2012

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Recommended Citation
Previously published in The Journal of Research on Christian Education, 2012, 21(1), pp. 6-23. http://www.tandfonline.com/loi/urce20#.VP9ZafzF-So

Journal of Research on Christian Education, 21:6–23, 2012

ISSN: 1065-6219 print/1934-4945 online
DOI: 10.1080/10656219.2012.658603

Routledge
Taylor & Francis Group

Developing a Peace and Conflict Resolution Curriculum for Quaker Secondary Schools in Kenya

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In 2008–2009, a team of educators from George Fox University, in collaboration with a committee of teachers and administrators from selected Quaker secondary schools in western Kenya, developed the first draft of a peace and conflict resolution curriculum for Kenyan form one (ninth grade) students. This case study offers a model for developing a peace curriculum relevant to the identified needs of form one students in Kenya, supported by adult learning strategies for teacher training. In addition, the development of this curriculum project serves as an example of effective collaborative cross-cultural partnerships. The outcomes of this project offer specific insights gained from this collaborative effort.

BACKGROUND OF THE PROJECT

The planning and development of a peace and conflict resolution curriculum for Quaker high school students in Kenya was prompted by the violence that erupted after the 2007 presidential elections. As a result of this violence, which killed more than 1000 people and displaced more than 250,000 people, the country of Kenya was forced to recognize that the nation was ill-equipped to address and solve basic conflicts between political and tribal groups.

The country of Kenya is still in its first half-century as an independent nation, having gained its freedom in 1963 as a British colony. Kenyans themselves have generally regarded their nation as Christian and peaceful,

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despite the tribal and internal conflicts in the more than 40 years since their independence. However, up until the elections of 2007, Kenya had avoided more severe conflicts that occurred in neighboring countries on the continent, specifically Rwanda, Uganda, and the Congo.

The Quaker church in Kenya was especially concerned about the postelection violence since historically one of the Quaker core values has been to promote peace and conflict resolution. Even though the Quakers in Kenya have continued their commitment to peace and conflict resolution, they were not exempt from the effects of the postelection violence. Participation in the violence also reached Quaker schools, where many students left their classrooms to take part in local disturbances. Once those students returned to their schools, results of their participation in the violence often created animosity and tensions among both students and staff.

A leadership team of principals from the Quaker secondary schools recognized that the majority of the Kenyan Quaker schools were in general unprepared to address the various conflicts within their schools. The principals examined resources readily available to them, but noted that the Kenyan curriculum for secondary students offered limited instruction in the areas of peace and conflict resolution. Some conflict-related issues have been addressed in the newly adopted life skills curriculum (Kenya Ministry of Education, 2008), but the information tends to be general in nature. The Kenyan national curriculum also includes 4-year school instruction in Christian religious education (CRE); however, the topics of peace and conflict resolution are not explored in depth within this curriculum. Evident to this team of principals was a significant gap in the secondary curriculum with regard to peace and conflict resolution strategies that would also specifically align with the Quaker core values and beliefs.

The leadership team of principals from the secondary schools approached Friends United Meeting Africa, the support organization for Quakers in Kenya, for guidance and direction in exploring possible solutions for the need for a peace and conflict resolution curriculum. The outcome of many meetings and discussions was a realization that developing such a curriculum was too ambitious of an undertaking for the Kenyan group alone; it would be necessary to solicit the help of external facilitators to assist with the project.

In the fall of 2008, the Center for Peace and Global Studies at George Fox University (GFU), Oregon, USA was contacted by the director of Friends United Meeting Africa to inquire about possible collaboration with the Kenyan principal leaders for the purpose of developing a peace and conflict resolution curriculum. The director of the George Fox center contacted personnel in the School of Education for assistance in determining the viability of the request. A team of eight professors was assembled to pray and discuss how to respond to this request. The professors in this exploratory meeting represented educational experiences in the following areas: secondary teaching,

K-12 curriculum development, K-20 teacher leadership, international teaching, and prior experience in Africa. In addition, a Kenyan undergraduate student at GFU who is a graduate from a Quaker high school in Kenya's Western Province, was invited to join the team of professors to provide cultural input from a student's perspective.

