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PEACE EDUCATION IN THE CONTEXT OF POST-CONFLICT FORMAL SCHOOLING: THE EFFECTIVENESS OF THE REVITALISING EDUCATION PARTICIPATION AND LEARNING IN CONFLICT AFFECTED AREAS-PEACE EDUCATION PROGRAMME IN NORTHERN UGANDA

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Abstract

This qualitative, multiple methods case study concerns the effectiveness of *Revitalising Education Participation and Learning in Conflict affected Areas-Peace Education Programme (REPLICA-PEP)*. There is currently limited evidence regarding the effectiveness of peace education programmes in the context of post-conflict formal schooling.

This study therefore set out to explore the effectiveness of REPLICA-PEP and to gain insight into the reality of the current practice of peace education in schools in a post-conflict context in Northern Uganda. The school is one of the places where children learn values, attitudes and behaviour, schooling is often criticised for using symbolic violence to maintain and reinforce different forms of violence including physical violence. This study explores theoretical and practical aspects of peace education and key issues relevant to the effectiveness of peace education programmes, including the role and influence of formal schooling in a post-conflict context.

A combination of qualitative methods (interviews, observation and documentary analysis) were employed to examine REPLICA-PEP effectiveness and its impact on pupils' knowledge, attitudes, skills and behaviour. The results show that, although some traces of impact were found in pupils' awareness of: the dangers of using violence; non-violent conflict resolution alternatives; and attitude change to non-violent conflict resolution, pupils did not develop empathy, self-control, competences and skills for non-violent conflict resolution. Interrogation of qualitative data about the REPLICA-PEP implementation process and activities in the schools have led to the generation of theoretically-informed and empirically-grounded recommendations which integrate and accommodate the nature of formal schooling in a post-conflict context and programme design features for improving the effectiveness of peace education programmes. It has also laid the ground for future research on what is possible in terms of strategies to facilitate and promote pupil peace building activities in post-conflict formal schooling contexts such as peace-related pupil voice, documentation and action.

Dedication

This thesis is dedicated to my late mum Gladys Natabirwa who very much wanted to witness the completion of this study but was lost to a heart disease.

Acknowledgements

Declaration

I declare that this work was carried out in accordance with the regulations of the University of Birmingham. It is original except where indicated by special references in the text and no part has been submitted before for the award of any other degree. The views herein are my own and in no way represent those of either the University of Birmingham or my Supervisor. The thesis has not been presented to any other University for examination either in the United Kingdom or overseas.

Signed... Date...

List of Abbreviations and Acronyms

AIDS-   Acquired Immune Deficiency Syndrome

ACFODE- Action for Development

ACORD- Agency for Cooperation and Research in Development

BERA-   British Educational Research Association

EFA-   Education For All

GEM-   Girls Education and Mentoring

GoU-   Government of Uganda

HIV-   Human Immune Deficiency Virus

MoES-   Ministry of Education and Sports

MEO-   Municipality Education Officer

ICC-   Injury Control Centre

ICC-   International Criminal Court

IDP-   Internally Displaced Persons

IDPC-   Internally Displaced Persons Camp

IDPLC-   Internally Displaced Persons Learning Centres

NCDC-   National Curriculum Development Centre

TDMS-   Teacher Development and Management Systems

TOT-   Training of Trainers

CC-   Coordinating Centre

CCT-   Coordinating Centre Tutor

BEPS-   Basic Education and Policy Support

DIS-   District Inspector of Schools

DEO-   District Education Officer

CIP-   Community Integration Programme

OCHA -   Office for the Coordination of Humanitarian Affairs

PAL-   Performing Arts and Learning in School

PIASCY-   Presidential Initiative on Aids Strategy for Communication to Youth

PRDP-   Peace Recovery and Development Plan

PPAR-   Participatory Poverty Assessment Report

PTC-   Primary Teachers' College

REPLICA - Revitalising Education Participation and Learning in Conflict affected

                    Areas

REPLICA-PEP -   Revitalising Education Participation and Learning in Conflict affected

Areas-Peace Education Programme

STDs -   Sexually Transmitted Diseases

SBT -   School Based Training

TOT-   Training of Trainers

WCRWC-   Women's Commission for Refugee Women and Children

UNESCO -   United Nations Educational, Scientific and Cultural Organisation

USAID- United States Agency for International Development

UN-   United Nations

UNEB-   Uganda National Examinations Board

UNITY- Uganda Initiative for TDMS and PIASCY

UAWL - Uganda Association of Women Lawyers

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CHAPTER 1: Introduction

Despite the growing number of programmes and projects that focus on peace education as a tool for violence prevention, conflict transformation and peace-building all over the globe, the subject is still characterized by lack of clear concepts and sufficient evaluation (Buckland, 2006; Harris and Morrison, 2003; Harris, 2002; Salomon, 2002a; Salomon and Kupermintz, 2002). The lack of rigorous research and evaluation is among the strongest critiques of peace education (Danesh, 2008; Seitz, 2004; McCauley, 2002; Fountain, 1999) and yet they are highly needed (Bajaj, 2008; Salomon, 2006). Moreover, evaluation research is scarce in the area of peace education in post-war settings (Feuchte, 2010).

The available evidence on peace education programme effectiveness is inconclusive. For example, Nevo and Brem (2002:1) found that of close to a thousand studies and reports which dealt with the broadly defined topic of peace education during the period 1981-2000, about 30% of these items referred to a particular peace education intervention programme [of these, only] one third had in them elements of effectiveness evaluation, some of them too vague to be classified by their effectiveness.

Evaluating the effectiveness of peace education programmes is one of the contested and complex areas of peace research. While peace educators argue for a universal need for peace education, they do not advocate for the universalisation and standardization of approach and content due to the experiential and contextualized nature of peace education. Moreover to advocate for a universalisation would be against the aims and pedagogy of peace education which are varied according to social and political context. As a corollary, peace education programmes tend to have several broad and context specific goals, yet to assess effectiveness, specific criteria and indicators need to be identified.

Because there is no one-size-fits-all curriculum model for peace education, evaluation of peace education programmes is primarily based on measures and observations of its operations and outcomes in light of what was intended by the programme designers (Salomon and Kupermintz, 2002). Peace education programme effectiveness can therefore be understood in terms of the congruence between the programme's context, rationale, theory of change, implementation process (in terms of faithfulness of implementation to design) and impact (CDA, 2009; Sinclair et al., 2008; Harris; 2008).

1.1 Statement of the problem

Evaluations of the effectiveness of school-based peace education are limited, yet thousands of children in conflict-affected countries are being reached by educators using innovative peace building curricula (UNESCO, 2011; McGlynn et al., 2009; Davies, 2005). Moreover short or long-term evaluation is notoriously difficult for contested areas such as peace education. Little systematic evaluation has been carried out to assess the relevance and effectiveness of these experiences and the impact of their methodological approaches (Salomon, 2002a; Salomon and Kupermintz, 2002). This lack of empirical validation of peace education programmes raises questions as to how we know whether the programme was successful? By which criteria should the programme be judged? And what made the programme thrive or fall short of its intended goals. In the same line of argument, Ashton (2007: 41) asserts that, "although significant work has been done to define and describe the elements that constitute peace education, less work has been done on evaluating its effectiveness".

There also exists a research-practice gap and a shortage of evaluative research that reflects upon the effectiveness and suitability of initiatives taken in post-conflict situations (Paulson and Rappleye, 2007; Tomlinson and Benefield, 2005). It appears, therefore, that educational

and conflict workers are not speaking to each other. Investigating the impact and effectiveness of peace education in schools in post-conflict situations, is therefore a worthwhile agenda.

Moreover, the work of various stakeholders implementing peace education programmes in Uganda is fragmented and uncoordinated (GoU, 2005; Sommers, 2001) there is a lack of understanding of what is possible in terms of peace education in formal schooling in Uganda. This research therefore seeks to investigate the effectiveness of the *Revitalising Education Participation and Learning in Conflict Affected Areas-Peace Education Programme* (REPLICA-PEP) in Northern Uganda by focusing on its aims and objectives, content, methods, assessment, and perceived impact.

1.2 Research aims

The main purpose of this research is to gain insight into the reality of the current practice of peace education and to explore its potential for effectiveness, particularly in a post-conflict formal schooling context. For this purpose, the research aims to investigate theoretical and practical aspects of peace education, and to explore key issues and themes regarding peace education programme effectiveness. As the context for peace education, the study is also largely concerned with the nature of education systems and formal schooling in a post-conflict context which can also be obstacles to peace education.

This empirical study aims to portray and examine the effectiveness of the REPLICA-PEP in the achievement of its aims and how this is affected in practice by formal schooling in a post-conflict context.

1.2.1 Research objectives

1. To examine the objectives of the REPLICA-PEP.

2. To investigate whether REPLICA-PEP content, educational materials and methods match its aims.

3. To investigate how teachers integrate and use REPLICA-PEP content, educational materials and methods to achieve REPLICA-PEP aims.

4. To examine whether REPLICA-PEP assessment strategies match its aims and how teachers use these strategies to achieve REPLICA-PEP aims.

5. To examine the perceived impact of REPLICA-PEP.

6. To examine how formal schooling in a post-conflict context influences REPLICA-PEP effectiveness.

1.2.2. Research questions

1. What are the objectives of the REPLICA-PEP?

2. To what extent do REPLICA-PEP content, educational materials and methods match its aims?

3. To what extent do teachers integrate and use REPLICA-PEP content, educational materials and methods to achieve these aims?

4. To what extent do REPLICA-PEP assessment strategies match its aims and how do teachers use REPLICA-PEP assessment strategies to achieve these aims?

5. What is the perceived impact of REPLICA-PEP?

6. What is the influence of formal schooling in a post-conflict context on REPLICA-PEP effectiveness?

1.3. Context and perspectives

Based in a post-conflict district of Garamba (pseudonym) in Northern Uganda, this study is set in a qualitative research tradition and uses a case study approach for its investigation. It sets a unique boundary to its case parameters in the sense that the case cuts across different levels of programme implementation, right from the Ministry of Education and Sports (MoES)-Peace Education Office (MoES- in Uganda this is one ministry), REPLICA-PEP Office in Garamba District, Primary Teachers College (PTC) to two primary schools (one a coordinating centre primary school in the municipality- School A (and another a demonstration primary school attached to a PTC in a rural sub-county- School B) but within the same district.

1.3.1 Description of the Research Sites: The two primary schools

School A: Paci Public Coordinating Centre School

School A is a mixed sex, government aided day school located in Garamba municipality. The school was established in 1938 as a private school for Asian children. The expulsion of Asians in 1972 opened the school to become a public school for all children. It had 1989 pupils at the time of the research and an average class size of 280 pupils. With the introduction of the TDMS programme in 1993, the school became a Centre Coordinating School from which other schools within the cluster (of twenty five schools) would receive in-service training and instructional support from the resident CCT and resource centre.

School B: Lulu Demonstration School

School B is a mixed sex, government aided day school located in Garamba district in a rural sub county attached to Garamba Core PTC. School B was established in 1947 with a purpose of providing both primary education to the rural population but also to serve as a

demonstration school for pre-service teacher trainees from Garamba Core PTC. It has approximately 399 pupils, with a teacher pupil ratio of one to fifty-five pupils.

Pupils from both schools A and B, are aged between seven and eighteen years and come from a local catchment area which is characterised by low socioeconomic groups affected by war and violence. In both schools some of the pupils sit on the floor during lessons due to lack of desks and have no lunch at school. Using Primary Leaving Examination (PLE) results as an indication of academic performance, government records show that, in the most recent year, sixty percent of pupils from the school A achieved the two lowest grades (with only 5% achieving the top grade). While in School B fifty-six percent of the pupils achieved the two lowest grades and only seven pupils achieved the top-grade (MoES, 2009).

USAID involvement and organisational characteristics of school A and B

In terms of involvement, USAID funded the REPLICA-PEP programme and had a team of four staff (REPLICA-Officials-based at the MOES headquarters) who worked with the existing MOES structures (MOES Head Office, District and PTCs) and personnel (MOES staff, NCDC, CCTS, DEO, DIS, head teachers and teachers) to implement, monitor and supervise the programme. At the top of the school management is the School Management Committee (SMC) (the governing body of a primary school empowered by law to manage and monitor primary schools on behalf of the government (MoES 2005), It "is a statutory body of the school community entrusted with the overall supervision and direction of the operation of a primary school" (MoES 2005: ii). The SMC works with the school administrators (head teacher and deputy and director of studies) and teachers.

Both schools demonstrated a restricted emphasis on defined primary curriculum subjects, content and coverage, with most weight given to performance in National Primary Leaving Examinations. Additionally, a clear sense of a formal, highly structured hierarchy exists. The head teacher occupies a position of high authority; teachers were commonly heard referring to him using titles such as "the big man" and "the boss". The administration of School A comprises of the head, the two deputy head teachers and the Director of Studies. They have a lot of control in the school, having the final say, for example, on which teachers attend which training courses and on the allocation of non-teaching responsibilities. However, School B, because of its small size has a head teacher, one Deputy and a Director of Studies. Both schools demonstrated the existence of teacher-learner power relations and administrator-teacher power relations.

1.4. Scope of the study

This study is limited to investigating the effectiveness of REPLICA-PEP in the achievement of its aims by analysing REPLICA-PEP content, educational materials, methods, assessment strategies and perceived impact and the influence of conventional schooling in a post-conflict context on programme effectiveness. The effectiveness of REPLICA-PEP will be examined within a framework of formal schooling in a post-conflict context, using a four dimensional analysis of:

i)REPLICA-PEP design (objectives, content, educational materials, assessment strategies).

ii)REPLICA-PEP implementation process (methods used in the teaching/learning processes, and out of class activities such as peace-clubs).

iii) Outcomes (perceived impact),

iv) Influence of conventional schooling on REPLICA-PEP effectiveness

1.5. Rationale for the study

More than ever before, there is an urgent need to foster a sustainable culture of peace by making the world a safer and enjoyable place to live in. Uganda, since independence in 1962, has experienced a series of conflicts instigated by political, tribal/ethnic, religious and socio-economic interests. Nearly all geographical regions have been hit by conflict and its devastating effects. Although conflicts in the West Nile, Central, Northern and Western regions have mainly been caused by rebel incursions; the Northeast and Eastern regions have largely experienced conflicts due to cattle rustling by the Karamajong. Currently, Northern Uganda is experiencing conflict that has lasted for 23years and a generation of children and young people who have lived in a conflict situation ever since they were born yet violence, in all its forms, continues to loom large.

To address the above challenges, the Government is implementing peace education in schools to facilitate the development of peace-related knowledge, attitudes, skills and behaviour among learners. Government support for the promotion of peace and peace education is clearly indicated in the National Objectives and Directive Principles of State Policy (NODPSP) as stated in the Constitution of the Republic of Uganda (GoU, 1995) and in the National Aims and Objectives of Education in the Government Whitepaper (GoU, 1992) respectively. Analysis of the effectiveness of formal peace education programmes in schools is one major rationale for undertaking this research.

Since the objectives of education and peace education need not be different, it is assumed that by developing learner friendly and safe schools through peace education, problems of school dropout, school absenteeism, school violence, gender inequality will be addressed which will

in turn improve the levels of achievement of learners and enhance the productivity of Universal Primary Education (UPE).

1.5.1. Motivation for the study

My motivation for doing this study ranges from the training I received in the Master of Education in Curriculum Studies, observations and experiences of in-service teacher discussions of the realities, challenges and possible strategies for meeting the needs of pupils in a post-conflict region. As a teacher educator for both primary and secondary teachers at a Primary Teacher Training College (PTC) and at a School of Education in a University, my work also involved sharing experiences with teachers regarding their teaching practices. In these discussions, in-service teachers from northern Uganda regularly raised the problem of handling pupils that have been exposed to violence during the war.

In addition, I attended a Teacher Education Proficiency Course (C-TEP) for one year (May-2007 to May, 2008) under USAID-BEPS UNITY Programme. In this course one of the key cross-cutting issues was peace education. This topic closely resonated with my earlier experiences with in-service teachers and having grown up in the post-conflict region of the Luweero Triangle I felt a need to understand more how formal schooling in a post-conflict context can be used to re-orient pupils with peace values.

1.6. Significance of the study

The possible significance of this study springs from its attempts to make contributions to theory, methodology and policy. In contribution to theory, the study will attempt to reveal how Uganda's education system has improved or changed since Bourdieu and Passeron's (1977) theory of symbolic violence by testing it on a peace education programme in schools

where it has not been tested before. Methodologically, the study will highlight the complexities that are involved in a case study such as this one, especially in terms of establishment of boundaries. At a policy level, the study will provide evidence on what is possible in developing peace-related knowledge, attitudes, skills and behaviour among learners in conventional schooling in a post-conflict context.

1.7. The Lord's Resistance Army and violent conflict in Northern Uganda

The Lord's Resistance Army (LRA) insurgency is a guerrilla campaign waged since 1987 by the LRA operating mainly in northern Uganda but also in South Sudan, Eastern Congo and Central African Republic (UNDP, 2011). The group is led by Joseph Kony, who claims to be the 'spokesman of God' and a 'spirit medium'. The LRA aims to overthrow the current Uganda government and to establish a theocratic state based on the Ten Commandments and Acholi tradition according to its leaders. The LRA is accused of wide spread human rights violations including, mutilation, torture, rape, abduction of civilians, use of child soldiers and a number of massacres, to the extent that it is considered to be one of the most notorious violent conflicts involving widespread abduction of children (UNICEF, 2009). The LRA uses child abductees between the ages of 13-18 as a viable fighting force, sex slaves, messengers and porters.

The focus on LRA abductees and returnees has, for some time, diverted attention from the serious needs of the children who live in the affected districts of northern Uganda as a whole, yet the child population left behind experiences a daily catalogue of major forms of abuse and violence (Dolan, 2002). A majority of them live in 'protected villages' where parenting and socialisation practices are severely disrupted, others 'commuting' to city centres each night to escape the possibility of abduction and going to schools in the morning. With failed military

means and peace initiatives to solve the conflict, peace still remains elusive in northern Uganda, what is more is the development of a culture of violence among the population with young children most affected.

1.8. Focal theory: Education as cultural and social reproduction theory- Schooling as symbolic violence.

Bourdieu's and Passeron theory of symbolic violence will be expounded in this research as the focal theory for explaining the issues at stake. Bourdieu and Passeron (1990) perceive the education system and the school in particular as a 'field' dominated by mechanisms of reproduction of social hierarchies. It is a 'field' in which the social agents (i.e., teachers and school administrators) actively impose and engage their cultural productions and symbolic violence to reproduce and maintain social structures of domination. In this theory, the educational system is viewed as that vehicle by which the power of the dominant groups is legitimated and preserved through 'symbolic violence'. This symbolic violence is accomplished through pedagogic action. The nature, aims and pedagogy of peace education in a post-conflict context bring into question as to how effectiveness can be achieved in a context where both, physical and symbolic violence are embedded in the content, methods, interactions, activities and structures of schools, are legitimated by school authority and practiced through the pedagogic actions of the social agents.

