A CURRICULUM FOR PEACE AND CONFLICT MANAGEMENT

Syllabus

Forms 1 & 2

A COLLABORATIVE PROJECT

between

FRIENDS UNITED MEETING, AFRICA

FRIENDS SECONDARY SCHOOLS, KENYA

GEORGE FOX UNIVERSITY, USA

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PEACE CURRICULUM RATIONALE

Each day we are treated to news in the mass media of conflicts all over the world. For example, there are conflicts between countries among various races of the world, conflicts in the family, conflict among different religions of the world, conflict between man and the environment, in addition to many other types of conflict.

Africa is no exception as far as conflicts are concerned. In fact, Africa can be described as a continent that is drowning in the blood of her own people. Many people have been displaced, maimed, or killed across the continent from Somalia to Liberia, from Algeria in the north to Zimbabwe in the south. The various forms of conflicts pointed out earlier have affected other countries, including Kenya. Schools have not been spared the conflicts either. There are problems in schools such as: drug abuse, and violence in various forms.

Evidently therefore, conflict is universal and as a result, many questions can be asked:
- Can anything be done?
- Could these conflicts have been prevented?
- Is there a way forward?
- What is the role of the church?
- What is the best form of intervention and who should intervene?
- How should the intervention be carried out?

As it is said: "Prevention is better than the cure." Thus, there is a need for Peace Education at levels of society, particularly at the school level where students spend most of there formative years.

The Friends Church has historically supported and promoted the values of peace and conflict management. It is hoped that the Peace and Conflict Management Curriculum developed under the guidance of the Friends churches in Kenya will prepare Kenyan students to be responsible citizens and promoters of peace throughout Kenya, and the rest of the world.

INTRODUCTION

Peace education is in tandem with the Kenya Vision 2030 under the Political Pillar on *Security, Peace Building and Conflict Management*, which among other things states: "(iii) promoting processes for national and intercommunity dialogue in order to build harmony among ethnic, racial, and other interest groups, (iv) promoting peace building and reconciliation to improve conflict management and ensure sustained peace within the country, and (v) inculcating a culture of respect for the sanctity of human life that does not resort to the use of violence as an instrument of resolving personal and community disputes. This should start with the family, schools, the church, and all of the public institutions."

The content of this curriculum reflects the Christian commitment of the Kenyan and American partners in this project, who believe that spiritual reconciliation is foundational to genuine peacemaking. The goal of this curriculum is to transform the behaviors of the students of Kenya to make a positive impact for peace on their country, their continent, and the world.

The following topics on peace and conflict management are presented as curriculum templates, and not exact lessons. The templates are intended to provide the teachers with resources for active, student-centered learning. It should be noted that while some lessons have more activities listed than others, any specific activities should serve as guides for the teaching of other lessons.

Any overlaps with existing curriculum should be viewed as strengths. The lessons in this curriculum are designed to provide some new information, as well as to reinforce specific concepts from other subject areas. Borrowing or integrating concepts from other subjects in specific lessons would also serve to strengthen this curriculum. Each teacher should use her/his professional judgment as to the activities which would work best for her/his class of students to achieve the goals of this curriculum.

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1.   Foster nationalism, patriotism and promote national unity

Kenya's people belong to different ethnic groups, races, and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help the youth acquire this sense of nationhood by removing conflicts and by promoting positive attitudes of mutual respect which enable them to live together in harmony, and foster patriotism in order to make a positive contribution to the life of the nation.

2.   Promote the social, economic, technological and industrial needs for national development

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs
Education in Kenya must prepare children for the changes in attitudes and relationships which are necessary for the smooth process of a rapidly developing modern economy. There is bound to be a silent social revolution following the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) Economic Needs
Education in Kenya should produce citizens with skills, knowledge, expertise, and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of adequate domestic manpower.

c) Technological and Industrial Needs
Education in Kenya should provide the learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place especially in the developed world. We can only be part of this development if our education system deliberately focused on knowledge, skills, and attitudes that will prepare the youth for these changing global trends.