PEACE EDUCATION DEFINED

The foundation of the peace and conflict resolution curriculum for Quaker secondary schools in Kenya is primarily rooted in the Quaker core value of promoting peace. This commitment to peace is based on the belief that the real presence of Christ is with all people, resulting in a way of living which actively demonstrates the teachings of Christ. This way of life opposes slavery, supports religious and political freedom, speaks truth in all occasions, commits to honesty in personal and public lives, and advocates for the humane treatment of all people. Quakers worldwide continue to actively oppose war and practice peacemaking, incorporating examples and standards from the New Testament and the early believers (Northwest Yearly Meeting of Friends [Quaker], 2009). Twenty-first century Quakers have also partnered with other groups committed to peace (Mennonites and Brethren) to promote peace in areas of Africa and the Middle East that have been riddled with violence (Hamm, 2003).

The overarching goal of the peace and conflict resolution curriculum for the Quaker secondary schools in Kenya was to create lessons incorporating and promoting the Quaker commitment to peace. Additionally, lessons would also be designed to help students identify ways in which different conflicts could be addressed and solved before escalating into more serious issues. Yablon (2007) refers to this type of program as a primary prevention stage, with the added goal of reducing the potential of future problems.

Specific peace-making strategies for this peace and conflict resolution curriculum were adapted from the work of Sande (2008). Rooted in Sande's work are the Biblical guidelines for personal peacemaking and assisted peacemaking. The three components for personal peacemaking are: overlooking an offense, reconciliation, and negotiation. The three components for assisted peacemaking are: mediation, arbitration, and accountability. These aforementioned approaches are preferred to responses of avoiding conflict, which focuses on nonresolution, or attack responses, which can lead to civil lawsuits or, in extreme cases, violence.

CURRICULUM PROJECT: PHASE ONE

The initial phase of this project began with the GFU team meeting together for discussion and prayer to determine the viability and practically of entering

into collaboration on such a project with the Kenyan Quakers. During the early planning stages, many of the specific outcomes that the Kenyans intended were unknown, as were the financial aspects for the GFU team for travel, teaching, writing, and printing of a completed curriculum for all of the 230 Quaker high schools. At the close of the initial meeting, the GFU team together came to a consensus to continue exploring the possibilities of this important request for collaboration on a peace curriculum.

The next steps in the planning process were to further clarify the curriculum needs of the Kenyan educators. Through emails, we were provided with a list of information and topics related to conflict issues in the Quaker secondary schools of Kenya. One of our team members was already planning to be in Africa within the next month and made arrangements to meet with the Kenyan leadership group face to face and gather more information. When the GFU team member returned, his assessment of the needs of the Kenyans confirmed our commitment to collaborate on this project. April 2009 was set as the initial target for a curriculum training and writing workshop on site in Kenya.

Financial issues were also a concern from the onset. The team had no previous contexts or examples to estimate the kind of budgeting needed for such a project. Travel expenses to Kenya for team members would consume the largest percentage of any budget. Friends United Meeting headquarters in the United States recognized the significance of this project and committed funds towards travel expenses of four team members for the first trip. Team members also applied for and were awarded grants through the GFU Faculty Development Committee. Subsequent funding also became available through other university sources.

In preparation for the initial workshop in April, the team had several key goals. First, it was imperative to learn as much as possible about the Kenyan education system and the people with whom we would be working. One of the team leaders, a faculty member who had previous experience teaching teachers in Kenya, in addition to our Kenyan undergraduate student, were helpful in painting a picture of the general teaching and learning structures in Kenya. This faculty member was already scheduled to be on site in Kenya in February for another project, and then arranged to meet the Kenyan partners for a day of information gathering and planning for the April workshop. This on-site visit in Kenya furthered our preparation and planning and continued to build relationships between our group and the Kenyan school leaders.

Another goal for the April workshop was to incorporate active learning strategies within our teaching and writing of the curriculum concepts. One of the team members, using his extensive curriculum experience, guided our team through curriculum exercises and models of writing curriculum. Each team member added his or her expertise and ideas as we continued the planning process.

Adult Learning Framework

Since we would be working with adult learners in the curriculum writing sessions, we wanted to specifically address the unique needs of those learners through our teaching. The adult learner needs a structure in which they can continue to build on basic learning concepts while making immediate application to real-life situations. Therefore, the learning environment also needs to be collaborative and relational. Adult learners are also different from other learners in that they come to the learning environment for a variety of motivations, which may be intrinsic or extrinsic in nature, and they are balancing varied professional and personal responsibilities (Cercone, 2008). Additionally, the adult learner has a unique desire to know and understand the context of the material and why they are learning what they are learning. Thus, the adult learner needs to see that the course material is relevant and of value to them at the present (Cercone, 2008; Vella, 2002).

