care and trust
- Enhanced partnerships with parents and the community (DEST, 2006)

With goodwill and commitment these factors contribute collectively to safer and more harmonious schools and at a broader level send messages to the present and into the future about building peaceful communities.

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