Therefore, using this theory, this study will examine the effectiveness of the REPLICA-PEP in the context of conventional schooling in a post-conflict context. The role and potential of formal education to contribute to conflict prevention and peace-building will also be explored.

Chapter 2. Conflict and Violence, Barriers to the Development of Culture of Peace

2.1. Introduction

The concept of conflict has been defined from both a transformative (positive) and dysfunctional (negative) dimension. Conflict can be defined as an outcome of the "purposeful interaction among two or more parties in a competitive setting" (Oberschall, 1978:291). Conflict has also been defined as the struggle over values and claims to status, power and scarce resources, a struggle in which the aims of opponents are to neutralise, injure, and eliminate their rivals (Coser, 1956:8). Coser, is of the opinion that conflict, although inevitable, is not inherently pathological or always necessarily dysfunctional. On a short-term basis, a conflict may seem dysfunctional, but on a long-term basis it may be functional and lead to improvement of a society in question if resolved through non-violent means.

As Tawil (1998:14) states, 'conflict is inherent to social dynamics [and therefore] peace is not the absence of conflict, rather, it is an operating mode wherein conflict is managed through non-violent means'. It is not the existence of conflict that is good or bad, but rather how it is resolved, and how change is achieved that provides a positive or negative dimension to conflict.

2.2. The inevitability and transformational nature of conflict

Conflict theorists present a convincing case showing that conflict is an inevitable part of all human association (Sprey, 1969; Adams, 1965; Dahrendorf, 1959; Coser, 1956; Simmel, 1955). They further hold that without the changes brought about by conflict, a social unit, be it a nation, an academic department, or a family, runs a high risk of collapse. If conflict is suppressed, it can result in stagnation and failure to adapt to changed circumstances and/or erode the bond of group solidarity because of an accumulation of hostility.

Although conflict has acquired a negative connotation, it is not necessarily dysfunctional. Simmel (1955) and Coser (1956) argue that conflict is functional from a social point of view because it is an expression of the plural views and interests that exist in society, and its resolution allows the emergence of unity from conflicting multiplicity. A society that non-violently addresses its political economic and social issues that come from the multiple views and interests of its members is likely to progress. It is in this context that conflict theory tends to emphasise 'conflict transformation' rather than 'conflict resolution'.

Conflict takes a multiplicity of forms, from disputes between spouses and neighbours, families and communities to wars between states. The most common distinction is between violent and non-violent conflict (Brubaker and Laitin, 1998). Recognising that conflict has a positive dimension and is an essential part of the process of social and political change, conflict management or resolution should not only address the prevention of conflict but support the development of institutions which are able to manage conflict in an inclusive and non-violent way.

2.2.1. Conflict, how big is the challenge?

A global survey of armed conflicts report (Gurr et al., 2001:13) indicates that, Africa (specifically the great lakes region and horn of Africa), Eurasia, the Middle East, Latin America and Caribbean, along with very poor and non-democratic states elsewhere in the world, will continue to experience serious warfare in the future. These conflicts have the potential for metathesis into neighbouring states. The report further indicates that new and transitional democracies everywhere are at a risk of reverting to autocracy and lack of economic development, which undermines the development of democratic institutions and breeds violent conflict.

In a related development, the United States Agency for International Development (USAID), (2006) reports that internal conflicts and repression have generated 13 million refugees and asylum seekers worldwide. In addition, nearly 25 million people are displaced within their own countries. As the nature of conflicts is dramatically changing and the location of battles is shifting from battle fields to communities, "civilians are nine times more likely to be killed than combatants, child soldiers; gender-specific atrocities (such as the raping of women and the killing of men), injuring, and kidnapping of aid workers are all aspects of conflict in the twenty-first century" (Ibid: 2).

The effect of conflict on development is also recognised in the UK Government White Paper on Globalisation (2000) which states that violent conflict is one of the biggest barriers to development in many of the world's poorest countries. The White Paper indicates that, of the 40 poorest countries in the world, 24 are either in the midst of armed conflict or have only recently emerged from it.

In the educational context, more than 28 million children of primary school age are out of school in conflict-affected countries and countries that have lost educational infrastructure as a result of war are less likely to reach the Dakar goal of primary education for all by 2015 UNESCO, 2011:132). The role of violent conflict as an obstacle to the achievement of the goal of 'Education For All' (EFA) was earlier recognised at the World Education Forum at Dakar in 2000 and more recently, by UNESCO (2011) where it is stated that children in conflict affected countries are not only less likely to be in primary school, but also more likely to drop out, yet gross enrolment ratios in secondary schools are nearly 30% lower in conflict affected countries than in others and are far lower for girls. The impact of conflict on education is thus a key issue for developments in education across the world (Tomlinson and Benefield, 2005:1).

Sub-Saharan Africa has witnessed terrible intra-state wars, violent conflicts, military coups, human displacement, child soldiers, high defence budgets and dictatorships that have hindered her social-economic, cultural, spiritual and political advancement. Cases include countries such as; Angola, Eritrea, Ethiopia, the Democratic Republic of Congo (DRC), Somalia, Sierra Leone, Sudan and Zimbabwe. Moreover, national conflicts increasingly cross borders; thus Angola's conflict has affected Namibia and Zambia, while Uganda is vulnerable to instability in the great lakes region (Addison et al., 2003). It is thus not surprising that Africa claims six of the ten major refugee generating countries of the world (Uwazie, 2003:10) and that the sub-region needs to nurture a culture of non-violence and good governance, rediscover her indigenous peace-building capacity, and radically transform her unjust structures and institutions through educational and political reform.

Uganda as a nation has not been an exception to this culture of violence as reflected by internal strife, civil unrest and economic wars after independence (Khiddu-Makubuya, 1994). The northern part of Uganda in particular has been engulfed in a persistent violent conflict for over twenty-three years. This conflict has displaced over 1.6 million people. Violent acts by the LRA have involved wide spread human rights abuses involving the kidnapping of boys to serve as child soldiers, girls as wives for the rebels, sexual violence and forced displacement of people. This context of an on-going conflict makes people accustomed to attitudes and behaviours which derive from such a situation of violence and distrust, which refuels attitudes and behaviours that construct and reinforce it, leading to a vicious cycle of violence.

While conflicts can lead to positive change, violent internal conflicts can polarize societies and fuel criminality and extremism. Conflict can reduce growth and discourage investment, destroy human and physical capital, redirect natural resources to non productive uses, and

cause a dramatic deterioration in the quality of life. In the public sector, funds that might otherwise be invested in public goods necessary for growth are spent on security. In countries undergoing political transition, violent conflict has the potential to undermine popular support for democracy (USAID, 2005).

2.2.2. Education and conflict: The need for conflict sensitive education

A growing number of studies highlight aspects of education that have implications for conflict (Buckland, 2006; Tawil and Harley, 2004; Smith and Vaux, 2003); including links between gender and violence (Kirk, 2004); education in emergencies (Nicolai, 2004; Sinclair, 2002); refugee education (Bird, 2003; Crisp et al., 2001); the reconstruction of education systems (Sommers and Buckland, 2004; Obura, 2003) aspects of schooling linked to violence (Davies, 2005; Harber, 2004); and the importance of quality education for peace building, reconciliation, and post-conflict reconstruction (Paulson, 2011). This presents a challenge as to how formal education can address the causes of conflict while education within itself has embedded conflict promoting aspects.

While education is increasingly seen to have a role in mitigating and/or exacerbating conflict, it should provide a protective function for children in conflict or post-conflict situations (Nicolai and Tripehorn, 2003) in related ways to the role it plays for children in care (Fletcher-Campbell et al., 2003).

The absence of institutional structures and processes to address the causes of conflicts through negotiations or other constitutional means has led conflicts to result in violence. Violence is taken as a 'short cut, irrational and harmful method' for the resolution of conflicts. Similarly, a suppressed sense of deprivation or injustice vented through violence can in extreme cases lead to violent protracted conflicts and terrorism. Resolution of conflicts

without resorting to violence is the essential condition for establishing peace in the society and there are arguments and evidence that effective peace education programmes can play a positive role in this direction (UNESCO, 2011; Barakat et al., 2008).

2.3. The concept of violence

Haan (2008) asserts that, violence not only takes on many forms and possesses varied characteristics, but also that the current range of definitions creates controversies concerning the question what violence is and how it ought to be defined. Since there are many kinds of violence (Reidel and Welsh, 2002) violence is studied from different actor perspectives (i.e. perpetrator, victim, third party, neutral observer). Existing literature presents a variety of definitions based on different theoretical and sometimes even incommensurable domain assumptions (for example about human nature, social order and history). Haan (2008) argues that, the concept of violence is notoriously difficult to define because as a phenomenon it is multifaceted, socially constructed and highly ambivalent.

In the Anthropology of violence Riches (1983:8) defines violence as "an act of physical hurt deemed legitimate by the performer and illegitimate by (some) witnesses". This definition is limited to physical forms of violence, and omits the non-physical forms of violence. One of the most frequently quoted and reprinted definitions of violence has probably been formulated by the philosopher Garver (1968) who contends that one cannot comprehend violence if one thinks of it as necessarily physical or as necessarily illegal. In his view, a successful account of violence has to: (1) "Make it clear that violence is a matter of degree; (2) Can be social, institutional as well as personal; (3) Can be psychological as well as physical, (4) Has moral implications when it is social that are radically different from those

that it has when it is personal, (5) Can be legal as well as illegal, (6) Needs, when it is social, to be discussed in conjunction with the law and justice" (Garver, 1972:39).

Garver further contends that persons can be violated either with respect to their bodies (physical violence) or with respect to their ability to make their own decisions (psychological). To Garver, violence is considered as the disempowerment of persons. Similarly, Galtung (1988) conceptualises violence as anything avoidable that impedes human self realisation. Human self realisation is in turn conceived of as the satisfaction of human needs, including physiological, biological, social and psychological/spiritual needs.

Galtung identifies four types of violence: first, classical violence, that is, deliberately inflicted harm, including not only war, but also torture, 'inhuman or degrading' punishment, subjection to mortal dangers and crime; second, `misery', seen as the deprivation of basic material needs; third, 'repression', being loss of freedoms of various kinds, particularly freedom of choice; and fourth, 'alienation', the deprivation of non-material needs for relations with society, others and oneself, resulting in loss of identity.

Galtung further makes a distinction between direct violence and structural violence by stating that while direct violence is caused by the harmful actions of identifiable individuals against others, structural violence results from features built into the structure of a society, with no identifiable actor at whom to point blame, but argues that structural violence is avoidable in the sense that society could be structured differently so as to avoid these negative happenings. Examples of structural violence that have been clearly manifested include slavery and apartheid.

Another inclusive definition of violence was presented by Henry (2000). According to Henry (2000) a more inclusive, integrated definition of violence is necessary, which replaces the

term 'force' with 'power' and takes a more comprehensive view of harm. Violence is thus defined as "the use of power to harm another, whatever form it takes" (Ibid: 3).

In this case, harm is not only physical pain and suffering, it "can also occur along many dimensions beyond the physical to include psychological or emotional, material or economic, social or identity, moral or ethical. Within each dimension, the harm can be of two kinds: 'harms of reduction' and 'harms of repression' (Henry and Milovanovic, 1996:103):

- Harms of reduction remove something from a person's existing status as a human being. For example, physical harms of reduction produce bodily pain or loss (of blood, organs, limbs, physical functioning);

- Material harms of reduction remove some of the person's economic status (property, wealth, money);

- Psychological harms of reduction have destructive effects on the human mind and weaken a person's emotional or mental functioning (such as in post-traumatic stress syndrome);

- Social and symbolic harms of reduction lower a person's social status (by violating their human rights, sexuality, social identity);

- Moral or ethical harms of reduction corrupt standards of concern for the well-being of others (as in hate, pressure to cheat).

On the other hand, harms of repression reveal how the exercise of power acts to systematically limit a person's capability to achieve higher levels of accomplishment along any of these dimensions (ibid:116). Violence, then, is the exercise of power over others by some individual, agency, or social process that denies those subject to it their humanity to

make a difference, either by reducing them from what they are or by limiting them from becoming what they might be (Henry, 2000).

Violence is multifaceted and exhibited in a wide range of contexts. It may, for example, be distinguished in: youth violence, gang violence, school violence, street violence, teen violence, dating violence, intimate violence, domestic violence, work place violence, urban violence, interpersonal violence, random violence, racist violence, media violence, and systemic violence (Hamm, 2004). Violence can be physical (aggression, abuse or assault), but it can also be verbal (bullying, humiliation or intimidation). It can be overt or covert like in language and literacy, abstraction, interpretation and representation (Valier, 1997). Violence can be individual or collective, interpersonal or institutional, national or international, symbolic or structural. The context may be private or public and the victims may be family members, acquaintances or strangers.

Krug et al., (2002) in the World Health Organisation (WHO) Report on violence and health defines violence as the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation. Within this general definition, the report further divides violence into three sub-types according to the context in which it is committed:

- Self-directed violence in which the perpetrator and the victim are the same individual and is subdivided into self-abuse and suicide.
- Interpersonal violence which is violence between individuals, and is subdivided into "family and community violence". The former category includes child maltreatment;

intimate partner violence; and elder abuse, while community violence is broken down into acquaintance and stranger violence and includes youth violence; assault by strangers; violence related to property, crimes; and violence in workplaces and other institutions.

- Collective violence refers, to violence committed by larger groups of individuals and can be subdivided into social, political and economic violence.

Cross-cutting each of these categories are the four modes in which violence may be inflicted, namely: physical; social; psychological; and deprivation.

2.3.1. The concept of violence and the peace knowledge field

According to Reardon (1999:40),

> "The peace knowledge field identified various forms of violence. In addition to the politically organized violence of war and various forms of repression, and the structural violence of neo-colonial economic institutions there is, social violence such as racism, sexism and religious fundamentalism, and cultural violence of patriarchal institutions, blood sports and the glorification of violent historical events in national holidays and the banalisation of violence in the media".

In her view, all these forms of violence are being seen in their totality as a "culture of violence and war". She argues that, while there are various ways of conceptualizing and defining violence, for purposes of peace education an effective definition of violence is "intentionally inflicted harm that is avoidable and unnecessary to the achievement of just and legitimate purposes" (ibid: 14). In her view, such a conceptual framework comprehends all of the forms of violence above and explicates the purposes of the three main forms of essential peace education thus; human rights education, conflict resolution and traditional peace education.

Harris (1996:1) further contends that, "many problems of violence come from a commitment to militarism to solve problems, and that educational reformers in the post-modern world adopting the goals of peace education study all different forms of violence, both international and domestic to address all the causes of violence". The question as to how education can effectively address all these forms of violence in different social contexts needs to be addressed.

2.3.2. The World Health Organisation and the magnitude of violence in the world

Krug et al., (2002), in the WHO Report, indicates clearly that, each year, over 1.6 million people worldwide lose their lives to violence. Violence is among the leading causes of death for people aged 15-44 years worldwide, accounting for 14% of deaths among males and 7% of deaths among females. For every person who dies as a result of violence, many more are injured and suffer from a range of physical, sexual, reproductive and mental health problems. Moreover, violence places a massive burden on national economies, costing countries billions of US dollars each year in health care, law enforcement and lost productivity.

2.3.3. The current violent aspects of formal education

According to Smith (2005) education may be perceived politically as a powerful tool for ideological development. This can take many forms, ranging from the use of education in the development of liberal ideas, to nation building and in extreme cases, indoctrination. Education is also a means by which social and cultural values are transmitted from generation to generation and depending on the values concerned, these may convey negative stereotypes or encourage attitudes that explicitly or implicitly condone violence or generate conflict.

Whilst there is recognition of the positive and essential contribution of education to development (Lewin, 2001) research has also documented how education may be misused so that it becomes 'part of the problem as well as part of the solution'. For example, a study by

Bush and Saltarelli (2000) identifies examples in which education can be used/abused to promote conflict leading to violence:

- Education used as a weapon in cultural repression of minorities;

- Unequal access to education or use of education to suppress language, traditions, art forms, religious practices and cultural values;

- Segregated education used to maintain inequality between groups within society;

- Denial of education as a weapon of war;

- Manipulation of history and textbooks for political purposes and inculcation of attitudes of superiority, for example, in the way that other peoples or nations are described, and the characteristics that are ascribed to them.

Epp and Watkinson (1997) provide a framework that connects the concepts of the "school" and "violence" and facilitates understanding of the impact of specific schooling contexts on learners from culturally different populations through what they called "systemic violence". Epp and Watkinson (1997) define systemic violence as any institutional practice or procedure that adversely impacts on individuals or groups by burdening them psychologically, mentally, culturally, spiritually, economically or physically. Applied to education, it means practices and procedures that prevent learners from learning, thus "harming them" (Ibid: 1). Examples of systemic violence include, but are not limited to, exclusionary practices, overly competitive learning environments, toleration of abuse, school disciplinary policies rooted in exclusion and punishment, and discriminatory guidance policies.

While there incidences of malicious violence by teachers, 'systemic violence' is often the consequence of taken-for-granted, 'common sense' assumptions that existing pedagogical approaches and educational practices are necessarily in the best interests of pupils (Epp and

Watkinson, 1997). From the foregoing it seems to be true that, for many children educational settings expose them to violence and may teach them violence leading to a perpetuation of a violent culture which can have a ripple effect in school and the wider society**.**

Several authors underline the fact that schools might contribute to violence and conflict within society (Bush and Saltarelli, 2000) yet they are also affected by different types of violence prevalent in the wider society such as military, political, criminal, interpersonal and sexual violence (USAID, 2002). Schools can either be a force for violence prevention, or can provide an experience which reinforces violent attitudes and adds to the child's experience of violence (Harber, 2004).

The United Nations Study on Violence against Children (Pinheiro, 2006) indicates that, violence perpetrated by teachers and other school staff, with or without the overt or tacit approval of education ministries and other authorities that oversee schools, includes corporal punishment, cruel and humiliating forms of psychological punishment, sexual and gender-based violence, and bullying. It is therefore not surprising that corporal punishment such as beating and caning is a standard practice in schools in a large number of countries despite being contrary to the Convention on the Rights of the Child.

2.3.4. Violence in schools and the achievement of Education For All (EFA) Goals

Violence in schools remains a major obstacle to the achievement of the EFA and Millennium Development Goals (UNESCO, 2007, 2011). Violence against children is not only a fundamental violation of their basic rights but can also leave long-lasting psychological and physical scars. Violence has a significant impact on children's capacity to learn and to acquire both literacy and social competences due to the risks of unsafe, non-friendly and

competitive learning environments. The negative effects of violence in schools is manifested in pupil absenteeism, dropout levels, lack of motivation and participation in learning which may all be in part attributed to actions such as bullying, corporal punishment, sexual abuse or attack, and other forms of violence in the schools.

In this context, Harris (1996) comments that a peace education strategy for improving school productivity rests on three main assumptions: (a) violence contributes to the poor performance of many students; (b) for schools to improve, adults in the school settings need to address problems created by violence; and (c) anxieties that make it hard for pupils to master traditional subject matter can best be addressed by a comprehensive peace education strategy that makes school a safe place to learn and provides pupils with knowledge about non-violent ways to resolve conflicts. Harris believes that many children do not perform well in school because they are afraid or frightened, either by conflicts taking place outside schools in their homes, communities or in a wider global context, or they feel threatened and insecure in the school environment because of intimidation from other pupils and school personnel.