To support the needs of the adult learners within the learning context, our workshop preparation and planning was aligned with Vella's (2001) theoretical model of effective adult learning strategies. The components of this model address the following elements: (1) what the learners already know, (2) examining new concepts, (3) working directly with the new content, and (4) applying the new content into the learner's life and work. This framework has been used successfully in cross-cultural settings, can be easily adapted to most teaching and learning contexts, and also promotes collaboration among the participants. Thus, we designed our workshop sessions to have the Kenyan participants actively working together in writing objectives and lesson activities for the curriculum. Such collaborative efforts also promote higher order thinking skills within each activity and are more likely to bring about positive changes within the learning context (Askew & Carnell, 1998).

CURRICULUM PROJECT: PHASE TWO

April 2009 Workshop

We held our first peace and conflict resolution curriculum-writing workshop with our Kenyan partners in April 2009. This first teaching team comprised four GFU team members: two female and two male members. The two male members were the same faculty who had been to Kenya in November and February to meet with our Kenyan partners. As a result of those initial meetings, the relationship building between the groups was already in process when both teams met together for the first time.

Our primary workshop goals were: to model effective teaching practices, to write as many curriculum lessons as possible, and to be culturally sensitive to the Kenyans and their goals for this project. This curriculum

project was not to be viewed as an American agenda or product, but rather a collaborative effort whereby the completed curriculum was "owned" by the Kenyans and met the goals and purposes which were culturally appropriate for their schools and their country.

The Kenyan team comprised 12 teacher/principals (four women and eight men), representing the key leadership from 12 of the Quaker schools. Also in attendance were two retired educators from the Quaker schools, and the Director of Friends United Meeting Africa. Only one of the Kenyan educators had prior experience writing curriculum, but the teaching experience of the group was strong, ranging from 11 to 30 years in education.

The specific workshop lessons we had developed were primarily based on Vella's (2001) four types of learning tasks for adult learners (Table 1). The first task, the *inductive* stage, defines what the learner already knows. As we worked with the participants, we were able to determine what kind of prior experiences they might have had in curriculum writing. This inductive stage was valuable in determining the rest of the workshop goals. The more experience within the group, the less we would need to lead them through basic curriculum writing strategies.

The second learning task, referred to as *input*, assists the learner in examining new concepts (Vella, 2001). It was within this task level that we outlined the curriculum objectives in order to begin the writing process. Together with the Kenyan school leaders, we determined it would be optimal to design a curriculum which focused on critical engagement for the students. The curriculum would not be designed for rote-memory for the purposes of test taking, but rather for the learner to be an active, not passive participant (Shulman, 2004). Thus, the first peace and conflict resolution curriculum lessons that the group produced included higher order question strategies leading toward purposeful discussions of peace concepts (Askew & Carnell, 1998).

Vella's (2001) third learning task is known as *implementation*. It was through this stage we directed the participants to examine the lessons they had already written, and then teach one of the lessons for the whole group. This process allowed all of the participants to consider how the lesson met the goals and objectives we had established for the curriculum, and if it would work within the Form One (ninth grade) classes in their schools.

TABLE 1 Four Learning Tasks

Task	Definition
Inductive	What the learner already knows
Input	Examining new concepts
Implementation	Practice skills within the session
Integration	Application to future work

Source. Vella (2001, p. 33).

The final learning task in Vella's (2001) framework is called *integration*. The purpose for this stage asks the learners to apply their new-found knowledge to future endeavors. Thus, the goal would be for the participants to adapt the teaching strategies and learning strategies we had used within the workshop into their own classroom and school.

Throughout the 3.5-day workshop, our GFU team continually examined our own teaching practices following the model of reflective teaching practice. This model includes: seeking feedback from the participants, redefining and reworking our lesson plans using the feedback, and purposefully analyzing what we could improve upon in subsequent sessions (Askew & Carnell, 1998; Shulman, 2004). Through this reflective strategy, we sought to build strong relationships with the Kenyan participants to provide a key foundation for successful collaborative outcomes (Wlodkowski, 2008).

One of the significant outcomes of the April workshop included agreement on the eight major topics of the peace and conflict resolution curriculum. The Kenyan principals had identified these themes based on specific needs within their country and what was lacking in existing curriculum. These eight themes then formed the basis of the curriculum and the writing workshop. These themes were: (1) Who Am I?, (2) Peace, (3) Virtues that Promote Peace, (4) Conflict and Conflict Resolution, (5) Life Skills, (6) Human Rights and Responsibilities, (7) Peace and Health, and (8) Peace and the Environment. Additionally, the team created the overall template to be used in writing the remaining curriculum lessons, adapted a feedback form for principals and teachers to use in the assessment of the curriculum lessons, and wrote the first eight of the projected 33 lessons (Table 2).

