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# The Impact of the Peace Curriculum: One School's Story

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# The Impact of the Peace Curriculum: One School's Story

By Eloise Hockett and John Muhanji

Mufutu Friends School is located in the Kitale region of Western Province Kenya. Now in its seventh year of operation, the population of this male and female day school hovers at 300 students, with 13 teachers and 9 support staff.

The first and only principal of the school, Zadock Malesi, is a visionary leader who continually seeks opportunities to improve the school and way of life for the students. Zadock has provided consistent leadership in the development of the secondary peace curriculum and is now the coordinator for this critical and important work. He has also encouraged a variety of his faculty to participate in the peace curriculum workshop sessions.

One recent initiative at Mufutu Friends School highlights the way in which the peace curriculum has had a positive impact in the lives of the students. A group of girls was concerned about the educational disadvantages they face as young women. These girls formed a committee to examine possibilities in which they could have similar or equal opportunities as the boys. Since Mufutu is a day school, it can be dangerous for these young women to walk back and forth to school each day, often enduring harassment and taunting by men along the roads, or even facing the possibility of sexual assault. In addition to these challenges, once the girls arrive at home in the evening, they are expected to help with the family chores, often late into the night. These girls reported that they were often too tired to complete their homework, or there was not enough fuel to light the lamps after dark so they could study.

This committee of girls developed a plan and proposed that a dormitory for their use should be built on the school grounds. The girls presented their plan to the Board of Governors and it was readily accepted. Funds were immediately raised to begin the building project. This facility will provide on-site housing for approximately 20 of the young women. Through this example, these young women learned the valuable skills of identifying a problem and seeking peaceful solutions.

Mufutu Friends School is an example of how just one school has been positively impacted by the development of the secondary peace curriculum project and what the potential can be for other Quaker schools throughout Kenya.

*Read more about the Mufutu Friends School initiative, view a video of Mufutu musicians and learn how you can support the peace curriculum project online at [www.fum.org/QL](http://www.fum.org/QL).*



*Girls at Mufutu Friends School teach Eloise a dance step*

## Queries

By Cherice Bock

- In what ways have I been called to peacemaking personally, interpersonally and/or on a larger scale?
- What questions and hesitations do I have, like those Gideon voiced in *Judges 6:15*: "But Lord," Gideon asked, "how can I save Israel? My clan is the weakest in Manasseh, and I am the least in my family."
- Have I witnessed signs from God that I'm hearing correctly? Has this been confirmed by overcoming obstacles that looked insurmountable?
- Have I made the peace testimony and other Friends beliefs my own?
- Why or why not are these values important in my expression of faith?

***"Working through the power of the Holy Spirit to create and sustain multi-ethnic communities with a robust capacity to resolve disputes without resorting to violent conflict."***

— Mission Statement of the Friends Church Peace Teams