 In describing the vision of 'peace pedagogy', Harris (1996) identified five characteristics of 'traditional educational practices that are violent and anathema to peace education: teachers' claims to possession of the truth; competitive classroom climate; student passivity; student powerlessness; and teachers' use of authoritarian force. Unfortunately, many teachers do not recognize that their teaching practices, whether they be simply didactic, authoritarian, disciplinary or sometimes culturally insensitive or even prejudicial, contribute to violence in schools (Ragland, 2007).

2.3.5. Authoritarian schooling and the perpetuation of violence

Harber (2004) notes that, despite the declaration of a culture of peace and non-violence for the children of the world (UNESCO, 1995b) which provided a rationale for peace focused pedagogy, the dominant or hegemonic model of schooling globally, with a few exceptions, is authoritarian rather than democratic. Education for and in democracy, human rights and critical awareness is not a primary characteristic of the majority of schooling. This phenomenon is exacerbated by the patriarchal nature of society in many developing countries. This patriarchalism blinds the school authorities to believe and use democratic principles of learning.

Authoritarian schooling breeds systemic violence in schools through school system structures, practices and policies, for example, Harber (2004: 82) notes that,

> "While the degree of harshness and despotism within authoritarian schools varies from context to context and from institution to institution, in the majority of schools power over what is taught and learned, how it is taught and learned and what the general learning environment is like is not in the hands of pupils. It is predominantly government officials, head teachers and teachers who decide, not learners. Most schools are essentially authoritarian institutions, however benevolent or benign that authoritarianism is and whatever beneficial aspects of learning are imparted. In this authoritarian situation of relative powerlessness and neglect of their human rights, pupils can be mistreated violently or be influenced by potentially violent beliefs because the dominant norms and behaviours of the wider society are shared, not challenged, by many adults in the formal education system".

Harber in (Uwazie, 2003) describes the role of schools in perpetuating violence emphasising that, schools through their authoritarian nature and power structure continue to contribute to the system of violence because they do not address the risk factors underlying the system of violence, nor provide children with the tools of resilience. Schools therefore are not necessarily protective havens of peace and stability.

The foregoing analysis highlights the contradiction between the means of schooling and the ends of peace education. It is a contradiction to proclaim a peaceful end but to attempt to reach this end by culturally violent means in the classroom and school (Galtung, 1996b). To educate for a peaceful future implies doing it in a peaceful, friendly and dialogical way, not in authoritarian, unfriendly and monological ways. There needs to be consistency between the aims of peace education and the nature of schooling. It is in this context that the Hague Agenda for Peace and Justice in the 21st century (1998:13) recommended that,

> "In order to combat the culture of violence that pervades our society, the coming generation deserves a radically different education, one that does not glorify war but educates for peace, non-violence and international cooperation".

2.4. Theoretical framework: Pierre Bourdieu and Jean-Claude Passeron theory of symbolic violence.

A number of studies, notably, Apter (1955), Huntington (1968), Boyden & Ryder (1996), Bush & Saltarelli (2000), Smith & Vaux (2003), and Davies (2010, 2004), amongst others, have attempted theoretical justifications as to why education could be an important source, as well as a mitigator of societal conflict; the inherently violent nature of educational curricula (Davies 2004, Sommers 2002); of schools imposing forms of dominant knowledge (Bourdieu and Passeron, 1990; Grenfell & James, 1998); exclusionary practices, overly competitive learning environments, toleration of abuse, disciplinary policies rooted in exclusion and punishment, and discriminatory guidance policies (Epp and Watkinson, 1997); schooling as providing experiences which reinforce violent attitudes and adds to the child's experience of violence' (Harber, 2004) and how schools are affected by contexts of violent conflict (UNESCO, 2011; O'Malley, 2010).

While REPLICA-PEP uses the formal school curriculum and co-curricular activities to integrate peace education, conventional schooling has embedded physical and symbolic violence (in the form of dominant knowledge, power and status asymmetries between teachers and pupils), legitimated by school authority and practiced through pedagogic actions. The post-conflict context in northern Uganda also provides a violence reinforcing and perpetuating environment that negates the messages of peace education. It is this paradox that makes the theory of symbolic violence relevant to this study.

Rooted in a neo-marxist analysis of schooling, the school is seen as an apparatus that reproduces social control (Weiss, 1970:59) and education is a political and moral activity which by its very nature embodies cultures and ideologies (Ginsburg et al., 1992). As a corollary, all curriculum (and hidden curriculum) will be partial to the interests of those in power because of the social and cultural reproduction that occurs in schools (Bourdieu and Passeron, 1977; Bowles and Gintis, 1976). From this perspective, schools as institutions currently embody various types of violence (Harber, 2004) and therefore offer little towards promoting peace. Moreover, education as the 'dominant ideological state apparatus' (Althusser, 1971) is a tool used by states to disseminate those ideologies supportive of their interests.

Bourdieu and Passeron's (1977) theory of symbolic violence incorporates this broader conceptualisation of schooling as social control defined as symbolic violence. The theory of symbolic violence consists of four major propositions which deal respectively with pedagogic action, pedagogic authority, pedagogic work and the educational system.

Symbolic violence is defined as every power which manages to impose meanings and to impose them as legitimate by concealing the power relations which are the basis of its force, and adds its own specifically symbolic force to those power relations (Bourdieu and Passeron, 1977). Symbolic violence also refers to the power to maintain the power relations of the dominant group through manipulation of symbols and is fundamentally the imposition of categories of thought and perception upon dominated social agents. It is the incorporation of unthought-of structures that tend to perpetuate the structures of action of the dominant group.

Symbolic violence is, in some senses, much more powerful than physical violence in that it is embedded in the very modes of action and structures of cognition of individuals, and imposes the vision of the legitimacy of the social order to the extent that even corporal punishment is viewed as an attribute of teacher legitimacy (Bourdieu and Passeron's, 1990:16).

In schools, symbolic violence is performed through curricular choices and pedagogical techniques which impose within the school the power relations of the larger society. In terms of curriculum, the definition of "knowledge" is the first step in symbolic violence; the methods used to communicate and assess this knowledge are central components of pedagogic action. This brings into question of what is the place of REPLICA-PEP content, methods, materials and assessment strategies in formal schooling where primary school curriculum content, methods and assessment strategies seem to be culturally arbitrary. A 'cultural arbitrary' is one of the many systems of knowledge or culture that is designated as the only legitimate system of knowledge in the social order. The knowledge system or culture of the group that rules the social order will be the cultural arbitrary which includes

the ideas, attitudes and values that are systematically endorsed and taught throughout society to maintain the existing social order (White, 1980). Without assimilation to the cultural arbitrary, one cannot integrate and succeed in the social order. Thus all pedagogic action within the school serves to reproduce the structure of power relations within the society by ranking pupils in terms of their knowledge of the cultural arbitrary imposed.

The dominance of the ruling group is reflected in the pedagogic action (curriculum objectives, content, educational materials and assessment strategies) that promotes the culture of the dominant group. Performance related assessment and curriculum coverage specifications serve to secure a monopoly against non-examinable subjects like peace education which pose a threat to the structural and cultural ethos of the school. The teaching tools which the education system makes available to its agents (manuals, commentaries, abstracts, teachers' texts, syllabuses, set books, teaching instructions) must not be seen simply as aids to inculcation but also as instruments of control tending to safeguard the orthodoxy of schooling work against 'heresies'.

Bourdieu and Passeron view intelligence tests (or norm-referenced testing practices of the school) as central mechanisms of symbolic violence. In their view, intelligence tests essentially test one's familiarity with the cultural arbitrary. Bourdieu and Passeron (1977) note that the ultimate success of pedagogic work (as it represents symbolic violence) is measured in that the dominant group culture is seen as the only authentic culture and symbolic violence functions in such a way that dominated groups are made to view the unworthiness of their own cultural (ethnic, class, group) membership.

All pedagogic actions are symbolically violent in so far as they seek to impose arbitrary cultural meanings in the context of an arbitrary power relation. All attempts at instruction be they carried out in the family, school or elsewhere are pedagogic action (Bourdieu and Passeron, 1977). These attempts are considered symbolically violent in so far as the socialiser has arbitrary power over the socialisee, power which is rooted in the power relations between groups. Pedagogic action is objectively symbolic violence because the meanings which are selected for imposition are those of a dominant group. The overall effect of imposition is the reproduction of the structure of the distribution of cultural capital among the different groups leading to reproduction of the total structure. This is only possible if pedagogic action possesses "authority", its authority exists precisely to the extent that neither its dependence on the power structure nor the nature of the culture to be imposed is recognised "objectively".

In schools, pedagogic action reproduces the dominant culture, contributing thereby to the reproduction of the structure of the power relations within the school in which the education system tends to secure a monopoly of legitimate symbolic violence (Bourdieu and Passeron, 1990:6). Pedagogic action also reproduces power relations within the society by ranking pupils in terms of their knowledge of the cultural arbitrary imposed through the use of intelligence tests. The asymmetry in power relations between the dominant and the dominated group determines who has a right to be listened to, to interrupt, to ask questions, and to lecture, and the degrees thereof.

It is important to note that, the theory of symbolic violence is not the only theory that could explain the findings in this study though it is important in understanding the limitations of peace education in formal schooling. Other theories based on the potential of quality education to contribute to conflict prevention and peace building could also provide

alternative explanations. For example: using the curriculum to develop peace knowledge (education for and about peace); attitudes (cultivate tolerance, empathy); skills (non-violent conflict resolution skills); behaviour (pro-social); and using democratic teaching methods to promote positive relationships, dialogue, critical consciousness, cooperation, participation and interaction; and assessment for learning. These are considered in more detail in chapter four on peace education.

2.5. Conclusion

In schools symbolic violence provides the framework that legitimises the use of various forms of violence through pedagogic action within the context of power and status asymmetries between learners and teachers. The various forms of violence discussed in this chapter underscore the need for peace education programme developers to have a clear understanding of the nature and causes of violence they are intending to prevent in order to develop effective programmes. Therefore in order to understand REPLICA-PEP effectiveness this study explores the forms of violence that learners experience and the forms of violence that REPLICA-PEP addresses in the Ugandan context.

Chapter 3: Violence and Conflict in the History of Uganda

3.1. Introduction

Uganda is a landlocked country with a population of about 30 million people characterized by huge ethnic, linguistic and religious diversity which is deeply rooted in its colonial history. The country is home to 53 officially recognized ethnic groups, the largest among them are: Baganda (17%), Ankole (8%), Basoga (8%), Iteso (8%), Bakiga (7%), Langi (6%), Tutsi (6%), Bagisu (5%), and Acholi (4%) (Broere and Vermaas, 2005). The inhabitants of different regions speak languages that are to varying degrees mutually incomprehensible, for example Ganda or Luganda, other Niger-Congo languages, Nilo-Saharan languages, Swahili and Arabic. English, the language of the colonial power, is the 'lingua franca'. The distribution of the population according to religion is: Roman Catholics (41.9%), Anglican (35.9%), Muslims (12.1%) and 1.0% follow indigenous belief systems (UBOS, 2002: viii).

3.2. Historical roots of ethnic and social division

Disparities among the different ethnic groups in Uganda, particularly between the Baganda people and ethnicities from the North of the country, date back to pre-colonial times. Geographically, Lake Kyoga forms both an ethnic and linguistic marker. South of Kyoga is the so-called Bantu region; north of the lake are non-Bantu territories (Otunnu, 2002).

Since the 16th century the political sphere was dominated by the four Kingdoms of Bunyoro, Toro, Ankole, and Buganda. Buganda emerged as the most powerful and richest among them. When the British colonizers proclaimed a protectorate in Uganda in 1894, they were impressed by the sophisticated organisation and administrative structure of the kingdoms. By using the existing structures they could save effort and money. In exchange they agreed with

the traditional chiefs and kings to leave their autonomy and rights, including the right of land-ownership. The districts outside the four kingdoms, particularly north of Lake Kyoga, were soon over-thrown by the colonisers, who used members of the four kingdoms, mostly Baganda people, to run their colonial administration (Broere and Vermaas, 2005).

3.2.1. Economic division under colonial rule

During the colonial era Uganda was divided into 'economic zones', which were not dictated by development potential but by the economic needs of the colonisers. This practice led in the long run to large economic disparities between the North and the South (Otunnu, 2002). The fragmentation of the society was compounded by the 'economic-cum-administrative policy' that left the civil service largely in the hands of the Baganda people and the army largely in the hands of the Acholi people and other ethnic groups from the North.

3.2.2. Decade-long abuse of political leadership

After independence on 9 October 1962, ethnicity remained a strong influence in national politics. The first president after independence appointed by the British colonisers prior to their departure was Edward Muteesa, the king of Buganda. In 1966 he was overthrown by his Prime Minister Milton Obote, who replaced a large number of high-ranking politicians, mostly Baganda, with people from other ethnic groups, most of them belonging to his own Langi tribe. He strongly cut the autonomy of the kingdoms, particularly of Buganda (Broere and Vermaas, 2005).

In 1971, Milton Obote was in turn deposed by his army commander Idi Amin. At first welcomed by the international community, who expected an improvement in the country's political situation, Idi Amin soon proved to be no better than his predecessor. It was the

starting point of another eight-year reign of terror (1971-1979) that killed between 300,000 and 500,000 people (Nyeko, 1996). Idi Amin again ethnically exchanged the whole state apparatus, and helped many people from the West-Nile region (his place of origin) into political ranks. He expelled 70,000 people of Asian origin, who were the economic motor of the country, and distributed their businesses and industries to his cronies. Furthermore, he is known for the horrific atrocities committed by him and his forces towards other ethnic groups, particularly Acholi people.

In October, 1978 Idi Amin ordered the invasion of Tanzania while at the same time attempting to cover up an army mutiny. With the help of Libyan troops, Amin tried to annex the North Tanzanian province of Kagera. Tanzania, under President Julius Nyerere, declared war on Uganda and began a counterattack. On April 11 1979 Amin was forced to flee the capital and went into exile in Libya (Broere and Vermaas, 2005). Milton Obote (1980-85) again seized power by 'winning' the presidential elections in 1980. The opposition accused him of rigging the elections (Alertnet, 2004).

After another five years of dictatorship Milton Obote was deposed by an Acholi-dominated army junta led by General Tito Okello. Only a year later Okello was himself over thrown by the 'National Resistance Army' of former Defence Minister Yoweri K. Museveni, which marched into Kampala in January 1986. Museveni became president of the country as the head of the National Resistance Movement (NRM) and has held this position ever since. His system of 'movement democracy', in place for nearly three decades, is causing increasing criticism by many Ugandans as well as the international community. Within a national referendum on 29 July 2005, 92.5% of participating Ugandans voted for the installation of a

multi-party system (Electoral-Commission, 2005). The president himself had encouraged his citizens to participate in the referendum and to give their vote for political change.

The decades-long cycle of abuse of power and revenge, described above, has always been characterised by ethnic dimensions, e.g. through the continuous replacement of key positions in the political, economic and social sphere with representatives of particular ethnic groups, according to the preferences and ethnic origin of the present leader at the time. The long history of ethnic fragmentation and marginalisation, particularly of Northern Ugandan tribes such as the Acholi people, still has strong consequences for present-day Uganda. Ugandan society is characterised by a deep-seated division between the North and the South, a divide that has engendered a fear of being dominated by other regions or ethnic groups, and thus has served as a barrier to national unity (Finnstrom, 2005). Many Ugandan citizens do not feel that they are Ugandans in the first instance, but instead build their identity on tribal origin.

3.2.3. The legacy of violence in Ugandan society

The deep-rooted economic and ethnic divisions within Ugandan society and the manifold experiences with violent leadership contribute to a situation where perceived imbalance in distribution coincides with ethnic identity differences. It is this combination of potent identity-based factors with wider perceptions of economic and social injustice that fuels what is widely referred to as 'deep-rooted conflict' (Bloomfield and Reilly, 1998). Moreover, in the case of Uganda the continuous violent abuse of political leadership and the legitimised use of violence in various sectors of society have led to a high level of acceptance of the institutionalisation of violence. The following sub-sections will emphasise different dimensions of the legacy of violence in present-day Uganda.

3.2.4. Ethnicity and violence

Ethnicity remains a strong influence in national politics and every Ugandan President since 1962 has gained power through a military coup or civil war (Okuku, 2002) replacing major parts of the state apparatus with people of his tribal origin and diverting national resources to his region, leading to sharp regional disparities in the country. This is exacerbated by the fact that the ethnic compositions of different regions in Uganda is extremely homogenous, thus regional disparities in development mean that the living standards of whole ethnic groups can be extremely affected and this presents a major obstacle to stability and unity.

Violence has been endemic in post-independence Uganda with women and children most affected. Particularly, northern Uganda has been in a state of war for 23 years. Prolonged exposure to war has been shown to entrench violence as normal for both adults and young children (Mutto et al., 2009). An obvious health consequence of the prolonged exposure to violence is the region's high injury and violence rates. For example, Lett et al's (2006) study showed an excess regional injury mortality of 834 above a similar, but peaceful, southern Uganda district. While there is a general increase in violent injuries in the capital city (Olukya, 2011; Kobusingye et al., 2002) the increase is highest in war-affected northern Uganda. In addition, schools are shown to be common locations of fatal violence and war-related psycho-trauma is widespread in the region's childhood population (Derluyn et al., 2004). If not addressed, the violent culture could relegate the region to a state of perpetual violence.

3.2.5. The present state of human rights and violence in Uganda

Presently Uganda, the 'star of the class' under former and recent neo-liberal World Bank and IMF programmes, seems to be one of the most successful developing economies on the

African continent. After two decades of dictatorship it has been praised by some authors as the "main example of successful African post-conflict recovery" Collier (2004:2) and made headlines with its successful national HIV/AIDS campaign, which led to a drop in the infection rate from 15% in 1990 down to 6.1% in 2003 (Green et al., 2006; UNAIDS, 2004).

However, a closer look at Uganda's development performance, the present situation within the entire North of the country and its recent struggle for democratic change it becomes clear that the often cited hymns of praise present an incomplete picture. Despite the relatively high economic growth rates of 5.4% to 6.7% during the past five years (World-Bank, 2005). Uganda is still among the twenty poorest countries in the world. Even though poverty rates decreased during the past decade, 31% of the Ugandan population still live below the poverty line, the Gross National Income (GNI) per capita is US$ 1,224. Life expectancy does not exceed 54.1 years, whereas the average age of the population is 15.6 years (UNDP, 2010).

In no other African country are the disparities between different regions and between different groups of society are as high as in Uganda. Recent economic growth has widened the development gap, leading to disparities in the Ugandan Human Poverty Index from 20.5% in Kampala up to 59.1% in Nakapiripirit, the most Eastern district of Uganda (UNDP, 2010).