Throughout the duration of the workshop, it became evident to our GFU team that another step was needed in the process of writing the curriculum. Based on the progress of our initial goals for this workshop, we did not believe we would be able to move as quickly toward the pilot date for implementing the curriculum the Kenyan committee had targeted as their goal.

TABLE 2 April 2009 Workshop Goals, Activities, and Tasks

Goals	Learn more about Kenyan educational system
	Incorporate active learning strategies in curriculum
	Examine ways to integrate the material
	Incorporate adult learning strategies during the teaching sessions
Activities	Modeled effective teaching strategies
	Reviewed concepts for peace and conflict resolution
	Re-defined scope of project
	Built relationships with participants
	Teaching of one lesson developed by the Kenyans
Outcomes	Agreement of eight topics and related sub-topics
	Creation of writing template
	Adapting feedback form
	Completing eight lessons in draft form

With prayer and discussions as a team, and with consultation from one of the Kenyan leaders, we recommended to the whole group an additional workshop in order to complete the initial writing of all 33 lessons of the curriculum. Coupled with this new proposal was an added component of the GFU personnel visiting some, if not all of the schools selected to pilot the curriculum. This new recommendation was overwhelming embraced and accepted by the entire group, and we finalized plans for a June workshop.

As we concluded the April workshop, it was agreed that our GFU team would lead the editing and organizing all of the curriculum materials created to this point. The necessary resources (computers and appropriate software) were readily available and we also possessed the expertise to quickly and efficiently accomplish the editing process and continue the work toward producing a completed document.

June 2009 Workshop

The planning for the June workshop first involved our whole GFU team assembling together to review and debrief the outcomes of the April workshop. Specifically we asked ourselves the following kinds of reflective questions: What went well? What did not go well? Did we accomplish our main objectives? What factors did we not anticipate? What will be the most important strategies for the June workshop? According to Shulman (2004), reflecting on our practice helps develop our own higher-order thinking and reasoning as instructors and moves towards deeper pedagogical judgment. Thus, these reflections of our progress helped to shape the overall goals and objectives for the June workshop.

It was evident from our reflections we should make adjustments in our teaching and planning in the following areas: (1) continue to focus on student engagement for lesson outcomes but scale down the information to be provided to the participants; (2) develop resources which could be used for the peace curriculum lessons; (3) examine ways to integrate the peace and conflict lessons with other curricular areas in the schools; and, (4) further the focus on curriculum objectives which encourages higher level thinking skills (Table 3).

Our GFU team determined that two members would represent the university at the June workshop; a new member to the team who had an extensive background in teacher leadership and curriculum work joined me for the June workshop. I would be able to provide the continuity with the curriculum work and further the relationships already established with our Kenyan partners.

The first part of the June visit was designed as a writing workshop beginning on a Friday afternoon, continuing through the week-end and ending on Monday morning. Even though the Kenyan schools were in session, the teacher/principal leaders would only miss 2 days of teaching, and the

TABLE 3 June 2009 Workshop Goals, Activities, and Tasks

Goals	Student engagement for lesson outcomes
	Develop resources
	Examine ways to integrate the material
	Curriculum objectives with higher order thinking skills
Activities	Reviewed curriculum objectives
	Developed strategies for writing
	Refined lesson editing strategies
	Assisted other writers in improving lessons for student use
Outcomes	Completion of all 33 lessons in draft form
	Agreement of pilot process for first lesson
	Visits to 11 Quaker high schools

curriculum work could still proceed as scheduled. Of the total 20 Kenyan participants who attended this workshop (10 female and 10 male participants), 16 were teachers and/or principals, representing all 12 of the selected pilot schools. The education experience level of the teacher/principals ranged from 10 to 30 years. A total of 14 of these participants (10 teacher/principals) had also been in attendance at the April workshop, furthering the continuity and understanding of the work completed so far.

The initial objectives of the writing workshop were as follows: (1) to review the overall curriculum objectives, (2) to develop strategies for writing engaging curriculum materials, (3) to refine lesson editing strategies, (4) to assist other writers in improving lessons for student use, and (5) to develop question strategies targeted for student engagement. Based on reflections from the outcomes of the April workshop, we concluded that teaching and modeling best practices would continue to strengthen the overall goals of the curriculum project. We decided to incorporate two specific models of best practices during this session; the revised *Bloom's Taxonomy* (Anderson & Krathwohl, 2001), and the Applied Learning Triangle (National Training Laboratories Institute for Applied Behavioral Sciences, 2005).