3.   Promote individual development and self-fulfillment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is character building.

4.   Promote sound moral and religious values

Education should provide for the development of knowledge, skills, and attitudes that will enhance acquisition of sound moral values and help children to grow up into self-disciplined, self reliant and integrated citizens.

5.   Promote social equality and responsibility

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal education opportunities for all. It should give all children varied and challenging opportunities for collective activities and incorporate social service irrespective of gender, ability, or geographical environment.

6.   Promote respect for and development of Kenya's rich and varied cultures

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. The children should be able to blend the best of traditional values with the changed requirements that must follow rapid development in order to build a stable and modern society.

7.   Promote international consciousness and foster positive attitudes towards other nations

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership in this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8.   Promote positive attitudes towards good health and environmental protection

Education should inculcate in the youth the value for good health in order to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth to appreciate the need for a healthy environment.

AIMS OF SECONDARY SCHOOL EDUCATION

Objectives of Secondary Education

Secondary Education should provide the learner with opportunities to:

1. Acquire necessary knowledge, skills, and attitudes for development of the self and the nation
2. Promote love for and loyalty to the nation
3. Promote harmonious co-existence among the peoples of Kenya
4. Develop mentally, socially, morally, physically and spiritually
5. Enhance understanding and respect for own and other people's cultures and their place in contemporary society
6. Enhance understanding and appreciation of inter-relationships among nations
7. Promote positive environmental and health practices
8. Build a firm foundation for further education and training
9. Develop ability for enquiry, critical thinking, and rational judgment
10. Develop into a responsible and socially well-adjusted person
11. Promote acceptance of and respect for all persons
12. Enhance enjoyment in learning
13. Identify individual talents and develop them
14. Build a firm foundation for technological and industrial development
15. Develop into a self-disciplined individual who appreciates work and manages time properly

AIMS OF PEACE EDUCATION

1. To help learners acquire behavioral knowledge, skills, attitudes, and values necessary to foster behavior that will enhance peaceful co-existence.
2. To empower learners with problem solving skills.
3. To provide the learners with the necessary skills to be able to solve conflicts peacefully.
4. To assist the learners with the skills to promote tolerance for diversity, cultural differences, and human dignity.
5. To equip learners with values and attitudes that promote interdependence and respect of sanctity for human life and appreciation of the environment.
6. To enable learners to promote intrapersonal relationships both at the grassroots, national, and international levels.

FORM ONE SYLLABUS

1.0   INTRODUCTION TO PEACE AND CONFLICT MANAGEMENT

1.1   Specific Objectives:
By the end of this topic, the learner should be able to:
a) Explain the meaning of peace education
b) Explain the importance of peace education.

1.1.1 Content
a) Meaning of peace education
b) Importance of peace education

2.0   TOPIC: WHO AM I? (3 lessons)

2.1   Specific Objectives:
By the end of the lesson, the learner should be able to:
a) Identify his/her unique dignity as created by God
b) Appreciate his/her dignity as created by God
c) Identify various individual similarities
d) Explain and appreciate the significance of these similarities in humanity
e) Discuss various individual similarities
f) Identify individual differences in humanity
g) Value individual differences in humanity
h) Classify different values in humanity.

2.1.1 Content
a) Meaning of self
b) Individual similarities in humanity
c) Individual differences in humanity

3.0   TOPIC: PEACE (7 lessons)

3.1   Specific Objectives
By the end of this topic, the learner should be able to:
a) Explain the meaning of peace
b) Explain how peace is acquired
c) Explain how the Kenyan Nation Anthem promotes peace
d) Apply the foundations for peaceful living and peacemaking
e) Explain the meaning of order
f) State factors that promote order in society
g) Explain the meaning of societal disorder
h) Analyse the causes of societal disorder
i) Explain the process of maintaining order in society.