The colonial 'economic-cum-administrative-policy' still greatly impacts the present situation, where the administrative and economic power is largely accumulated in the South of the country, whereas large numbers of people in the North are left behind. They are highly militarily trained, but with a significant lack of job opportunities and very limited access to social services or means to sustain their livelihoods. In addition, the neo-liberal policies of

structural adjustment implemented under World Bank and IMF guidance during the 1980s further widened the pre-existing economic and socio-political gap between the North and the South of the country (Reliefweb, 2004). A growing urban elite contrasts with the majority of rural citizens living in absolute poverty.

Over half of Uganda's annual budget comes from international aid. Combined with a strong focus on coffee as the major export commodity, the value of which is strongly dependent on volatile world market prices and the coffee wilt disease, the economy is far from being sustainable (Nkusu, 2004).

Uganda's current two major obstacles, violent conflict and poverty, have created a situation where a great part of the population and in some parts of the country the absolute majority, are denied their most essential human rights. These rights include security, means to sustain a livelihood, access to social services such as education and health care and the human desire to have a home. Furthermore, the living conditions of Ugandan citizens depend to a large extent on the part of the country where they live and their ethnicity. This situation provides a huge potential for conflict and is not a positive indicator for a country that claims to be a democratic state.

3.3. Contemporary Ugandan conflicts

Two current internal conflicts reflect the deeply rooted existing tensions and disparities, partly based on ethnicity within Ugandan society. The 23-year long war between the LRA and the Ugandan government in the North of the country (Otunnu, 2002), and the violent tensions between the Teso and the Karamojong ethnic groups in the Karamoja region in the North-East of Uganda.

3.3.1. The case of 'Acholiland'

The war in Northern Uganda, referred to as 'Acholiland' due to the ethnic group 'Acholi' who inhabit this area, has been a 'forgotten conflict' for the most part of its duration (Egeland, 2004) and one of the longest internal conflicts. Its roots go back to 1986 when two successive armed opposition movements picked up the remains of decommissioned Acholi fighters from Museveni's resistance movement. Initially known as the 'Holy Spirit Movement' and led by Alice Lakwena, it evolved to become the Lord's Resistance Army (LRA) led by Joseph Kony.

The LRA uses violence as a tool to coerce civilians into providing support and as a punishment for not obeying the laws set down by the LRA. Children are in the centre of the conflict as primary targets of the LRA actions. An estimated 85-90% of the LRA´s fighters are child soldiers abducted from their communities, brought to the training camps in South Sudan and forced to fight in the LRA's name against their own people (Dolan, 2002, 2000).

After several failed peace initiatives, the Ugandan government in March 2002, tried to put an end to the LRA's activities through military means. 'Operation Iron Fist', which aimed to attack the rebel camps in Southern Sudan, failed completely. In the year of the military intervention more children than ever before got abducted and the number of violent attacks on villages in the Acholi region heavily increased (BBC, 2004: 3). This development led president Museveni to the decision to report the LRA's human and child rights violations to the International Criminal Court (ICC) in September 2003.

Since September 2006, official peace talks have been going on, involving the conflicting parties, the UN commissioner for Humanitarian Affairs Jan Egeland, and civil society representatives until April, 2008, when Joseph Kony failed to turn up to sign the peace agreement and the resumption of fighting in December 2008-January,2009. The failure of these peace talks put the Ugandan government in a precarious situation, having to decide which course of action to take in dealing with the LRA. Although diplomatic means are obviously the preferred method, it has been consistently shown that they are not effective against the LRA (with the exception of the Cessation of Hostilities Agreement signed in August 2006 as one of the successful diplomatic negotiation between the LRA and the Ugandan government).

The most recent but unsuccessful military operation against the LRA was an offensive led by Ugandan and Congolese soldiers in the Democratic Republic of Congo in December 2008 called Operation Lightning Thunder (Matsiko, 2008). From 2009 to 2011 there have been several attempts by civil society organisations to revive the peace-talks but with no progress.

As a result of this war, approximately 1.7million people have been displaced into IDP camps (WCRWC, 2005). Of all these, an estimated 60,000 are said to be children. By September 2003, the number of internally displaced people in the Acholi sub-region was as follows: 379500 in Gulu; 105,058 in Kitgum; 229,155 in Pader districts and by 2005, about 90% of the entire population in the three districts of Gulu, Kitgum and Pader in Acholi sub region was said to be displaced (WCRWC, 2005:40).

While the full psychosocial, economic and physical consequences of the war have yet to unfold, the region's welfare indices are suggestive of a poor outlook: its proportion of people who are unable to meet their basic needs has lingered at over 60%. Its infant mortality rate is

estimated at 40–45% compared to the national average of 13.7%; maternal mortality at 650/100,000 live births compared to the national average of 880/100,000; HIV prevalence at 9% compared to the national average of 6%; literacy level at 33% compared to the national average of 77% for males and 57% for females; life expectancy at birth at 44.3 years compared to the national average of 48 years (45.4 for males and 46.9 for females); and clean water access at 52% compared to the national average of 60% (UBOS, 2007: 15). Conflict has also propagated the character of violence in the society with no exception of school going children, yet in a society where the use of violence is viewed as legitimate, children learn to resort to violence to resolve their own conflicts.

This conflict is eroding the gains of the Universal Primary Education Programme and is adversely affecting access, participation and completion of basic education levels (MoES, 2008). Approximately 60% of the primary schools in conflict-affected districts remain displaced due to insecurity; at least 25% of the children (of school-going age) living in internally displaced persons (IDP) camps are not attending classes; and primary school completion rates in eight war-affected districts are as low as 1.3% compared to a national average of 22.5%. Violence in Northern Uganda districts has forced entire school communities, for example, 63% of the primary schools and 58% of the secondary schools to be totally abandoned (MoES, 2008: 26).

Similarly, the rest of the country, especially the central region, has been marred by rampant school fires which have claimed the lives of learners in primary and secondary schools, yet schools lack preparedness for fire prevention (Nakitto and Lett, 2010). The problem is compounded by land conflicts between the local people in the central region and "investors"

who have displaced many peasants from their ancestral land, which has led to land disputes, peasant strikes and ethnic tensions in the central region (Green, 2006).

3.3.2. Role of schooling and violence in Uganda

The role of schooling and violence in Uganda can be manifested in a number of ways ranging from an officially structured curriculum, competitive assessment mechanisms, bullying, gender based violence, corporal punishments and overly traditional teacher-centred methods of teaching (MoES, 2004a, 2004b) and the most recent school fires in which many children's lives were lost in school infernos (Nakitto and Lett, 2010).

In higher institutions of learning, all the above forms of violence are prevalent in addition to the suppressing of University student strikes through use of the police and at times the military. It is common that every year at least the police and military is engaged to suppress striking students at the two state Universities in Uganda. This use of the military to suppress strikes does not solve students' problems but exacerbates more forms of violence which are mirrored in the Ugandan society.

The effect of strikes on the quality of education in Ugandan Universities is not yet established, yet strikes lead to loss of productive time for academic work as semesters are always interrupted either at the beginning or before examinations because, in the view of staff and students, it is strikes organised during semester period that will attract immediate action from Government and University administration. Solving University problems after students and staff strikes is a challenge to the education sector in Uganda.

Additionally, the police are used in protecting national examinations from malpractice, which is recommended by the Uganda National Examinations Board (UNEB, 2006). As a result officers are deployed to oversee the opening and sealing of examinations. These national examination papers are kept at the police station and are picked up by head teachers every morning and returned to the police in the evening. Without undermining the duties of the police in keeping law and order, the involvement of the police in educational matters, especially national examinations, undermines the professional honesty of teachers and may increase examination tension and stress among learners.

3.4. Conclusion

The culture of violence exists in almost all societies. Armed violence has been endemic in post-independence Uganda with women and children most affected. The un-ending wars have meant that the generation of young people currently below 25 years of age in the northern region have had no alternatives to violence which has conditioned them to accept violence as a norm. This is manifested in the lives of people in family violence, township conflicts, and in the games that children play in schools and homes. Children are often unwittingly taught responses to conflict that result in more violence and this attitude and approach is eventually carried into adult life.

The prolonged exposure of the people of northern Uganda to violence has bred in children a tendency to respond to differences with violence that has acquired a self propagating character. The children are deprived of normal childhood and many are traumatized. There is also general apathy among the adult population that can ignite violence when challenged. All these necessitate the design and implementation of effective peace education programmes

that address the various types of violence and build institutional structures that are sensitive to conflict and are inclined to building a culture of peace.

Chapter 4. Peace Education: An Educational Response to a Culture of Conflict and Violence

4.1 Introduction: The nature of peace

The definition of peace and peace education presents its own challenges, with different cultural perspectives and personal experiences informing and shaping particular emphases. As Salomon (2004) states, peace means different things for different people in different places. Smith and Carson (1998) illustrate culturally different approaches to understanding peace and explains that these are necessarily value laden and reflect personal and local understandings. Inherent in them is a particular world view or model of how the world should work.

Galtung (1996a) describes peace as the absence of violence. He further provides a distinction between, positive peace and negative peace. The first implies the existence of cooperation and pro-social behaviour in society, a capacity for non-violent transformation of conflicts, and absence of all forms of violence and negative peace. On the other hand, negative peace, refers to practices which limit and prevent war and collective violence, this includes disarmament, the international court system, conflict resolution, school security and peace keeping forces; negative peace has also come to be understood to mean the absence of large scale physical violence. Another very similar pair of definitions was developed by Lund

(2001) who uses the terms 'cold' and 'warm' peace, to describe the same characteristics as indicated by Galtung's 'negative' and 'positive' peace.

Positive peace is about establishing lifelong values as a precondition to peace and building relationships with self and other, self and society, self and planet (Boulding, 1991; Hicks, 1988). Positive peace also implies the absence of both physical and structural violence. Unlike physical violence which is typically overt and direct (observable, discrete behaviours), structural violence is most often covert and indirect. It exists where a group of people are systematically prevented from meeting their basic needs and/or developing their full potential or more explicitly as social injustice (Burns and Aspeslagh, 1996). This form of injustice is typical in developing countries as access to the few available resources is a monopoly of those who hold power. The distinction between 'negative' and 'positive' peace forms a broad framework which is promoted by educational theorists.

To further understand positive and negative peace, a distinction had been earlier introduced by (Boulding, 1987: 13) between stable and unstable peace;

> "Stable peace is a situation in which the probability of war is so small and includes the expectation that peace will prevail over time. Unstable peace, on the other hand, is a situation in which no large scale violence is going on at the time, but the threat of violence is real, there is a fear that the peace will not continue".

Stable peace facilitates the state of positive stable peace which is the absence of constant tension and threat. Examples of countries experiencing stable peace relationships include; Sweden and Canada, while unstable peace relationships are shown in the cold war between the Soviet Union and United States and Northern Ireland (Burns and Aspeslagh, 1996).

4.2 Peace education: one aim, overlapping goals, multiple titles.

> Peace education has many divergent meanings for different individuals in different places, for some, peace education is mainly a matter of changing mindsets: the general purpose is to promote understanding, respect and tolerance for yesterday's neighbours […] in regions of intractable conflict such as Northern Ireland, Israel or Bosnia. For others, peace education is mainly a matter of cultivating a set of skills […] to acquire a non-violent disposition and conflict resolution skills [in] school violence programmes, peer mediation, and conflict resolution programmes. For still others, particularly in third world countries, peace education is mainly a matter of promoting human rights, while in more affluent countries it is often a matter of environmentalism, disarmament and the promotion of a culture of peace (Salomon, 2002a: 4).

Reardon (1999:6) in her review of the historical evolution and practical development of approaches to peace education provided what she called, "a consensually and professionally agreed upon definition of peace education", in which peace education is defined as the transmission of knowledge about removal of obstacles to, and possibilities for achieving and maintaining, peace, training in skills for interpreting knowledge and the development of reflective and participatory capacities for applying knowledge in overcoming problems and achieving possibilities. This definition is limited in defining peace education as transmission of knowledge, yet according to Bar-Tal (2002: 29) peace education aims at a frame of mind rather than a body of knowledge and that "peace education can be seen as a type of socialization process because its objectives are concerned with the internalization of specific worldviews, as defined by the society in question".

Another comprehensive but more explicit definition of peace education was developed by Fountain (1999:1) for UNICEF:

> "Peace education in UNICEF refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about

behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level".

To develop learner' positive behaviours related to peace at these levels, peace educators expose and develop learners' abilities through giving priority to the enhancement of conflict resolution skills, pro-social skills orientation, political efficacy, value-oriented attitudes, tolerance towards diversity and multiculturalism, coexistence; cooperation, respect for the other and sense of equality, reconciliation, forgiveness and empathy, enrichment of information about the other, democratic beliefs and good interpersonal relations. To this effect, Nevo and Brem (2002) argue that the development of these skills among learners leads to a reduction in aggression, violence, delinquency, prejudice; stereotypes and ethnocentrism.

On the other hand, Harris and Morrison (2003) define peace education as both a philosophy and process involving skills, including listening, reflection, problem-solving, cooperation and conflict resolution. The process involves empowering people with skills, attitudes and knowledge to create a safe world and to build a sustainable environment. The philosophy of peace education teaches non-violence, love, compassion and reverence for all life and confronts indirectly the forms of violence that dominate society by teaching about its causes and providing knowledge of alternatives.

Skills typically developed in peace education include the communication skills of active listening, positive speech and assertiveness. Problem-solving methods are also often taught, including brainstorming or consensus building. In addition, skill development may include cultural awareness, demonstrating empathy, and non-violent resistance. Attitudes propagated

by peace education focus on justice, respect, and democracy, though respect for democracy may be expressed indirectly through respect for individual choice. Knowledge that is imparted in peace education focuses on understanding the dynamics of social conflict and warfare in addition to conflict resolution skills of negotiation and mediation.

In addressing negative and positive peace, negative peace education examines the short term issues and attempts at resolving the existing conflicts while positive peace education deals with the development of those attitudes and skills that would help to guarantee peace now and in the future (Burns and Aspeslagh, 1996). Hence peace education is a responsive pedagogy that develops knowledge, skills and dispositions for peace building, necessary for resolution of conflicts to prevent or stop violent responses to them as well as conflict transformation (Carter, 2008).

In practice, peace education corresponds to the range of educational activities from minimal mention in the classroom of various levels of conflict or of global problems, to the more comprehensive integration of research, teaching and action at all levels of the learning process, aimed at preparing people to participate in creating a just world and social order in which direct and structural violence are reduced as far as possible (Harris, 2004).

Synott (2005) argues that peace education relates to the philosophy of education, spanning the theories of Plato, Rousseau, Dewey, Skinner and others as it does to the pedagogy of educational thinkers such as Maria Montessori. The view of human nature as proposed by peace education is congruent with the progressive educational tradition derived from Rousseau, Dewey, A. S. Neil, Illich and Paolo Freire: it is the conception of human goodness with individuals finding their true identity and expression through adhering to non-violence.

The foregoing definitions of peace education indicate its multidisciplinary and multidimensional nature. It is this multi-disciplinarity that creates the elusiveness of peace education, its objectives and approaches which are developed in relation to the social, political, economic context. This in turn limits possibilities for universalisation, standardization, and creates challenges for understanding peace education programme effectiveness

4.2.1 Peace education in the twentieth and twenty-first century.

Harris (2004) argues that the modern peace movement against war began in the 19th century after the Napoleonic wars and later in the period which preceded the First World War, when progressive intellectuals and politicians formed serious societies to study the threats of war and propagate arguments against the build up of armaments. Peace education reforms in the 19th century were heralded as a way to avoid the scourge of warfare, interstate rivalries and as a way to prevent hostilities between nations and build security systems that reduced tensions between nation states.

In the early 21st century, peace education addresses many different aspects of the complex nature of violence in the modern world. At the international level, peace educators provide insights about why countries go to war and how countries can resolve disputes without using force. At the national level, they teach about defence and the effects of militarism. How do countries provide for the security of their citizens? What military arrangements contribute to peace and security? In a 'post-modern' world, peace educators attempt to build a culture of peace by supplementing concepts of ecological security based on reverential relationships to the natural environment.

At the cultural level peace educators teach about social norms, like sexism and racism that promote violence. At an interpersonal level, they teach non-violent conflict resolution skills and at the cultural level peace educators teach about social norms, like sexism and racism that promote violence. Psychologically, they help students understand what patterns exist in their own minds that contribute to violence. Peace educators go right to the core of a person's values, teaching respect for others, open mindedness, empathy, cooperation, concern for justice, willingness to become involved, commitment to human rights and environmental sensitivity (Harris, 1996).

Harris (2004) states that, at the beginning of the twenty-first century controversies surrounding the word 'peace' in conjunction with concerns about a multitude of different forms of violence have led to five separate types of peace education: international education, human rights education, development education, environmental education and conflict resolution education. Each branch of this peace education family has different theoretical assumptions about the problems of violence it addresses, different peace strategies it recommends and different goals it hopes to achieve. These varying forms of peace education according to context, societal needs and form of violence to address, have led to the elusive nature of the objectives and content of peace education.

Additionally, learning how to successfully resolve conflicts has become a necessary condition for progress. Peace educators use three different levels of peace education strategies to teach conflict resolution skills and develop a peace culture; at the peace making level, they employ violence prevention strategies to respond to threats in schools, at the peace keeping level they teach conflict resolution skills, positive communication and peer mediation to youth so they can resolve their conflicts without using force, and at the peace

building level, they fill the minds of young people with such a strong belief in alternatives to violence that they will make choices that will promote peace (Harris, 1996; Galtung, 1996a; Berlowtz, 1994).

In developing the concept of peace-building further, Harris (1999) cites three essential components to peace building namely: addressing sources of violence; filling young peoples' heads with positive images; helping young people recover from violence, Harris further clarifies that the cutting edge of peace building in schools is helping young people recover from post-traumatic stress disorders coming from homes where they are abused and neglected and witnessing acts of violence in neighbourhoods and families. However, from the broader analysis of school cultures, Harris (2002:30) notes the tendency in many schools to emphasise 'peacekeeping' rather than 'peacemaking' and 'peace building' in their approaches to school order and discipline and claims that the overemphasis on 'peace through strength' with its 'punitive approach' tends to blame youth for their 'dysfunctional behaviours', and alienate them from their schools. This emphasis on peace keeping may instead perpetuate a culture of violence at school.

4.2.2 Rationale for peace education

The futility of violent solutions to international conflicts (as in Iraq, Afghanistan, Bosnia, the great lakes region) and the growing concerns over the continual prevalence of multiple forms of violence, coupled with visions of a peaceful world have resulted in suggestions for, and implementation of, multiple strategies for building peace through education (Carter, 2008; Brenes-Castro, 2004). Moreover, the significance of peace education has also been affirmed in official documents of UNESCO (1996, 1995a, 1994) and the Hague Appeal for Peace

(1999). All these stress considerable international institutional commitment to the implementation of peace education.

According to Fountain (1999), peace education is firmly grounded in the vision of education set forth in the 1990 Jomtien Declaration. It is also based on the articles of the convention on the rights of the child, which aim to eliminate all forms of violence against children, both overt and structural, and to promote an environment of rights in which peace can flourish. Peace education is a right of all children, not only those living in situations of armed conflict, but also a long-term process that can take place in any learning environment. The relevance of peace education was clearly stressed by Fredrick Mayor- Secretary General of UNESCO, in (UNESCO, 2005: vi), when he asserts that;

> "If education is the only defence against human catastrophe, peace education is the soul of education that can create the shield for human survival on the planet earth. It is only through peace education that peace can be installed in human mind as an antidote to war is in the minds of men".