The revised Bloom's taxonomy contains six cognitive levels of thought, beginning with the basic stage of remembering, to the sixth stage of creating (Table 4). The more complex the level of activity within the teaching, the higher the cognitive thinking processes for the learners.

The Applied Learning Triangle (National Training Laboratories Insitute for Applied Behavioral Sciences, 2005) operates from the premise that the more a teacher incorporates active learning strategies into their teaching, the higher the learning retention of the student will be (Table 5). This framework then moves the instruction from a teacher-directed approach at the lowest level, to involving the learners in making meaning of the learning concepts and retaining those concepts.

Both of these models emphasize the importance of higher level thinking skills and active engagement with the learning concepts, leading to transformation in the learning process (Askew & Carnell, 1998). Our goal was

TABLE 4 Revised Bloom's Taxonomy

Taxonomic level	Representative actions
Remembering	Retrieving, recognizing, recalling
Understanding	Construct meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining
Applying	Carrying out or using a procedure through executing or implementing
Analyzing	Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing
Evaluating	Making judgments based on criteria and standards through checking and critiquing
Creating	Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generalizing, planning, or producing

Source. Anderson and Krathwohl (2001, pp. 67–68).

for the framework from these models to then transfer into the specific lessons of the curriculum and ultimately into the teaching methods of our Kenyan participants.

To maximize our limited timeframe during the workshop, we chose a round-robin type of writing approach. The participants created their own groupings, indicating a preference for a topic in which they were either interested and/or had content expertise. Since we did not have previous knowledge about the content areas and strengths of the participants, this self-selection proved to be very valuable. The groups, numbering three to five members in each, were then allotted a specific amount of time for writing the lessons in each category. The GFU team monitored the working groups and facilitated questions when they arose. As the groups completed the first round of writing, those lessons were then passed on to another group for feedback and review. When each set of lessons was completed, my colleague and I took on the task of typing and formatting the lessons.

TABLE 5 Applied Learning Triangle

Instructional methods	Retention of learning
Listening to lecture	5%
Reading about content	10%
Audio visual presentation	20%
View demonstration by teacher	30%
Discussion group	50%
Practice by doing	75%
Teach others	80%

Source. National Training Laboratories Insitute for Applied Behavioral Sciences (2005).

This peer review process continued to refine and help shape the curriculum, as well as reinforced the learning of each participant as they engaged in the collaborate group process (Askew & Carnell, 1998). The teaching methodology we used for curriculum writing was also supported by the revised Bloom's taxonomy (Anderson & Krathwohl, 2001) and Applied Learning Triangle (National Training Laboratories Institute for Applied Behavioral Sciences, 2005). The participants were involved with analyzing, evaluating, and creating the curriculum (Table 4) as well as using the practice by doing and teaching others concepts (Table 5). Both of these models are appropriate and effective strategies for learners of all ages (Askew & Carnell, 1998).

One of the major outcomes of this June workshop was the completion of the 33 lessons in draft form, with every set of lessons reviewed at least once by a group different than the one who wrote it (Table 3). In addition, the Kenyan participants and the GFU team established the procedures for piloting the first lesson in the 12 selected pilot schools. We agreed the first lesson would be taught sometime during July, with feedback then reported back to the chair of the Kenyan committee and prepared for reporting in the upcoming August workshop.

The concluding time of the writing workshop provided reflections on the work completed thus far, plans for the August workshop, and outlining the schedule for school visits by the GFU team. Due to distances between schools and time constraints, it was possible to visit only 11 of the 12 pilot schools. The Kenyan participants provided insights into the specific strategies for the visits, as well as a logical order of travel based on locations within Western Province Kenya.

School Visits

We began the school visits following the conclusion of the workshop. The types of schools we visited were as follows: (1) mixed (female/male) day school, (2) mixed boarding school, (3) girls boarding school, (4) girls day and boarding school, and (5) boys boarding school. The student populations of the schools visited ranged from 160 (mixed day school) to 1220 (girls boarding school). The class sizes also varied between schools ranging from 31 students in a typical classroom to as high as 78 students in one room. The focus of each school visit varied from observing in selected classrooms, speaking with faculty, addressing the entire student body, and speaking one on one with students. In conversations with teachers and principals from these schools, we learned how the postelection violence had affected students, teachers, and staff. Everyone had been affected in some way or another either within families, communities, and church members. Unfortunately, students from some of the Quaker high schools actively participated in the violence. These conversations and stories further confirmed the need for a peace and conflict resolution curriculum for the Quaker high schools.