3.1.1 Content
a) The meaning of peace
   i. Ways of acquiring peace
   ii. The Kenya National Anthem and Peace
   iii. Teachings on peaceful living and peacemaking
b) Causes of societal disorder
   i. The meaning of societal disorder
   ii. Causes of societal order in schools, communities, and countries
c) The processes of maintaining order in society
   i. Definition of order
   ii. Factors that promote order in society
   iii. Ways of maintaining order in society
d) The importance of peace in society

4.0 TOPIC: VIRTUES THAT PROMOTE PEACE (4 lessons)

4.1 Specific Objectives:
By the end of this topic, the learner should be able to:
a) Explain virtues and vices
b) Identify virtues that promote peace
c) Identify ways in which virtues are acquired and maintained
d) Explain the importance of virtues in promoting and maintaining peace.

4.1.1 Content
a) Meaning of virtues and vices
b) Virtues that promote peace in society
c) Ways in which virtues are acquired
d) Ways in which virtues are maintained
e) Importance of virtues in promoting and maintaining peace

5.0 TOPIC: CONFLICT AND CONFLICT MANAGEMENT (7 lessons)

5.1 Specific Objectives:
By the end of this topic, the learner should be able to:
a) Explain the meaning of conflict
b) Identify types of conflict
c) State causes of conflict
d) State causes of conflict in society
e) Explain various methods of resolving conflicts
f) Design the structure for conflict management in schools.

5.1.1 Content
a) Meaning of conflicts
b) Types of conflicts
c) Causes of conflicts in schools
d) Causes of conflicts in the society
e) Meaning of conflict resolution
f) Methods of conflict resolution
g) Structure of conflict resolution in schools.

FORM 2

6.0   TOPIC: LIFE SKILLS (4 lessons)

6.1   Specific Objectives:
By the end of this topic, the learner should be able to:
a) Explain the meaning of life skills
b) Identify types of life skills
c) Correlate life skills with life challenges
d) Explain the role of life skills in promoting peace.

6.1.1 Content
a) Meaning of life skills
b) Types of life skills
c) Application of life skills in life's challenges
d) The role of life skills in promoting peace.

7.0   TOPIC: HUMAN RIGHTS AND RESPONSIBILTIES (5 lessons)

7.1   Specific Objectives
By the end of this topic, the learner should be able to:
a) Explain the meaning of human rights and responsibilities
b) List the basic human rights and responsibilities
c) Compare and contrast human rights and responsibilities
d) List human rights violations
e) Explain ways in which human rights can be upheld.

7.1.1 Content
a) The meaning of human rights
b) Basic human rights
c) The meaning of human rights and responsibilities
d) Human rights and violations
e) Ways through which human rights are violated
f) Ways of preventing human rights violations

8.0   TOPIC: PEACE AND HEALTH (4 lessons)

8.1   Specific Objectives
By the end of this topic, the learner should be able to:
a) Explain the meaning of health
b) State the characteristics of good health
c) Identify human behaviors that lead to good health
d) Identify human behavior that can lead to poor health
e) Explain effects of peace on human health.

8.1.1 Content
a) Meaning of health
b) Characteristics of good health
c) Positive human behavior and health
d) Negative human behavior and health
e) Relationship between health and peace

9.0 TOPIC: PEACE AND THE ENVIRONMENT (7 lessons)

9.1 Specific Objectives
By the end of this topic, the learner should be able to:
a) Define the environment
b) Identify types of environments
c) Explain human activities which affect the environment
d) Identify environmental conservation and management
e) Explain methods of environmental conservation and management
f) Explain how environmental conservation and management relates to peace in society.

9.1.1 Content
a) The definition of environment
b) Types of environment
c) Human activities which affect the environment
d) Methods of environmental conservation and management
e) Importance of environmental conservation and management
f) Review the meaning and importance of peace
g) Relationship between environmental conservation and peace

SYLLABUS LESSONS

1.	Introduction to peace education	1 lesson
2.	Who am I?	3 lessons
3.	Peace	7 lessons
4.	Virtues that promote peace	4 lessons
5.	Conflict and conflict resolution	7 lessons
6.	Life skills	4 lessons
7.	Human rights and responsibilities	5 lessons
8.	Peace and health	4 lessons
9.	Peace and the environment	7 lessons