Peace education is based on the assumptions that young people can develop peace-promoting knowledge through learning about causes of violence and processes for ending it (Lantieri and Patti, 1996; Johnson and Johnson, 1995). Moreover, all individuals have the capacity or potential for individual peacefulness and this capacity can be developed as a consequence of social learning processes (Sommerfelt et al., 2008). This assumption is only valid in situations where the means to learning are by peaceful means. However, in situations in which learning processes are authoritarian and monological, competitive, violent and exclusionary, such learning may not lead to individual peacefulness.

4.2.2.1 The elusive nature of the goals and objectives of peace education

According to Harris (2004) peace theory postulates that the goal of peace education should not be just to stop violence, but rather to create in children's minds a desire to learn how non-violence can provide the basis for a just and sustainable future through building a culture of peace.

In addressing the multiplicity of the goals of peace education in relation to various social ills, the goal of peace education is to diminish, or even to eradicate, a variety of human ills ranging from injustice, inequality, prejudice and intolerance to abuse of human rights, environmental destruction, violent conflict, war and other evils in order to create a world of justice, equality, tolerance, human rights, environmental quality and peace (Burns and Aspeslagh, 1996; Bjerstedt, 1993).

In contextualizing the objectives of peace education, Bar-Tal (2002:28) points out that

> 'Even though each society hopes to achieve the same goal, which is a more peaceful society, each society constructs its own ideas of peace and sets objectives accordingly, therefore, the nature of peace education goals and objectives are dictated by the issues that preoccupy a specific society".

Contrasting the objectives of peace education and those of the traditional subjects, Bar-Tal (2002) notes that the objectives of peace education suggest an agenda for social change. They concern the existing norms, ideologies, structures and institutions within society and its objectives are relevant to society's ideas about its well being. This creates a challenge for peace education as existing educational institutions require a significant shift from the existing norms and ideologies, yet the tendency to maintain the status quo is highly prevalent and preferred in social systems.

While the implicit objectives of traditional subjects in schools is transmitting a body of knowledge, the objectives of peace education not only imply the transmission of knowledge but more importantly a change in the affective, attitudinal, volitional and behavioural repertoire of the pupils (Bar-Tal, 2002; Salomon and Kupermintz, 2002). These objectives dictate a variety of pedagogical practices requiring an innovative and creative approach. Based on the varying objectives of peace education in each society which are dependent on the existing conditions in a society, Bar-Tal (2002:32) states that,

> "The content of peace education differs considerably from that of traditional subjects, whereas the content of traditional subjects is well defined (that is learners in every part of the world can identify the subject from its content), the content of peace education is of a wider scope and is less defined".

Similarly, Galtung (2008) contends that each society will set up a different form of peace education that is dependent on locally relevant conditions, and culture, as well as the views and creativity of the educators and asserts that if this is not the case then the whole philosophy of peace education is undermined.

4.2.2.2 The elusive nature of approaches to peace education.

Peace education approaches can be traced from its roots in international concerns about the dangers of war, which were addressed by approaches for peace education including nuclear education and disarmament education, to modern theories of education about peace based on reducing the threats of interpersonal, structural, and environmental violence including approaches such as: international education, human rights education, development education, environmental education and conflict resolution education (Harris, 2002).

Peace education takes different shapes as peace educators attempt to address different forms of violence in different social contexts and particular conditions prevailing in the society (Mukarami, 1992). In justifying this, Bar-Tal (2002) suggests the different conditions in society which are reflected in the approaches to peace education that are adapted by different countries. For example, societies differ in the nature of inter-group relationships: some are at war or involved in an intractable conflict, whereas others live in relative peace with cooperative inter-group relationships; societies differ in structure: some are multicultural, others are relatively homogenous; societies differ in economic equality; some are economically polarised, whereas others live in relative equality; societies differ in their civic culture: some are democratic, tolerant and open whereas others are relatively autocratic, intolerant and closed.

A review of the various peace education programmes reflects the varying approaches designed in relation to the social contexts of the particular societies. For example, in Australia, education for peace focuses on challenging ethnocentrism, cultural chauvinism and violence and promoting cultural diversity, nuclear disarmament, and conflict resolution (Lawson and Hutchinson, 1992; Burns, 1985). While in Japan it targets issues of nuclear disarmament, militarism and the nature of responsibility for acts of violence performed in the past (Smith and Robson, 1992). In South America, education for peace addresses structural violence, human rights and economic inequality (Garcia, 1984).

In the United States and Britain, peace education had a focus on "nuclear education" in the decades of the 1980's, as teachers and community educators tried to warn citizens, and policy makers about the dangers of nuclear holocaust. Currently, educators in North America and Europe, concerned about the increasing interpersonal violence, are promoting conflict

resolution education to address prejudice, violence and environmental issues (Harris, 1996; Stomfay-Stitiz, 1993). In India peace education programmes have traditionally been concerned with promoting certain core values to eliminate obscurantism, religious fanaticism, violence, superstition and fatalism, India's common cultural heritage, egalitarianism, democracy, secularism, equality of sexes, observance of family norms and inculcation of scientific frame of mind (Pandey, 2007). In Ireland peace education is referred to as 'education for mutual understanding' as Catholics and Protestants use educational strategies to undo centuries of enmity (Smith and Robinson, 1992).

Likewise, in South Korea peace education is referred to as 'reunification education' (Harris and Morrison, 2003). Another form of peace education occurs in peace camps in the Middle East with Israel and Palestinian children as well as other places where people are attempting to transform ethnic, religious and racial hatred. In this context of intractable conflicts, peace education entails elements of antiracism, conflict resolution, multiculturalism, cross cultural training and the cultivation of a generally peaceful outlook.

The different approaches to peace education are not mutually exclusive they are either promoting education 'for' peace or education 'about' peace. It is from these different approaches that a culture of peace can be promoted. Hence the conceptual framework for peace education includes, but is not limited to; nuclear education, disarmament education, international education, human rights education, development education, environmental education, conflict resolution education, life skills education and learning to live together.

4.3 Methods of teaching and peace education

Whereas the concepts and contents of peace education programmes vary, there is a broad consensus among peace educators that peace education should: stimulate reflective and critical dialogue (Balasooriya et al., 2004; Bush and Saltarelli, 2000); methods of teaching should mirror the idea of peace and structural non-violence; and the teaching and learning process should be participatory and interactive (Galtung, 2008; Haavelsrud, 2008). Moreover, peace education needs learner-centred and participatory pedagogy in order to be effective (Bretherton et al., 2003; Green, 1997). It is also widely recognized that teaching about peace is not enough but teaching by peaceful means is the way to peace.

Additionally, Bar-Tal (2002) claims that, because peace education aims to form a state of mind, its principal modes of instruction target experience. Experiential learning is the key method for the acquisition and internalisation of peace-related knowledge, attitudes, skills and behavioural tendencies. Internalisation of peace-related values cannot be achieved by merely preaching and lecturing; its main acquisition mechanism is practice. Pupils need to live under the conditions described in peace education in order to internalize its objectives and put into practice the ways of life prescribed for society by peace education for the achievement of its goals.

Such a learning climate should include conditions that reflect the objectives of peace education such as; tolerance, cooperation, peaceful conflict resolution, empathy, non-violence and respect for human rights. However, setting up experiential learning in schools is a difficult task for educators, it not only requires pedagogical expertise but also, more importantly, demands that teachers have the skills and ability to manage the learning environment while serving as role models for learners.

In view of the experiential nature of peace education, the Global Campaign for Peace Education recommends the use of holistic and participatory approaches to teaching for and about peace (GCPE, 2003). While various recommendations have always been made for the use of learner-centred methods in teaching/learning for all subjects across the curriculum, several constraints limit their actual use in schools.

Some even argue that the organisational structure must be changed, for example in a school context (Haavelsrud, 2008) as the aim of peace education can be understood to transform not only the minds of individuals, but also the structures of a given institution or even society (Snauwaert, 2008). Recognising that peace education requires a pedagogical shift in teaching methods and teacher attitudes in order to create peace-related outcomes for learners, school systems and structures need to be addressed by peace education too.

According to the UNESCO framework for peace education (Evans et al., 1999), education for peace should permeate all aspects of school life, with implications for learners, teachers and administrators. Teaching methods, disciplinary procedures and actions, decision-making processes in classroom and school and all other aspects of the school environment are as much a part of educating for peace as the curriculum itself (Maxwell, 2004; Hutchinson, 1996).

Hutchinson (1996) points out that, it is a contradiction to proclaim a peaceful end but to attempt to reach this end by culturally violent means in the classroom, suggesting that to educate for a peaceful future implies doing it in peaceful, friendly and dialogical ways, not authoritarian, unfriendly and monological ways. Therefore to educate for an equitable and democratic future implies doing it in non-sexist, non-racist and participatory ways and to educate for an interdependent and ecologically sustainable future implies doing it through co-operative group work rather than individualistically competitive learning environments.

4.3.1 The three regional strands and perspectives of peace education

Despite the common goal of peace education, the actual practice of peace education varies throughout the world. What is presented in the name of peace education depends upon varying notions of security and peace, differing religious traditions, cultural values and linguistic concepts (Harris, 2002). These are reflected in the three currently distinguishable schools of thought among the peace education scholar community, each of them according to their region of origin named the 'Middle Eastern' strand, the 'Western' strand and the 'Southern' strand, is shaped by a specific spectrum of experience.

4.3.1.1 A middle-eastern perspective

In the face of decades of inter-ethnic tensions between Israelis and Palestinians peace scholars in the Middle-East view peace education primarily as a means to overcome these tensions. They argue that peace education programmes are basically designed to educate for peace with a "real ethnic, racial or national adversary" (Salomon and Nevo, 2002). Such programmes face mutually exclusive collective narratives, anchored in painful historical memories that are accompanied by grave inequalities (Azar in Salomon & Nevo 2002). Based on this definition Salomon (2002) identifies four main goals of peace education for regions of intractable conflicts such as the Middle-East: accepting as legitimate the 'other's' narrative and its specific implications; willingness to critically examine one's own group actions toward the other group and to acknowledge guilt; willingness to experience and show empathy and trust towards the 'other', and disposition to engage in non-violent activities.

Authors belonging to this strand such as (Porath, 2003; Bar-Tal, 2002; Salomon, 2002) are also critical of the narrow limitation of peace education programmes to the exclusively personal sphere and underline the importance of paying attention to the highly political nature

of the subject, particularly in regions and countries facing violent conflict. They point out that peace education by nature deals with the problems that concern a society. It is thus imperative that peace education be related to concrete, current concerns and social issues. It must not only deal with values and behavioural principles on a general level but should also relate them to specific issues and cases that arise in a society.

4.3.1.2. A western perspective

This rather narrow conception of peace education contrasts with a current trend that can be observed in the Western hemisphere, particularly in the USA, Canada and Western Europe. Authors belonging to this second, largest school of thought plead for a holistic view of peace education, taking into account every issue that might in the closer or wider sense have an influence on peace and conflict respectively. The range of topics may hence embrace human rights, the United Nation system, democracy theories and citizenship education as well as environmental aspects and non-violent means for conflict resolution.

Following the idea of a broadly established culture of peace 'Western' authors such as Page (2008) and Staub (2002) assume that outer-peace starts with inner-peace and view everything that is happening on a common, political level as tightly inter-related with the role and perceptions of the individual. A common feature of this perspective on peace education is a strong focus on the individual and her/his innermost perceptions and values.

Peace education in this regard is deeply a personal issue (Sommers, 2001). It considers the encouragement of people to think about the type of world in which they would want to live in and how they themselves could contribute to the creation of such a world as the overarching goal of peace education. This does not mean the exclusion of socio-political dimensions but the societal context in which peace education takes place for many 'Western' educators inhabits a minor role in comparison to the strong focus on 'intra-personal' aspects.

4.3.1.3. A southern perspective

The third strand shaped by a 'Southern' perspective can be considered as the youngest among the three. It has to be pointed out that, due to the strong under-representation of peace education scholars from the 'South', this school of thought rather consists of academia and practitioners advocating for a 'Southern' perspective; and of very few individuals actually coming from developing countries.

The probably best-known representative of this school of thought is the Brazilian thinker and pedagogue Paulo Freire, who developed in the 1970s the concept of 'conscientisation' (Freire, 1970:17). His fundamental and most important work *'Pedagogy of the Opressed'* was written and published in exile. The visions and educational practices he developed were closely related to and shaped by the situation of the Brazilian society at that time, but soon gained increasing popularity beyond the Latin American continent. In developing his humanistic, liberatory, and revolutionary pedagogy he coined the term 'Conscientizacão' to define "learning to perceive the social, political and economic contradictions and to take action against the oppressive elements of reality" (ibid).

Driven from his analysis of the nature and effects of oppression, Freire's pedagogy stresses the need for the oppressed themselves to observe the situation of their oppression, thus enabling the consciousness-raising process to begin. This shift in awareness is necessary because "as long as the oppressed remain unaware of the causes of their condition, they fatalistically 'accept' their exploitation" (Freire, 1970:51).

Freire's acknowledgement that society is dynamic rather than static and that individuals have the opportunity to influence society not only makes his pedagogy truly liberatory and

transformational, but also provides further support for the practice of peace education in the era of globalisation. In this sense Freire's achievements can be seen as the foundation of 'education for social justice', an important aspect of peace education. Based on the theories of Freire, present educationalists such as (Reardon, 1999; Haavelsrud, 1996) view the task and responsibility of peace education in raising the critical consciousness of learners as a means for social change.

The southern strand also addresses concerns about underdevelopment in countries in the South leading to a variety of peace education approaches examining structural factors that inhibit the protection of human rights, leading to inequitable economic development and destruction of the environment.

4.4. Models of peace education

As has been stated earlier, peace education programmes and projects differ broadly depending on many factors, for example the social-political context in which they are implemented, the goals which the designers seek to accomplish or practical matters. There does not exist a 'one-size-fits-all' approach to peace education; a model which is appropriate and successful in one specific context, might be completely unsuitable in another setting. The following are the various models of peace education. According to Bar-Tal (2002) peace education differs considerably in terms of location, learners' age, programme duration, ideology, objectives, focus, curricula, content, and practices.

4.4.1. Age of learners

There is a lively discussion among educators on the 'ideal' age group to target for peace education. The promoters of 'starting as early as possible' favour the idea of a peace education approach that addresses children from primary school onwards. Hicks in Simpson,

(2004) argues that, at the age of six and seven children often begin to define their own ideas of war. In this age they are in the midst of development of their image-forming of the 'rest of the world' and begin to look at situations from the perspective of others. Based on this observation, he assumes that peace education could help children to develop their relationship with others and their conceptual understanding of peace.

Similarly, Reardon, in Simpson (2004) also emphasizes the importance of peace education initiatives starting at primary level, because in her view this age is often bypassed when looking at sensitive and controversial issues. Others support the introduction of peace education at secondary level, because at the age of 12-15 years children start to think reflectively and abstract reasoning begins (Piaget in Ansell, 2005). It is assumed that children in this age group benefit even more from peace education, since they will be able to critically reflect upon concepts like violence, war and peace.

Lowicki-Zucca (2005:4) extends this argument by including youth and stressing the 'risk-factor'; namely that young people of this age are the group in society most prone to become involved in violent, conflict and war, and particularly in emergency situations are often overloaded with responsibility. Extended social, political and economic unrest affects the social fabric and culture of families, house-holds and communities, all of which are important for young people's development. Peace education at this age group can have an important impact and can provide support to handle the challenges of adolescence, but has suffered from a lack of attention, since only primary education is prioritized at the international levels (Lowicki-Zucca, 2005:1). This is compounded by the low quality of primary education in many developing countries which may not meet the development and learning needs of youth.

In contrast, Chadwick in Burns and Aspeslagh (1996) stresses the need for continuous efforts in education towards peace above school age, because most violent conflicts are still organized and conducted by adults. Furthermore, adults predominantly men, can be a source of violence in their domestic environment. Sommers (2001) argues that the exclusion of adults from peace education can cause an elementary dissonance between the values taught to children at school and at home, which might trigger anger and stress in them.

It is arguably clear that, there are important and considerable arguments for peace education in every age group, which might also be influenced by cultural particularities and definitions of 'childhood' and 'adulthood'. This again underlies the necessity for multi-level approaches, which do not limit themselves to a specific age group or sector of society, but address and embrace it in its various needs and multi-dimensionality. In this study we shall primarily be concerned with learners in the 11-18 years age group.

4.4.2. Formal versus informal

The current activities and programmes in the field of peace education can be categorized as either formal or informal education initiatives. Carson & Lange (1997:3) have referred to these as the 'integrative' and 'additive' approach.

Promoters of the integrative approach to peace education stress the importance of integrating peace education into the formal schooling system. The underlying idea is that the education system can fulfil an important role in creating a peaceful society, by using its authority, legitimacy, means and conditions to shape the citizens that can build such a society. Moreover, Bar-Tal (2002:27) states that, "schools are often the only institutions society can formally, intentionally and extensively use to achieve this mission".

In this line of argument, Bretherton (2003:15) identifies three possible approaches in the formal education system: as a separate subject in the curriculum, spread across the curriculum, or as a whole-school approach. Instead of championing one specific approach she views it as preferable to embrace all.

Supporters of the formal approach to peace education see a considerable role for the government in peace education curriculum development and implementation. For example, as noted by, Bar-Tal (2002:27),

> "A ministry of education can set the objectives for peace education, develop the curriculum, draw the contents for the textbooks and other educational material, set guidelines for organizing the political climate in schools, add co-curricular activities, train teachers, instruct schools to show initiative and oblige students to participate in the learning".

In many countries, however, the government and its institutions are not able or not willing to use their capacities for the establishment of broad peace education initiatives. Moreover, teachers themselves, who have to fulfil the challenging task of what is dictated by policy, lack the required means, support and training. Most teachers in developing countries face other striking challenges such as high learner-teacher ratios, inadequate teaching/learning resources, insufficient education and training for their general tasks and low wages which force them into multiple jobs. It is questionable how they would function as role models and peace educators under these challenging circumstances.

Furthermore, in Uganda as in many other African countries a strong focus on 'measurable' outcomes and a general orientation towards quality being measured in terms of high grades in national examinations poses obstacles towards the introduction of subjects which are not

examinable in the national examinations or subjects whose effects are difficult to measure and hence not suitable for the existing framework of formal education.

Formal approaches are also prone to abuse and can become an instrument of indoctrination by the state apparatus (Davies, 2005). Ardizzone (2001:4-6) points out the advantages of non-state actors in peace education, "because non-governmental grass root organizations have more flexibility to design their own programmes with fewer restrictions imposed by the government". Informal peace education can concretely react and respond to problems and circumstances present in the society where it takes place. The programme design, for example, of a workshop series can relatively be adjusted and the content revised, where as a formal school curriculum takes long to be developed and is fixed and uniform. A culturally-sensitive approach, taking regional particularities into account is hence difficult to apply in the formal school education system. Whether the REPLICA-PEP is intended to be a contextually sensitive formal peace education programme, addressing and embracing contextual issues in building peace-related values among learners in primary schools in post-conflict Northern Uganda is yet to be established.