The school visits were also pivotal to our overall understanding of the Kenyan educational structure and made the necessary connections of that structure to the peace and conflict resolution curriculum. Through these visits, we were observing firsthand what we had previously only read or were told about the educational system. The opportunities to dialogue with administration, faculty, staff, and students both furthered our relationships with our Quaker partners and deepened our cultural understanding and educational needs of the Kenyan schools. These school visits also set the foundation for the August workshop and prompted ideas for further educational collaborative efforts between GFU and the Quakers in Western Province.

August 2009 Workshop

Preparations for the August workshop began with debriefing and reflecting on the progress and overall results from the June workshop. We followed the same pattern used after the April workshop, asking the following questions: What went well? What did not go well? Did we accomplish our main objectives? What factors did we not anticipate? What will be the most important strategies for the August workshop? Feedback from the Kenyan participants indicated satisfaction and continued motivation towards the goal of piloting the complete curriculum by the start of the new school year in January.

Our GFU team reviewed our overall objectives for the project and determined that we would follow a similar strategy of the previous workshops and model effective teaching strategies, which could then be implemented into the curriculum (Table 6). The rationale for a similar approach to the next workshop was two-fold: (1) we would be consistent in the strategies used in the previous workshops, and (2) we could continue building on the successes using the same models. As a result of this rationale, we made the decision to continue using the revised Bloom's taxonomy (Anderson & Krathwohl, 2001) and the Applied Learning Triangle (National Training Laboratories Institute for Applied Behavioral Sciences, 2005).

TABLE 6 August 2009 Workshop Goals, Activities, and Outcomes

Goals	Continue using the *Revised Bloom's Taxonomy* and Applied Learning Triangle
	Review additional conflict resolution strategies
	Examine ways to integrate the material
	Incorporate adult learning strategies during the teaching sessions
Activities	Reviewed background of the project
	Modeled effective teaching strategies
	Editing the 33 lessons to date
	Reports from pilot schools on the first lesson
Outcomes	Feedback on all 33 lessons
	Agreement on timeline for piloting curriculum
	Meeting with the Minister of Education

In planning for the August workshop, we were faced with a number of unknown factors. First, there was a potential that every Quaker secondary school (230) could have representation, which would have an impact on the overall structure of our teaching and activities, in addition to not knowing how many materials to prepare and have readily available. Secondly, while the general locations of the workshops were known, we were unsure of the actual teaching conditions, which could have an impact on the overall progress of the workshop goals.

Two separate workshop sessions and locations had already been selected for the August meeting dates. The rationale for facilitating two sessions was to account for the travel distance for participants throughout Western Province, and to provide large enough facilitates which could accommodate the anticipated number of participants, potentially one representative from each of the 230 secondary schools.

A total of 70 participants attended the two workshop sessions. Each workshop was 1.5 days. Five of the teacher/principals in attendance had participated in both the April and June workshop sessions, and another five had attended at least one of the other sessions. These teacher/principals were able to assist with both historical and foundational information during the workshops, while also providing leadership in the working group sessions. The GFU teaching team was comprised of four faculty members, an American middle school teacher with Kenyan experience, and the dean of the GFU School of Education.

The basic structure for the teaching sessions was once again rooted in Vella's (2001) Four Learning Tasks for adult learners (Table 1). The *inductive* work examined what the participants already knew. The *input* task examined new concepts. The *implementation* stage enabled the participants to work directly with the new content. Finally, the *integration* stage allowed the participants to determine how they would apply these concepts into their future work.

The introduction for these workshop sessions consisted of providing the participants with the background and foundation for the peace and conflict resolution curriculum project. This foundation was necessary to provide the context to new participants and a review for prior participants, but this process was also a cultural norm and expectation. Following the introduction, our team determined it would be appropriate to review two peace-making strategies with this larger group. We first presented the framework for the Biblical Conflict Resolution strategy for use with another person. The components of this framework consist of: (1) Glorify God (Psalm 37:1–6); (2) Get the "log out of your own eye" first (Matt. 7:3–5); (3) Go and show your brother his fault and *gently* restore (Gal. 6:1–2); and (4) Go and be reconciled (Matt. 5:23–24).

The second peace-making strategy we introduced to the group is known as the PAUSE principle of negotiating. These specific strategies are:

(1) *P*repare; (2) *A*ffirm the relationship; (3) *U*nderstand interests; (4) *S*earch for creative solutions; and (5) *E*valuate options objectively and reasonably (Peacemaker Ministries, n.d.). The participants appreciated the review of these concepts for their own use as well as incorporated into the peace and conflict resolution curriculum.

The curriculum work at these two workshops consisted of teams of participants working together to review the draft curriculum and to provide feedback on content and structure of the lessons. Each group was assigned a different section of the curriculum and given specific tasks: (1) determine if the goals and objectives adequately aligned together; (2) determine if the proposed lesson activities aligned with the goals and objectives; and (3) suggest improvements to resources, teacher tips, or student activities and assessments. Since the GFU team assumed the participants were principals or teacher leaders in their respective schools, we also asked them to determine if their colleagues, having never seen this curriculum, might be able to produce effective lessons for their classes. After an allotted amount of time for writing and review, each group reported their progress and findings to the whole group. In this manner, all 33 of the lessons were reviewed and edited for content and cultural relevancy. Through this collaborative process, each group member had the opportunity to express his/her opinion and come to resolution on the specific outcomes.

Interspersed throughout the curriculum working sessions, the GFU team once again provided instruction on the revised Bloom's taxonomy (Anderson & Krathwohl, 2001) and the Applied Learning Triangle (National Training Laboratories Insitute for Applied Behavioral Sciences, 2005), among other methods to the whole group. Our purpose in reviewing this material was to continue shaping the curriculum with the focus on actively engaging students with the content through higher order thinking skills, project-based assessments, and open-ended question strategies.

One of the highlights during this workshop was reports from two of the pilot schools which had taught the first lesson of the curriculum. For the first report, one of the teachers summarized the specific teaching strategies she had used while teaching this first lesson. For the second report, the principal reported on his observation of his lead teacher teaching the first lesson. Even though each teacher used the same lesson template as a format, each one had developed the lesson differently, using different strategies for introducing the content and engaging the students. The participants from both schools were pleased and excited with the outcomes of this first lesson and also noted positive student feedback of the lesson.

A postscript to the August workshops was the opportunity to meet with the Kenyan Minister of Education, the Honorable Samuel Ongeri. Six of the Kenyan leaders for the peace and conflict resolution curriculum project, along with two members from the GFU teaching team, were privileged to have a private meeting with the minister. The purpose of this meeting served

two purposes: to garner his support for our peace curriculum writing to date, and to inform him of our desire to adopt this peace and conflict resolution curriculum in all of the Quaker secondary schools. Since all school curricula in Kenya are approved by the government, this meeting was strategic in keeping the government informed of our progress. The minister affirmed the importance of our work and pledged his support as we proceeded into the pilot stage with the full curriculum.

CURRICULUM PROJECT: PHASE THREE

This phase focused on the final preparation of the draft curriculum. Before we left Kenya in August, our Kenyan partners and GFU team decided together to begin the pilot stage of the curriculum in January of 2010 to align with the start of the new school year in Kenya. To meet this timeline, we had less than 1 month to complete the edits, and send back to Kenya for another review. To accomplish these goals, all feedback from the August sessions was organized into main themes and compared for similar or contrasting ideas. We then began the task of analyzing each lesson and making changes based on the recommendations or feedback from our Kenyan colleagues. The only additions the GFU team made to the lessons were to strengthen various components for clarity, objectives, or purpose. Otherwise, the main components remained intact as developed by the Kenyan workshop participants.

As a follow-up to the meeting with the Minister of Education, the Kenyan Institute of Education (KIE), requested a meeting in early November with the Kenyan Quaker high school leadership to review the draft curriculum. After they reviewed the draft curriculum, the Quaker secondary schools were granted permission to continue with plans for the pilot stage (Table 7).

Curriculum Components

For this peace curriculum project, the Kenyan Quaker educators had defined eight main themes: (1) Who am I?, (2) Peace, (3) Virtues that Promote Peace, (4) Conflict, (5) Life Skills, (6) Human Rights and Responsibilities, (7) Peace and Health, and, (8) Peace and the Environment. The core value for all of these themes is centered within the first topic of Who am I? The heart of this

TABLE 7 Curriculum Project: Phase Three

Goals	Edit curriculum using feedback from August workshop
	Prepare accompanying resource manual
	Preparation for printing and full implementation 2011
Outcomes	Draft curriculum sent to Kenya fall 2009
	Curriculum reviewed by the Kenyan Institute of Education
	Pilot of curriculum in 15 schools January 2010

topic identifies the uniqueness and value of each person in relationship to God, others, and the environment, and maintains the Quaker commitment to valuing life and promoting peace.