A combination of formal (integrative) and informal (additive) approaches would be suitable and preferable for most developing countries, because many children are still excluded from the formal education system due to poverty, illness, school violence, insecurity, forced displacement or other threats particularly prevalent in conflict-torn contexts.

4.4.3 Short-term versus long-term

The most often practiced form of peace education taking place in the informal sector is the popular 'workshop-approach'. McCauley (2002:247) judges this practice harshly by stating

that "such workshops aim to change hearts and minds of participants, but typically offer very little support for behavioural change". Achieving change, from negative to positive attitudes towards other groups requires, according to him, more regular frequent contact and above all new patterns of behaviour require continuous practice and repetition.

This argument is supported by the 'contact-hypothesis' of Allport (1954), who states that under specific circumstances interaction between members of opposing groups can lead to a reduction in prejudice, but that exposure alone does not necessarily show this effect. In order to maximize the chances for positive effects, frequent interaction of a certain positive type would be required (Kadushin and Livert, 2002).

Another unintended side-effect of the work-shop-model in peace education, is the 're-entry problem' (McCauley, 2002; Tal-Or et al., 2002). Usually, single members of communities are selected or sign up by themselves for the training. It might then be difficult for them to bring their newly acquired knowledge back to their communities, where the old patterns of behaviour still prevail. An ideal programme should thus not only target the participants themselves, but their social environment and the larger community as well. Ideally, not only single participants but at least pairs or even representative groups from a particular community should be encouraged to join a specific programme together. This can also help in increasing the interconnectedness between programme contents and the larger system in which peace education acts which is often under regarded (Hicks, 1988).

Most peace education scholars seem to favour the long-term peace education programmes, because it reflects in their view the 'long-term' investment of education for peace in a more peaceful society (Salomon and Nevo, 2003:4). "As a multi-disciplinary and international

field, peace education calls for long term responses to conflict" (Rouhana and Bar-Tal, 1998 in (Ardizzone, 2001:2).

In this regard, the existent dominance of short-term approaches should not be assumed to reflect personal preferences or pedagogic convictions of their implementers. Rather, peace education as all activities in the development and peace-building sector is dependent on the (financial) good will of donors and recent trends in the field. Often facilitating institutions simply lack the financial and personal capacities to think strategically, particularly in regard to the unwillingness of many funding institutions to agree upon long-term support. A series of workshops is easy to implement and relatively cheap; hence often a pragmatic 'better-than-nothing' solution than a favoured approach. This condition is clearly indicated by Bush & Saltarelli (2000:27) when they recommend that, "national and international actors need to commit themselves to peace education initiatives for a longer period in order to make the programmes sustainable and thus effective".

4.4.5 Direct and indirect models of peace education

The dimension that differentiates the two models concerns the political and societal conditions that serve as a background to the development of peace education. On one side of the dimension are political and societal conditions that are unfavourable to the development of peace education and do not allow direct reference to the intractable conflict in which the society in question is involved. These conditions limit the scope of themes that can be dealt with within the framework of peace education and are suitable for an indirect model of peace education.

This model of peace education does not directly address the conflict (i.e., its goals, historical causes, costs, or the image of the rival). Instead, it concerns itself either with very general themes relevant to peace making, avoiding direct clashes with the culture of conflict,

especially the ethos of conflict or with an array of themes and skills that do not refer to the ongoing conflict at all and may focus on a choice of themes such as identity, ecological security, violence, empathy, human rights, and conflict resolution skills. This is the case when conflict continues, violent acts are occurring and a majority of society supports continuation of the conflict and holds a socio-psychological repertoire of ethos of conflict. In such cases, social institutions such as the ministry of education, together with large and significant segments of society, object to direct peace education. In these cases there is a need to establish a new repertoire for pupils that is conducive to peacemaking but at the same time does not negate too directly the ethos of conflict and the collective memory of conflict.

This type of education does not aim to bring deep change in the short run. But themes of indirect peace education may in the long run have a positive influence on the young generation to begin with, and thus, eventually, it may strengthen peacemaking and reconciliation. Learners may transfer studied themes to the conflict situation, and this may come to serve as a base from which it will be easier to engage in direct peace education. What they allow is an indirect movement toward a change in the held repertoire that supports conflict. Instead, a process of reconsideration is facilitated, eventually leading to the construction of new skills, beliefs, attitudes, emotions, and values that support peacemaking (Bar-Tal and Rosen, 2009).

At the other end of the dimension are political-societal conditions that are favourable to the development of peace education and allow direct reference to all the issues and themes that concern the societies involved in the intractable conflict. Under these conditions it is possible to develop direct peace education. This model of peace education directly refers to all the themes of the intractable conflict that contributed to the development and maintenance of the

culture of conflict and served as barriers to its peaceful resolution, and tries to change societal beliefs, attitudes, values, and behaviours related to the culture of conflict. An example of direct peace education is the Education for Peace Project carried out in Bosnia and Herzegovina which attempted to transform the lives of the students, teachers, and the whole community by directly confronting participants with the issues that were at the heart of the conflict (Clarke-Habibi, 2005).

4.5. The social-political context and peace education programmes

According to Salomon and Nevo (2002:6) the most important and influential dimension distinguishing between different models of peace education programmes is the social political context in which peace education takes place. It makes a profound difference in terms of the goals, practices and success criteria when peace education programmes take place in regions of intractable conflict; in regions of racial and ethnic tension; and regions of tranquillity and perceived harmony. Whereas peace education in the two former contexts aims at changing ways of perceiving and relating to a real collective adversary or discriminated minority, it is more education about peace (cognitive approach) than education for peace (affective approach). In this case, it makes a big difference whether the culture of peace, currently promoted by UNESCO, is to be cultivated in Rwanda, between the Hutus and Tutsis; in Norway; in Chicago, between blacks and whites or in New Zealand**.**

The socio-political context greatly determines (a) the model of peace education, (b) goals, (c) content (d) approaches and target population. For example, a rough examination of peace education programmes around the world suggests that whereas regions of relative tranquillity emphasise education for cooperation and harmony (positive peace), promoting the idea of a general culture of peace, in regions of conflict and tension emphasises education for violence

prevention (negative peace), greater equality, and practical coexistence with real adversaries, enemies, and minorities. Whereas the former are likely to promote individual skills in handling local, interpersonal conflicts, the latter are more likely to address perceptions towards adversaries.

In their view, Salomon and Nevo (2002) suggested that peace education should be classified into three distinct categories: peace education in regions of intractable conflicts as in, Northern Ireland or Cyprus; peace education in regions of interethnic tensions as in United States and peace education in regions of experienced tranquillity as in Sweden.

4.5.1 Peace education in intractable conflicts

This class of peace education takes place in the context of ongoing, violent conflicts between actual adversaries. These are basically conflicts about tangible resources accompanied and sustained by collectively held national, ethnic, tribal or religious narratives describing (the good) "us" versus (the bad) "them". These narratives contain a host of collectively held memories of past atrocities and present-day victimhood, and one's own moral superiority over the other (Staub, 1999). Peace education in this category attempts mainly to change mindsets that pertain to the collective other including the other's narrative and one's own group responsibility for the other's suffering, cases in point are: Northern Ireland between, the Catholics and Protestants; Palestine between, Palestinians and Israelis; Cyprus between, the Turkish-Cypriots and Greek-Cypriots; and Rwanda between the Hutu and the Tutsi; Sudan between the developed north and the underdeveloped south, Uganda between the underdeveloped north and east and the developed south and west.

4.5.2 Peace education in regions of interethnic tension

This category of peace education programmes takes place in contexts most frequently characterized by interethnic, racial, or tribal tension between a majority and a minority without necessarily entailing either overt acts of aggression or collective memories of a long history of hostilities, humiliation, conquest or dispossession. Cases of this nature are: Flemings and Walloons in Belgium; blacks, latinos and native Americans in the USA; and guest workers in Germany.

4.5.3 Peace education in regions of experienced tranquillity

This category of peace education programmes take place in contexts in which there is no specifically identified adversary or out-group with whom peace is sought. In this respect, education about peace can play a crucial role in cultivating a bystander concern for peace such that past indifference to violent acts carried out in other regions of the world (e.g Rwanda in 1994) will not repeat itself (USAID, 2002).

4.5.4. Peace education in Africa

Two thirds of all global conflicts have occurred in Sub-Saharan Africa in the post-independence period. In particular the great lakes region of Africa, which includes Rwanda, Uganda, Burundi, the Democratic Republic of the Congo and Sudan, continues to see conflicts that are complex and seemingly intractable (Bird, 2007; Global-Issues, 2002). It is a region that is characterised by widespread violations of human rights, such violations are the underlying causes of violence, instability and chaos. In this context human rights are taken in a broad perspective that encompasses political, civil, social, economic and cultural rights. Additionally the prevalence of school related violence has been widely noted in many developing countries (Harber, 1996).

Against this background, it is surprising to note that there are very few formal peace education initiatives undertaken at a central level in most African countries. Emerging initiatives are taken by countries in post-conflict reconstruction phases that intend to rebuild social cohesion and set foundations for lasting peace. But the lack of resources undermines these initiatives. Most initiatives are taken at the level of higher education by Universities and Colleges (Gbesso, 2006). It should also be noted that various Non Government Organisations (NGOs) and Civil Society Organisations (CSO's) are the leading promoters of many non-formal peace education programmes specifically in post-conflict communities, refugee camps and in some schools.

African schools, along with the majority of schools elsewhere have been essentially authoritarian institutions with power firmly in the hands of the teachers with little learner participation in classrooms or school decision making (Maxwell et al., 2004). Classroom teaching is presently overwhelmingly teacher-centred with children sitting in rows and characterised by rote-learning, copying from the blackboard, and the recital of answers to teachers' questions.

In classrooms where students are perceived as passive recipients of vast amounts of information to be memorised and as apprentices in the acquisition of elementary skills required for production of specific products, it is questionable whether learners are able to develop critical thinking, communication and cooperative skills to enable them to remain open to alternative views and lead to an internalization of peace values which are the key objectives of peace education.

When learning is perceived to occur through repetition and drill, and its effectiveness assessed through the use of test questions requiring little more than simple recall, then school structures and systems are not in line with the philosophy and pedagogy of peace education. Despite the school's potential as an agency that could reach many young people the very nature of schools and the education systems of which they form a part often means that they are not well designed for peace education.

A great deal of literature reflects the authoritarian nature of schooling in Africa for example in Botswana (Tabulawa, 1997; Rowell and Prophet, 1990); Ghana (Akyeampong, 2003), Nigeria (Haber, 1999); Zimbabwe (Bourne et al., 1998; Nagel, 1992); Uganda (Mirembe, 2002) and Zambia (Serpell, 1993). Conventional educational practice is that pupils listen to teachers in the classrooms and take notes (Mukhopadhyay, 2005).

The nature of schooling is described by Harber (2004:25) that "schools in Africa have been characterised by hierarchical organisation, rote learning and teacher-centred classrooms". Thus there seems to be a discrepancy and mismatch between the pedagogy of peace education and normal schooling in African schools.

Fuller, in Harber (2004:23) had also earlier noted that,

> "Throughout Africa lessons involve frequent oral recitation of vocabulary, or arithmetic exercises, delivered in unison by all pupils, copying from the black board, one class-teacher system, overcrowded classrooms, authoritarian relationships and the use of corporal punishments. This mechanical process, set by the curricula or teachers' guides, school rules and regulations, helps control and engage the overcrowded restless pupils that commonly sit before the teacher. Thus curricular content and school culture helps signal and legitimate certain forms of authority and human interaction which come to be seen as normal in a modern (hierarchical) organization".

This raises challenges for peace educators, as to how schools can be realigned to the pedagogy and philosophy of peace education so as to develop peace mind-sets, peace behaviour, and democratic peace values.

This is significant for peace educators, as peace education suggests an anti-authoritarian model (Bar-Tal, 2002). Among other things, central to programmes of peace education are experiential learning, the teaching of critical thinking, respectful treatment of all people and structuring schools to facilitate inclusive decision-making. Thus for developing values, attitudes, peace loving mindsets it will be necessary to develop alternate pedagogy through experiential learning. This poses an uphill challenge as current conventional pedagogy can only develop information and knowledge.

As stated by Harris (1996:7),

> "School personnel following the principles of peace education reform, should teach content and skills, respond to feelings, use a peaceful pedagogy, discipline in a non-punitive manner, motivate students to pursue peace, and administer schools democratically".

Indeed, the introduction of peace education in African schools will require a significant transformation of the curriculum and of the school ethos and structure (Uwazie, 2003).

4.5.6. Main actors in the field of peace education in Uganda

Many actors are involved in the creation and implementation of peace education initiatives. In the case of northern Uganda, four main actors in this field can be distinguished: State peace educators-including school principals and teachers, (2) non-state actors including Civil Society Organisations such as local and international (3) Non Governmental Organisations (NGOs), religious institutions and community organisations, (4) policy makers including the

Ministry of Education and its national and local officers, the National Curriculum Development Centre, and international donors. On one hand government and international donors develop the policies and frameworks that largely form formal peace education initiatives, as in the case for (World Vision, USAID and the MoES), on the other, non-state actors and peace educators develop peace education programmes in non-formal settings. This can happen in cooperation with government and/or international donors or without such overlap. It must, however, be noted that peace education efforts by various stakeholders have to a certain extent been fragmented and uncoordinated (Sommers, 2001).

Peace education in northern Uganda is implemented through the formal education system by the MoES in cooperation with the support of USAID through the Basic Education Projects Support for Revitalizing Education, Participation and Learning in Conflict Areas (BEPS-REPLICA Programme). Beyond this, in the non-formal sector, several (religious and non-religious) NGOs provide their own peace education programmes, often restricted by governmental regulations: World Vision, Ms Uganda (Danish Cooperation for International Development), Acholi Religious Leaders' Peace Initiative, Injury Control Centre, and the Fellowship of Reconciliation.

It should be noted that the majority of the programmes of peace education are informal and address adults and youth, especially in refugee camps. REPLICA-PEP seems to be the only comprehensive formal peace education programme in schools addressing primary school children with an emphasis on curriculum integration in schools specifically for areas affected by war and conflicts (MoES, 2008). Unlike other programmes, REPLICA-PEP uses the MoES systems and structures to deliver education service and adapts a number of ministry programmes to the special circumstances of the conflict areas and is in line with the Uganda

Primary School Curriculum Review (MoES, 2004b) which recommended that peace education should be built into the theme-based curriculum of primary classes one to three and integrated through the subject based curriculum of primary classes four to seven.

Given that the work of NGOs implementing peace education programmes in Uganda is uncoordinated and fragmented there are a number of questions to be answered:

- What content of peace education is taught in schools?

- What educational materials are available for teaching peace education in schools and how are they used?

- What methods of teaching peace education are used in schools?

- What assessment strategies are used in schools to assess pupils' progression and development of peace-related knowledge, attitudes, skills and behaviour?

- What peace education activities do pupils engage in outside the classroom?

- How does formal schooling in a post-conflict context influence the integration of peace education? In general there is a need for the evaluation of peace education programmes in northern Uganda.

4.6. Criticisms of peace education

Contrasting the wide-spread assumption that peace education does generally intend something positive and therefore should be promoted, its limited measurable success in violence prevention and sustainable conflict transformation raises the question whether peace education programmes can achieve what their optimistic names promise? Does peace education really make a difference? Under what conditions can peace education effectively lead to peaceful behaviour?

Besides all the positive intentions and goals of peace education, many authors express profound doubt and criticism. This is illustrated by a statement by Sommers in (Seitz, 2004:64) when he laments that;

> "Addressing peace education is popular but hard to define. Its values are widely embraced but its implementation inspires scepticism. It espouses universal ideals that are often interpreted according to Western cultural notions of universality. It preaches acceptance, communication and inclusion, while programmes relating to it may actively resist collaboration and coordination with each other. Its programmes are usually targeted at people who are already peaceful, peace education predominantly focuses on target groups who actually do not require peace education; its clientele is above all the (potential) victims and sufferers of violence, as e.g. inhabitants of refugee camps, while the perpetrators and actors are generally neglected.. …And peace educators strongly endorse its expansion while claiming that its results cannot be easily assessed".

In this line of argument, Ashton (2004) affirmed that peace educators target young children in schools because they will in future become the leaders who will be the decision makers and implementers of public policy, since the goal of peace education is not short-term as peace education does not claim to end violence in the short term, but by building a culture of peace which is a long term aim.

Salomon (2002a:3) ironically illustrates this lack of conceptual clarity and evaluation by using a metaphor in the field of medicine,

> "Imagine that medical practitioners would not distinguish between invasive surgery to remove malignant tumours and surgery to correct one's vision. Imagine also that although different kinds of surgery are practised, no research and no evaluation of their different effectiveness accompany them. The field would be considered neither very serious nor very trustworthy. Luckily enough, such a state of affairs does not describe the field of medicine, but it comes pretty close to describing the field of peace education".

Several authors (Shapiro, 2002; Harris, 1992) also indicate a lack of links from theory to practice in many peace education programmes as a reason for potential failure. The underlying assumption is that if the knowledge is not immediately transferred to the practical sphere of the participants it might get lost as soon as the participant leaves the classroom. Simpson (2004:5) also describes the phenomenon of 'memorised routine' she observed with students in a school-based peace education programme. These students were still able to repeat the slogans of the programme several months after participation, but completely lacked a practical use of them in everyday life, as they were obviously unable to activate their meanings.

Another repeatedly criticised phenomenon is the 'Western bias' (Seitz, 2004; Ardizzone, 2001) in the academic literature and present concepts of peace education. Views from developing countries are extremely underrepresented; notions of indigenous knowledge and traditional concepts of conflict transformation are hard to find in the training materials.

This exclusive focus on Western perspectives suffers from fatal shortcomings; for example by emphasising a Western and Christian concept of humanity makes any transfer to non-Western contexts extremely problematic (Harris, 2002). The 'Western bias' becomes clear above all in the strong emphasis on the individual and on individual self-esteem present in many peace education programmes (Schell-Faucon, 2001). Yet 'self' is a Western concept, a concept which is tightly associated with individualistic societies. The resulting fixation on the regulation of interpersonal relationships might be completely inappropriate in many contexts as the dynamics of armed conflicts are often determined by collective action and group identity (Seitz, 2004:64).

"When the only tool you have in your tool box is a hammer, all problems start to look like a nail" (Carl, 2004:2). According to Carl, this logic seems to characterise many conflict interventions of international actors, but 'we do what we can' does not necessarily mean what most needs to be done and can be valued as an urgent request for more sensitivity in the process of implementation, in dealing with the target group and the real needs of the region and context where a programme takes place.

Ardizzone (2001:1) outlines the importance of cultural and context sensitive approaches to peace education by stating that a "quick-fix or one-size-fits-all approach, which fails to account for specific contexts will not work". Finally, Bush and Saltarelli (2000) and Sommers (2001) identify a significant lack of coordination among the different actors, who in many cases either do not know what the others are doing, or even worse, compete for scarce funding, potential target groups and legitimacy.