Sub-themes were assigned for each of the main themes to identify the main concepts for each theme. The curriculum was then developed with each theme and sub-theme building on the other. This curriculum was uniquely designed for the Kenyans and is culturally appropriate for the common issues and challenges they face as they strive to live peaceful lives within their communities and their nation.

All of the activities written for each lesson focus on active and student-centered learning (moving away from traditional and rote-learning modes of teaching), engagement of the learner with the material, with the ultimate goal of transforming the behavior and lives of the students towards promoting peace. Thus, the desired outcome is to help each student embrace the importance of individual peace making and learn practical skills in promoting peace in society (Groff, 2002; Yablon, 2007), while promoting the Quaker commitment to peace and conflict resolution.

DISCUSSION AND CONCLUSIONS

Challenges

We encountered some initial challenges as we began this project with the Kenyan educators. First and foremost, from the onset of our collaborative efforts, we had limited knowledge of the Kenyan educational system. As a result, it was difficult for the GFU team to determine if our curriculum writing goals were in alignment with the educational and cultural needs of the Kenyans. During our first workshop, our teams jointly developed the specific template for the lessons, as well as the forms for observation and feedback for the lessons. It was at that point the GFU team began to understand the very structured approach that was a part of the Kenyan curriculum and school system.

Another significant challenge we faced was related to the actual mileage distance between our teams. Even though the world has been made smaller due to availability of Internet access, phone, and other mediums of communication, the overall infrastructure in Kenya is still somewhat limiting and was often difficult to navigate. We most often had to rely on email and hope that our messages accurately portrayed the meanings and questions we had intended. There were often delays as our messages were forwarded to other participants and then we waited for answers to be relayed back to us. The two visits by our colleagues prior to our workshops were helpful in defining our overall goals and ensuring that there was a clear understanding of expectations and outcomes for the project at the outset.

A challenge we did not anticipate was the resistance by some of the Kenyan Quaker school educators in identifying sufficient time within their

school day to add another subject to already overloaded national curriculum requirements. Even though the majority of the participants believed in the necessity and value of a peace and conflict resolution curriculum, the teachers already felt burdened to adequately cover the existing curriculum due to the focus on the high-stakes tests. Even adding one more lesson per week to days sometimes filled with up to eight subjects per day, seemed overwhelming to some of the teachers. As our GFU team explored the idea of integrating the peace and conflict resolution curriculum with other subjects, we discovered that the Kenyan teachers found it somewhat difficult to "borrow" from other subjects and integrate or reinforce concepts throughout their curriculum. Some were familiar with the strategy, but others were not. This topic of subject integration could be another potential professional development opportunity as an outgrowth of this curriculum work.

Benefits of the Project

The benefits we experienced throughout the project far out-weighed any challenges we faced. First of all, we were collaborating with other educators who also embraced the Quaker core values, which are a part of the overall mission of GFU. The Biblical and the philosophical alignment of the Quaker values drew our two groups together and provided a common thread in the work towards the transformation of the lives of the students in Kenya.

Another significant benefit was the cultural experiences for the GFU team. Throughout our collaboration, we were immersed directly in the culture with our Kenyan educators. We stayed in the same location, ate with them, prayed with them, fellowshipped with them, and worked with them. These interactions allowed for honest dialogue between the groups, which sometimes challenged our assumptions and beliefs about the culture. Kawalilak (2008) believes that these types of cultural experiences, "... provides space for perspectives to be re-formed, and the opportunity to participate in the world in more thoughtful, purposeful, and meaningful ways" (p. 307).

The professional growth for university faculty was also a significant outcome of this project. As we collaboratively prepared for the workshops, we researched teaching strategies and topics related to our goals, planned for lessons with our specific outcomes in mind, and prepared resources. As we taught the lessons, we analyzed the responses of the participants, made any necessary adjustments to the lessons, addressed any known or visible incorrect cultural assumptions of our work, and supported one another in the team teaching process. We were careful to observe, and listen to one another and the participants. It was through these experiences that we sharpened our own teaching to bring back into our American classrooms.

This curriculum project has had significant benefits for the GUR School of Education faculty, as well as our Kenyan partners. Together, we have

collaborated to prepare a peace and conflict resolution curriculum which has the potential to impact the lives of many students and potentially future generations of Kenya. We hope that this collaborative work with the Quaker schools in Kenya would encourage others in higher education to utilize their talents and resources toward worthy educational partnerships in other countries around the world.

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