A final point of criticism towards peace education touches upon accusations of indoctrination expressed by official institutions and predominantly state actors, who assume peace education is propagandistic instead of forwarding 'objective' information on controversial matters. Peace educators have sometimes been verbally attacked for challenging mainstream views of security and national defence and their discipline has been condemned as being value laden (Harris, 1992). Specifically, people opposing courses on nuclear weapon and peace argue that, it's not a legitimate academic discipline because it is too advocacy oriented, hoping to get students involved in overturning defence policies (Maxwell, 2004).

In another related context, teachers in peace studies classes might present a perspective that opposes traditional points of view that support peace through strength. Following the events

of 9/11 peace activism in the United States has been defamed as being anti-patriotic and peace activists themselves who wished to see an end to all violence no matter from which side, including the bombing of innocent civilians in Afghanistan or Iraq were seen by many as alternatively weak and pacifistic, or as enemies of patriotism (Harris, 2002). As these recent examples illustrate, peace education does not necessarily reflect wide-spread perceptions of peace, in fact it might even oppose and question them and therefore be strongly criticised by official powers and majorities who believe in violence and militarism to solve world problems.

4.7. Evaluating the effectiveness of peace education programmes: Closing the gap

As has been mentioned earlier, the lack of evaluation is among the strongest critiques of peace education (UNESCO, 2011; McGlynn et al., 2009. It is difficult to evaluate the achievements of peace education because its objectives pertain mainly to the internalisation of values, attitudes, skills and patterns of behaviour which require longitudinal studies, yet where evaluations are conducted they often suffer from significant short-comings, such as "a very short time-frame of analysis" (Nevo and Brem, 2002: 274). Due to the large financial and personal resources they require, long-term studies on the effects of peace education are seldom conducted.

Several authors point out the difficulties in measuring changes of personal values, mind-sets, perceptions and principles through so-called 'values-based' education programmes, in which peace education can be included (Hirseland et al., 2004; Salomon, 2002; Harris, 2000). According to them it is a challenging task to differentiate between changes caused by participation within a specific programme and personal developments initiated through other life experiences.

Moreover, the implementers of peace education, particularly in developing countries, are under continuous pressure for success from donors. If a programme does not show the intended and claimed effects, ideally right after the intervention when the report for the funding agency is written, further funding is at risk. Hence, there is a danger that evaluation normally expected to a certain extent from those who sponsored the programme becomes rather exploited and misused to show its positive value and necessity, rather than being used as a tool for critical reflection (Hirseland et al., 2004). Objective feedback and reflection are essential for the process of learning and improvement of goal oriented behaviour at both individual and institutional levels.

While mindful of the potential difficulties, there is an increasing call for serious research and evaluation in the field of peace education (Harris, 2008) to support the development of effective school-based programmes (Farrell et al., 2001). "Without it, peace education programmes lead to unknown results and, when they fail, it is not clear why they fail" (Salomon and Kupermintz, 2002: 2).

Harris (2003) defines a good evaluation in the context of peace education as ideally containing both 'formative' and 'summative' elements. Formative evaluations concerning the delivery of a peace education programme can determine what activities where conducted, whom the intervention reached, the number of participants, and the number of meetings. 'Summative' evaluation tries to document the specific impacts on the participants and attempts to assess learner satisfaction. Harris asserts that while summative evaluation can document cognitive changes, it loses its predictive validity in trying to assess emotions, dispositions and behaviours that may occur as a result of peace education instruction.

Ideally, an evaluation should also be comparative, that is a group of peace education participants should be compared with a group who did not join a peace education programme. This requires also pre-and post-tests (Hirseland et al., 2004). Harris raises the concern that such comparison groups are very hard to control. Two samples of people may appear similar; but their participation in peace education learning can be influenced by a wide variety of factors, including personal beliefs, religious upbringing, previous experience with conflict, and external levels of hostility. In order to provide valid research about how peace education really reduces violence, educators have to establish a causal link between the reduction of violence and the specific intervention provided by peace education. Such links are hard to establish in the field of social science because of many intervening variables.

Harris and Morrison (2003) indicate that the majority of existing peace education evaluations are qualitative, 'formative' studies, which can show positive changes and benefits, but stress narrow criteria and definitions for peace. For example, in the case of school programme evaluations which demonstrate whether the programme had a positive impact on the children's behaviour, do not evaluate long-term effects nor do they assess whether participants become active outside the classroom to promote peace and hence reduce levels of violence in the larger society. With such incomprehensive evaluation, the long-term effects of peace education are unclear.

4.7.1 What are criteria for evaluation of peace education?

Galtung (1976:33) urges that "everyone has to develop his own format; there is no standard format that should be adhered to, that would be contrary to the whole idea". The lack of a standard format of peace education creates challenges as to what criteria should be followed

in the evaluation of peace education programmes. However, several peace educators and practitioners have suggested possible ways of evaluating peace education programme effectiveness by focusing on: programme context; theory of change; instructional goals; content; pedagogy; relevance; sustainability; and impact (Sinclair et., 2008; Harris, 2008; Ashton, 2007; Fountain 1999).

According to Salomon and Kupermintz (2002), the evaluation of peace education programmes cannot be limited to the assessment of its outcomes and their judged effectiveness; it is as important to understand the process by which measurable results have come about, suggesting that the meaning of any outcome measure or observation greatly depends on the careful analysis of the programme itself and the context in which it takes place. Thus a combination of the formative and summative aspects of evaluation becomes remarkably useful, whether a change of attitudes is to be considered large or small, positive or negative has to be examined in light not only of a programme's goals, but to no lesser extent on its internal logic, the way it was implemented and the wider context in which it took place.

While the examination of a programme's internal logic, implementation and the context in which it takes place is not its ultimate evaluation of effectiveness, it nevertheless is an important part of evaluation as it serves as the context in light of which outcome measures can be meaningfully understood. Thus, a programme's evaluation pertains to its rationale, theory, actual implementation, and the socio-political context in which it takes place. Only in light of this background does the examination of the changes that have been attained, and their specific nature, make real sense.

4.7.2 Components of peace education evaluation

Salomon and Kupermintz (2002) urge that, the evaluation of peace education programmes in relation to internal logic, quality of its implementation and outcomes calls for the analysis of two broad components, namely; programme attributes and impact. Programme attributes are evaluated in light of implementation criteria and serve both formative evaluation purposes as well as a background for summative evaluation: for example, how well grounded is the programme rationale? To what extent do learners take part in the programme's activities? Programme impact is evaluated in light of outcome criteria and is the basis of summative evaluation: for example, to what extent have learners developed non-violent conflict resolution knowledge, attitudes and skills?

4.7.2.1. Programme attributes and criteria of its implementation

Salomon and Kupermintz (2002) set out domains of peace education evaluation which can be used in the evaluation of peace education programmes. In these domains specific objects of evaluation, with different facets and criteria are used as discussed below:

 4.7.2.2. Description of peace education programmes

The analysis of peace education programmes is not based entirely on empirical data collection. The study of a programme's rationale, internal logic and scientific foundation is a matter of qualitative analysis of a number of variables. A sample of programme variables or descriptors with which a programme can be evaluated include:

(a)*The overall nature of the programme:* Duration of the programme; quality of the rationale; nature of the pedagogy; intensity of intervention; interdependence of the programme; target population; and logistics in terms of education materials.

(b) *The programme's wider context:* The socio-political context; compatibility between programme and context; and environmental support for the programme.

(c) *Implementation criteria and fidelity/ Faithfulness of implementation to design:* Equality of participation; interactivity; learners' engagement; teachers and learners' compliance; overall quality of the social processes; overall quality of programme delivery; learners' enjoyment and satisfaction.

4.7.2.3. Summative evaluation of peace education programmes

Using the taxonomic framework, Salomon and Kupermintz (2002) provided four broad domains that peace education programmes attempt to impact: cognitive, affective, volitional and behavioural. A systematic evaluation of programme effectiveness in bringing about the desired changes relies on the availability of reliable and valid empirical measures of specific variables within these broad domains. They recommend that such measures constitute an operational definition of the variables of interest and can be derived mainly from questionnaires, interviews, focus groups and first hand observations.

In attempting to measure the four general domains in the taxonomic framework, it is important to note that most of the specific changes programmes attempt to attain are not confined to a single domain and it is often difficult to draw sharp conceptual distinctions between the different domains. Thus, attitudes have a cognitive component as well as an affective and behavioural one. Empathy is not only an affective but has a cognitive component in it as well, and so does tolerance.

Table 1: Domains of change

Affective	Cognitive	Volitional	Behavioural

Empathy Acceptance Tolerance Self esteem Respect Forgiveness	Stereotypes Prejudices Knowledge/information Cross-cultural understanding Value-oriented attitudes	Willingness for contact Openness to accept the other's narrative	Conflict resolution skills Social contact Pro-social skills Aggression Violence

Source; Salomon and Kupermintz (2002:18)

4.7.3 Targets of change

Salomon and Kupermintz (2002) contend that, attitudes, stereotypes, self esteem, acceptance of a collective narrative, empathy or conflict resolution skills can pertain to a variety of targets. Of particular importance is the difference between changes that target one's own self (as in self-esteem), one's ethnic or religious group (changed perceptions of "my" group's role in the conflict), a particular out-group (empathy towards the suffering of the refugees of an adversary) or society at large (greater concern for the environment; support for more equality for women). Often programmes may have one target in mind and also attain changes concerning another target. For example, Shechter in Salomon and Kupermintz (2002) noted that, Jewish youngsters' visits to the holocaust death camps, designed to promote national pride and adherence to its narrative (the in-group as the target), turns out to differentially affect empathy for their Arab adversary.

4.7.3.1. Criteria for assessing change

Peace education programmes are designed to affect the kind of variables (but not limited) presented in Table 1(above). Salomon and Kupermintz (2002) believe that, one obvious criterion to assess such changes is their magnitude gained by participation in a programme. This magnitude of change is often based on a comparison between after-the-programme (post-test) with before-the-programme (pre-test) measures. From a quantitative perspective, the magnitude of programme effects is often assessed by a statistical calculation of the

programme effect size. This technique expresses the observed posttest-pretest differences on a metric that takes into account the variability exhibited among programme participants, and thus provides a useful numeric summary of the programme's impact. Several criticisms and limitations to this method have been put forward (Harris, 2008; Ashton, 2004).

4.7.4. Peace education theory of change

.A theory of change is defined as the implicit assumptions held by practitioners and participants about why the activities they choose for addressing a particular problem will work (Chen, 1990; Lipsey and Pollard, 1989). It also serves as a useful way of viewing programme assumptions; the processes used, and expected outcomes for the purpose of evaluation. Such theory development and mapping contribute to the clarity of programme design and evaluation (Ashton, 2007). Peace education programmes need to be evaluated from their theoretical perspectives in line with the programme design and outcomes should be derived from the underlying processes that contribute to the development of peace-related behaviour and how these development processes and paths can be altered (Park-Higgerson et al., 2008). Peace education theories of change relevant to this study include:

(i) Peace education requires a pedagogical shift to more child-centred and experiential pupil activities in the classroom. When this pedagogical shift occurs and stakeholders are engaged in implementation of peace education, a structural or systemic change toward a more collaborative system emerges (Reardon and Cabezudo, 2002; Ashton, 2001; Lantieri and Patti, 1996). The shift is from a teaching model of lecturing from the front of the room and teaching for rote learning ("chalk and talk" method), or what Davies (2005:44) calls "uncritical literacy" to a model that is facilitative and interactive, where the teacher sees herself or himself as a learner and encourages learners to see themselves as teachers.

(ii) Peace education permeates the systems within which it is taught; and peace education changes the participants' perspective on "the other" in a positive direction leading to symmetrical power relations.

To contribute to effectiveness evaluation of peace education programmes in post-conflict contexts, while addressing the methodological shortcomings highlighted in the literature review, this study used a four dimensional analysis to explore the effectiveness of REPLICA-PEP in the achievement of its objectives by examining:

i.The Nature of REPLICA-PEP and its attributes (Programme theory): Justification (why peace education in primary schools in northern Uganda), target population (in this case the pupils in primary schools), theory of change, content, materials and assessment strategies.

ii.The process of implementation: REPLICA-PEP implementation strategy and fidelity of implementation to design (Programme intervention theory) in terms of methods and their use in schools.

iii. REPLICA-PEP perceived impact: Targets of change (cognitive, affective, behavioural domains at the personal, relational, structural and cultural level).

iv. Influence of post-conflict conventional schooling context on REPLICA-PEP effectiveness.

4.7.5. Conclusion

This chapter has demonstrated the need for designing and implementing peace education programmes while mindful of the social and political contexts and target groups while possessing a relevant theory of change. The importance of evaluating the effectiveness of peace education programmes was also highlighted.

CHAPTER 5: Research Design, Methodology and Methods

5.1 Introduction

Focusing on the purpose of the study, and the reasons for the purpose of the study as earlier presented in the literature, this chapter discusses the design that was deemed most appropriate for collecting the data to fulfil the aim pursued in this research. The research was conducted with a consistent focus on any links to the issue of education as social and cultural reproduction more particularly on schooling as symbolic violence. The methodological choices made are backed by reasons to justify their preference over alternative approaches. The chapter discusses the research design, the rationale for the choice of the case study, defining the case and sampling, the manner in which rigour and validity have been built in, the research methods and instruments used and their piloting, limitations of the study, access and ethical issues, data analysis and finally the writing up of the thesis.

5.2 Research design: Flexible qualitative design

Based on the nature of this study, which requires a detailed investigation of the effectiveness of REPLICA-PEP with a view to providing a critical analysis of the context, practices and processes involved, a flexible, qualitative rather than a fixed quantitative design was deemed more appropriate, because the nature of the questions and issues being investigated are

complex and elusive and require an in-depth penetration in a natural setting using explorative approaches.

Although the quantitative approach may make it possible, under certain conditions, to determine whether or not a particular programme has had an impact, it offers little insight into social processes and practices which actually account for the changes observed. While the quantitative approach is capable of showing the extent to which a programme has reached its goals, it rarely explains why the observed results occur and what processes intervene between the input and output (Chen and Rossi, 1983) yet an experimental design concentrates on the relationship between inputs and outputs to such an extent that the important contextual and process aspects of the programme are ignored (Bryman, 2008). Contextual factors are important for this study in as far as exploring the influence of conventional schooling in a post-conflict context on REPLICA-PEP effectiveness.

A flexible qualitative research design was preferred over a fixed quantitative approach because of the need to understand REPLICA-PEP effectiveness through the eyes of the people that are being studied, in this case the programme designers, trainers, implementers and beneficiaries who are the REPLICA-PEP, MoES and NCDC officers, Centre Coordinating Tutors (CCTs), district officers, teachers and pupils. Although the qualitative design suffers from criticisms such as; subjectivity, difficulty of replication and problems of generalisation, its emphasis and preoccupation with thick descriptions, seeing through the eyes of others, context (i.e., social, political and school context), processes (teaching and learning process and other schooling processes in general), concepts and theory grounded in data, make it an appropriate design for this study (Guba and Lincoln, 1994:106).

A quantitative design would not be appropriate because its fixed design nature and preoccupation with measurement and causality, strips contexts from meanings in the process of developing quantified measures of phenomena (Robson, 2002). In particular, quantitative measures often exclude participants' meanings and interpretations from the data which are collected, impose outsiders' meanings and interpretations on data, require statistical samples which often do not represent specific social groups and which do not allow generalization to, or understanding of, individual cases.

This however, is not to argue that a quantitative/fixed design would have been totally out of place and unusable in this research, but rather it may not be the most effective approach as its tightly specified nature (Punch, 1998), would limit the knowledge pay off expected (Yin, 2003:13). If the effectiveness of the REPLICA-PEP is to be understood better, use of statistics and pre-fixed questions would not provide an in-depth analysis while a more open, flexible approach through which the researcher is ready to explore the concerns, experiences and perceptions of informants and other important issues that may arise in the field (during data collection) is important in enriching the study.

Additionally, there was a need to study the contextual conditions in which the programme is being implemented, yet a quantitative experimental design deliberately divorces a phenomenon from its context, so that attention can only be focused on only a few variables. Although quantitative surveys may try to deal with phenomenon and context, their ability to investigate the context is extremely limited, as the survey designer struggles to limit the number of variables to be analysed to fall safely within the number of respondents that can be surveyed (Kincheloe and MacLaren, 1994).

Therefore as an overall picture, much of the detailed framework of the design emerged during the course of the study, through repeated revisiting and reviewing of various aspects of the design ranging from purpose, research questions, theory, data collection and analysis. The framework of the design was back and forth, with interactive relationships among the different aspects of the design.

5.3. Evaluation methodology and the notion of effectiveness

This section presents various models or forms of evaluative research that are relevant to this study. There are various definitions of evaluation but they invariably point towards the worth or effectiveness of an intervention (Scriven, 2003; Fountain, 1999). Patton (2002) defines programme evaluation as the systematic collection of information about the activities, characteristics, and outcomes of programmes to make judgements about the programme, and/or inform decisions about future programming.

Before looking at the various models in evaluation, it is worthwhile looking at the discussion on theories of evaluation. Scriven (2003), one of the leading and best-known evaluation theorists, explains that an evaluation theory is one of two types − normative or descriptive. Normative theories are about what evaluation should do or be while descriptive theories are about what evaluation types there are (classificatory theories) or why and how they do what they do (explanatory theories). In the International Handbook of Educational Evaluation (2003), Scriven contributed a meta-theoretical commentary on the various evaluation theories in the chronological order of their historical development. Scriven started the analysis of theories by presenting the *quasi-evaluation model* which was the early model of evaluation.

This model involves investigation of programmes simply in terms of being on time, on target, and on budget. Scriven likened this evaluation more to monitoring rather than evaluating because it does not assess the value of the programme or intervention. This led to a model which can be referred to as the *goal-achievement evaluation*. Provus (1971) called this model a discrepancy evaluation because its aim is to find the discrepancy between the goals of a programme and the actual achievements. Scriven comments that this model's shortcoming is in bypassing entirely whatever the client's values are. An alternative model is *outcome-based evaluation* which is also known as the result-oriented evaluation. The seemingly missing link in this approach is the consideration of processes, which Scriven asserts should be covered in almost any serious programme evaluation.

Another model is consumer-oriented evaluation which regards the evaluation effort as a consumer service. The weakness of this model is the emphasis on consumers' needs and the resulting neglect of the management goals of the programme. The focus of this evaluation is in the summative aspect of a programme, i.e. the end results for the customers. Yet another alternative model went to the opposite pole and this model is called the formative-only model. The proponents of this model, the Cronbach group, held that there was no such thing as summative evaluation (Cronbach, 1963, 1982) in the real world. The critique of this model is that there are some programmes that warrant summative evaluation that precede the termination of the programmes due to factors such as constraint in funds. Another model scrutinised by Scriven is called the participatory or role-mixing approaches. This model advocates the participation of the evaluees or customers in an active role within the evaluation. In fact, this model has a version called empowerment evaluation where the evaluees are the sole authors and the evaluator is just a coach. While there are merits in this

approach, Scriven is of the opinion that involving the evaluees in such an active role could cost the evaluation practice its validity.

Despite the variations in the models discussed, the purpose of the present evaluative case study is to explore the worth of REPLICA-PEP in terms of achieving its stated goals. The next section will discuss another analysis of evaluation models, a meta-model attempt by Owen (1999) consisting of five evaluation forms, which provides guidance for the planning and conduct of investigations. Owen classifies programme evaluation conceptually into five categories, or forms, as follows: proactive; clarificative; interactive; monitoring; and impact. The proactive evaluation form takes place before a programme is designed. It is for the planners to decide what type of programme is needed. Approaches consistent with this form are *needs assessment* or *needs analysis*; *research review*; and *review of best practices* or *creation of benchmarks*. The clarificative form concentrates on clarifying the internal structure and functioning of a programme – described as the theory or logic of a programme. The approach consistent with this form is *logic development* or *evaluability assessment* and *accreditation*. The interactive evaluation provides information about delivery or implementation of a programme or about selected component elements or activities within the programme. The approaches consistent with this form include *responsive evaluation*; *action research*; *quality review*; *developmental evaluation*; and *empowerment evaluation*.

The monitoring form is appropriate when a programme is well established and on-going. It involves a system of regular monitoring of the progress of the programme and evaluators are likely to be internally located. Approaches consistent with this approach include *component analysis*; *devolved performance assessment*; and *system analysis*. The impact evaluation is used to assess the impact of settled programmes. It typically includes study on the extent and

level of attainment of specified objectives, determination of the level of performance on outcome indicators, or examining both intended and unintended outcomes. The major approaches consistent with this form include *objectives-based evaluation*; *process-outcomes studies*; *needs-based evaluation*; *goal-free evaluation*; and *performance audit*.

The different forms and models of evaluation presented from the literature thus far inform this study on the appropriate model or approach to be engaged in studying the effectiveness of the REPLICA-PEP. However the selection of any single model or approach might have posed a problem for there might have been gaps in the model that restricted the aim of the study. This study therefore uses a mixed evaluation methodology combining the clarificative, interactive, monitoring and impact evaluation forms suited to the objectives of the study. Following Scriven (2003), as discussed earlier, the models which seem to be most suitable for this study are the goal achievement and outcomes-based evaluation. However, Scriven pointed towards the weakness of the outcomes-based model in that it does not take into consideration the process of the programme.

In this study, the process of the REPLICA-PEP will also be considered by adopting and adapting the clarificative, interactive and monitoring forms of evaluation. These forms will provide an understanding of the processes through which the REPLICA-PEP intervention activities achieve effects and explain the outcomes of REPLICA-PEP. However, examining the process aspect of the programme does not demonstrate the effectiveness of an intervention. The 'process' focus implies an emphasis on answering 'how?' or 'what is going on?' question rather than looking at the product itself, in order to unravel the 'official' view of what should be going on and what is actually taking place (Robson 2002). The present

approaches also attempt to answer the question; To what extent are planned intervention activities actually realised?

The goal-achievement model described by Scriven is also relevant for this study as it intends to find the discrepancy between what was intended by the goals of the programme and the actual achievement. The study also adopts the approach suggested by the formative model as it intends to find ways of achieving programme sustainability after USAID funding as the programme is still on-going. It also relates to the summative evaluation because it will research on the perceived impact of the REPLICA-PEP.

The notion of effectiveness

As seen from the above discussion, evaluation is very much concerned with notions of 'effectiveness' and educational evaluation is therefore closely connected to the notion of effectiveness. Educational 'effectiveness' is, a highly contested area of debate and there are many criticisms of the existing literature not only in terms of the pupils' view of, and participation in, schooling but also, for example, of what is and can be measured; the importance of the diverse ideological purposes of schools: the contextual relevance for the majority of the world's schools; of a literature stemming from relatively well-resourced and staffed schools in developed countries (Harber and Trafford, 1999; Harber and Davies, 1997). Another major difficulty with the literature on educational effectiveness is that it tends to skate over a consideration of values and goals effective at what and for what? Effectiveness research broadly defines the concept of effectiveness as goal attainment, with an implicit assumption that the criteria used to measure effectiveness reflect important educational objectives (Scheerens, 2000,1999; Creemers,1994).

In the evaluation of UNICEF Peace Education Projects, Fountain (1999) defines programme effectiveness as the extent to which the programme stated objectives have been achieved, or can be expected to be achieved. Effectiveness evaluation is used to answer the questions, "what outcomes were observed?" "What do the outcomes mean?" and Does the programme make a difference?" In terms of REPLICA-PEP effectiveness the study attempts to explicitly analyse the context of the programme in terms of post-conflict conventional schooling, the concrete REPLICA-PEP objectives, the process of their realization and perceived impact in terms of reduced violence in schools and learner acquisition of peace-related knowledge, attitudes, skills and behaviour. It starts with a value-based assumption that a school that contributes to peace is a more effective school.

5.4. Choice of case study approach and rationale

A qualitative case study approach has been preferred over other approaches because it provides an opportunity for a holistic view of the process, which provides a detailed investigation of a particular case with a view to providing an analysis of the context and processes involved in the phenomenon under study (Yin, 2009). This is appropriate for this study because it requires an in depth study of the REPLICA-PEP within a post-conflict formal schooling context.

Although both ethnography and action research could give depth of findings due to the fact that, in them the researcher works as an insider, in this particular setting of study, they were considered not the most appropriate options for the following reasons:

First, the demand of ethnography that the researcher needs to have "close association with" and "often participate in" their research setting on which Brewer (2003) insists, was not a possibility in my research situation as I could not have long enough time and close enough

interaction (or association) to make the claim of an ethnographic study. Second, although I have worked in the field of education in Uganda, I have not worked on any peace education programme in any capacity nor in a post-conflict context like northern Uganda and therefore it would be deceptive and misleading to claim that I would be researching as an "insider" to "improve practice" (Ladkin, 2004) which action research calls for.

According to Yin, there are three conditions the researcher should consider when selecting a research design, namely: (a) the type of research question posed; (b) the extent of control an investigator has over actual behavioural events; and (c) the degree of focus on contemporary as opposed to historical events. Although Yin (2003) argues that, there are areas of overlap among the designs, so that for some questions, a choice among strategies might actually exist, the historical approach may not apply for this study because of the contemporary dimension of the programme under study which is an on-going universal educational intervention in response to the problem of violence and the need to build a culture of peace. Similarly, the experimental approach may too not be appropriate because the researcher has no control over the actual behavioural events, assignment and inclusion of control groups, random assignment to conditions, yet the context also brings in many variables which the researcher is interested in understanding their influence than control. Therefore the type of questions for this study, the extent of control and contemporary dimension of the programme under study suggests that the case study is the most appropriate design.

Besides the reason of choosing case study because of its coverage of depth, northern Uganda security problems made a regional survey an extremely risky option to attempt. To do this study thoroughly and constructively, the case study approach was the most appropriate and most suitable in these circumstances.

REPLICA-PEP in northern Uganda is a unique, critical but exemplifying case. First, it is unique because, unlike schools in the other parts of the country that have had relative peace since 1986, schools in northern Uganda have been in a war zone for the last two decades. Second, the case is critical because, it will allow a better understanding of the circumstances in which the theory of schooling as symbolic violence will be tested by the critical examination and analysis of school processes, structures and activities in the light of the REPLICA-PEP aims. Third, it is an exemplifying case because it exemplifies a broader category of which it is a member (Bryman, 2008). Studying the programme as a case study in the two exemplifying schools will provide a better understanding of the circumstances in which the programme is being implemented, as these two schools will provide an apt context which will help to illuminate the links between key processes and practices of conventional schooling in the light of programme objectives, content, methods, materials, assessment strategies, and perceived impact.

Exemplification in this case study is justified by the fact that, the case is not chosen because it is extreme or unusual in some way but because it epitomises a broader category of cases (i.e. of peace education programmes in post-conflict contexts) and the two schools provide a suitable context for the research questions to be answered in this study (Bryman, 2008; Yin, 2003).

5.4.1. Defining the case and sampling: Small universe of theoretical interest

The boundaries of this single case study (REPLICA-PEP) cut vertically from the central government office of the MoES and NCDC which together initiated and are implementing the REPLICA-PEP in primary schools in northern Uganda down to two primary schools in

Garamba district, "nesting" (Borgan, 1997) along its path different levels of implementation for tracing the effectiveness of REPLICA-PEP.

The choice of Garamba district is made because it is one of the eight districts in the northern region that has been greatly affected by war, with a highest number of refugee population from Sudan, abductees and returnees from IDPs, and as of now is one of the relatively peaceful districts of northern Uganda. Additionally, because of its location in the conflict region, the district was a key connection route for the rebels from Uganda to Southern Sudan and vice versa, which made the district one of the most affected by the conflict.

Two primary schools were considered for the study, in which the REPLICA-PEP is being implemented. These schools were selected as a source for the sample of teachers, pupils, and documents that would, along with CCTs, REPLICA, MoES and District officials make up the total sample for the overall case study. One of the schools is a coordinating centre school (Paci public) and the second a demonstration primary school (Lulu) attached to a Core Primary Teachers' College. They are both implementing REPLICA-PEP and were selected because of their convenience as they could be easily accessible in a situation where security in remote areas was an issue, impassable dusty roads during rainy seasons and transport to schools is mainly by foot and motorcycle. Sampling of respondents targeted a broad range of stake holders along the ladder that is from the MoES, REPLICA-PEP, District, CCTs, teachers and pupils in the two primary schools.

5.4. 2 Building rigour and validity

More than any other social science approach, the case study approach faces the greatest criticism, bias and mistrust of all regarding a variety of aspects such as generalisability,

reliability, replicability and validity in its different forms (Bryman, 2008; DeVaus, 2001; McCormick and Sanders, 1983). This imposes on it the hardest challenge of having to prove its trustworthiness with regard to the value of its claimed contribution. Although some of the criticisms are based on "misunderstandings" (Yin, 2009; Flyvbjerg, 2004) of the true nature, meaning and contribution of case study, they cannot simply be ignored if case study is to gain respect in the world of social researchers. Schweisfurth (2001) gleans meaning from case studies through the process of selection, verification, cumulation, generalisation and application, to which the element of "reflexivity" should be added to focus on how one can deal with the problem of influencing findings or findings influencing the researcher. The following sections illustrate how rigour and validity are built into this case study.

5.4.2.1 Examining selection criteria

Selection in this study has been attempted through a number of levels: having established "what to look for" (through recourse to the aim and the research questions of the study), a second level of selection had to address "where to look for it". This led to the difficult task of defining the boundaries of the case. Boundaries to cases are a complex issue that must be decided properly and cautiously otherwise without a proper "bounded context" (Yin, 2009; Stake, 2003) the whole world could be called a case of the universe, which could make case study research both unreasonable and an impossible strategy.

In the context of this research, a difficult decision had to be made regarding what to consider as case units in this study. Was it is more appropriate to take the REPLICA-PEP, the Primary Teachers' College (PTC), the district or primary schools? Considering the nature of the subject none of these could be taken in isolation as a case unit but rather as contributing to the formation of the unique, critical but exemplifying case unit. Additionally the programme does not operate in a vacuum but in a school following the already established education

structures, that is, the MoES, NCDC, district, and primary schools. It is therefore appropriate that the case covers all the stakeholders in these institutions so as to paint a complete picture of programme effectiveness.

Therefore, the research is a case study of one peace education programme, REPLICA-PEP. The two primary schools (and interviews, observations in them) were part of the single case study of the programme and were not in themselves case studies: they were sites and sources for gathering data on the practice of the programme as a case study. Data was gathered in the two schools to shed light on the programme. Data was collected from pupils, teachers, CCTs , District, NCDC, MoEs, and REPLICA officials through interviews, observations and documentary analysis to form part of the in-depth triangulation focusing at the programme as a case study. Data was gathered from a range of sources and respondents to study the single case (REPLICA-PEP). This case unit therefore cuts through from top (central government office) to bottom (two schools chosen for reasons already explored) nesting along its path a range of implementation levels. This is considered the most appropriate approach because in this way, the effectiveness of the programme will be examined all along the ladder.

Another important selection had to be made regards "who to ask". Both implementers and beneficiaries of the programme were sampled, again not randomly but strategically and purposefully. Sampling of respondents was therefore broad based offering a potential for a wide variety of opinion and experiences, thus enriching findings. Selection of what to consider as worth collecting to build the data, is also an important stage in the selection process, keeping a focus on the aim of the study, the data collection process paid special attention to material that reflected how conventional schooling in a post-conflict context embedded with symbolic violence influences the effective implementation of REPLICA-PEP.

Selection is never complete until we finally reach the decision of "what to present" as findings. Aware that fieldwork usually generates a lot of data, there was a diligent selection of what to present as findings, bearing in mind the research questions this study would like to answer.

5.4.2.2 Verification attempt

In an effort to establish the truth and accuracy of statements or to confirm, substantiate or validate their claims (Punch, 1998), verification in this research was attempted through various strategies. First, at the end of every session the researcher discussed her understandings and interpretation of the responses with the respondents again by way of summary, to confirm they are truly what they meant by them. Although this does not clarify whether the responses are true or false, at least it reassured that there were no misunderstandings or distortion of the respondent's meaning. Bell (2008) and Bryman (2008) strongly recommend this strategy to verify responses.

Second, in the second field work, a written version of the analysis and interpretation from the first and second field work was presented again to the respondents concerned, to cross check if they agree with the accuracy of the interpretation. Corrections and amendments of these were done where they were identified. The researcher's personal views and interpretations too were verified at this stage with respondents by finding out whether they are consistent with theirs or whether they disagreed with them. Themes that were interesting, yet not fully explored to their full depth in the previous fieldwork, were then explored to their full depth in order to aggregate the important aspects.

Aware that this research is on a subject that is sensitive and that certain respondents could try to protect their image at all cost (probably at the expense of others) or exaggerate others' mistakes to discredit them and the programme, a third strategy was not to take responses on their face value, but cross check their truth with other people as well. This design attempted to sample stakeholders from a variety of backgrounds and categories to provide opportunities for cross checking perceptions.

A fourth strategy was to cross check whether there is resonance among findings obtained by different methods about the same case. Given that four methods i.e., interview, observation, document analysis and field notes /diary were used to collect data, their findings were used to help verify each other. For example, teachers' interview responses on the integration and use of REPLICA-PEP content, materials and methods were verified by observing lessons and comparing them with REPLICA-PEP content and methods in REPLICA-PEP books. Stake (2003) argues that researchers use triangulation to reduce the likelihood of misinterpretation.

Triangulation is a process of using multiple perceptions and methods to clarify meaning, verifying the repeatability of an observation or interpretation. However, Stake (2003) acknowledges that no observations or interpretations are perfectly repeatable, but insists on the clarification of meanings even if it is by identifying different ways in which the phenomenon is being seen.

Finally, monitoring of coherence between these findings and the larger body of the theoretical framework was perceived as an effective means of verifying data. Coherence is normally considered an important characteristic of truth. However this could be controversial, as disagreement with the larger body of theory or literature is not necessarily an indication of

validity problems or falsity. Although on the whole most of the findings here are consistent with the existent larger body of knowledge, there are also differences which I attribute to the uniqueness of this study and its originality of contribution to wider knowledge.

5.4.2.3 Cumulation strategy

Without cumulation of cases, an individual case study remains just a standalone case, thus making it more difficult for the study to build potential for generalisation. In this study, cumulation has been attempted at two levels. First, the study takes into account the research which led to the theory and literature into which this research is embedded. The theory of schooling as symbolic violence and literature review (i.e. violence, conflict and peace education evaluation) are all results of previous studies done mainly in other parts of the world and this study is seen in the light of the information and knowledge accumulated from such studies. Second, as a case of its own, this study too adds to the desired cumulation.

Through these two ways, it is hoped that a satisfactory level of cumulation is achieved in this study. Schofield (2002) emphasises aggregation, comparing and contrasting already existing studies, as a means of cumulation for increasing the generalisation potential of qualitative case study.

5.5. Generalisation

Case study research has often been criticised on the grounds that its findings are not generalisable, especially by comparison with those of survey research, a criticism about which debates are still ongoing. This makes the question of generalisation crucial to address in this study. Important to note straight away is that generalisation is not the prime purpose of

case study (Yin, 2009; Bryman, 2008). However without ignoring the concerns or closing the debate at this point, it is important to illuminate, in this study, the case for generalisation.

I would argue that, generalisation from this unique case should not be seen in "statistical" terms (Gobo, 2004; Turner, 2000) but rather the "fit" (Lincoln and Guba, 2000) it could have with other situations. Findings on how conventional schooling in a post-conflict context facilitates or militates against the effectiveness of the REPLICA-PEP as traced down to two primary schools in Garamba district could throw light on what the nature of the situation in other parts of the country could be like. However based on this case study alone, it would be inappropriate to make claims like, "therefore the whole of Uganda is like this or that…" or all peace education programmes are like this….".

From this study, one should focus on the understanding of "concepts" (Meyer, 2001) and how they can inform other research, theory and programmes (Huberman and Miles, 2000). It is therefore its capacity for illumination, allusion, vicariousness, fittingness, comparability or resonance (Schwarndt, 2001; Schweisfurth, 2001) that should be the focus of the case study's assessment of generalisation here. This depends on the reader's judgement. Miller (2003) argues that the key to making generalisation from qualitative comparison is the effective sampling of cases. Hoping that in this research the entire process of sampling/selection, verification, and cumulation have all been very effective and rigorous, there should exist within it the potential to generalise, but with care**.**

5.5.1. Reflexivity
The importance of addressing reflexivity in social research cannot be over emphasised, if validity and rigour should be thoroughly built into the work. This is because it is one crucial factor that can influence the outcome of research findings.

My identity as a PhD or research student in the field, which I thought could cause some reservations, did not have the impact predicted. Additionally, professionals often feel intimidated and get suspicious of the true motive of research that involves them, which may cause unnecessary anxiety that could lead to concealment of information, but this did not prove to be the case.

The sensitivity of the topic or issue under investigation was another point of concern as I prepared to go to the field. The sensitivity associated with researching this topic comes from the fact that discussion of any weaknesses and failures within the REPLICA-PEP may be perceived as exposing the weaknesses of the MoES, District, REPLICA-PEP Officers, CCTs and teachers in schools. In the implementation of the REPLICA-PEP, the MoES used the existing district and PTC tutors (CCTs) to train teachers and implement the programme in all the conflict affected areas in Uganda. It is the MoES with the power to terminate or not to continue employing district officers, CCTs and teachers if it is deemed that there are shortcomings in the implementation of the programme. The fear of loss of contracts and subsequently jobs as a consequence of reaction from the MoES and the funders, in this case (USAID), could greatly hamper openness of staff and hence adulterate the quality of data. This was overcome by continuously reminding the respondents of their anonymity, confidentiality of data and purpose of the study.

Reflexivity concerning how research will affect and possibly change the researcher is another crucial dimension of looking at the problem. One danger here is the possibility of being led more by sympathy rather than data to develop arguments, as some respondents may speak very emotionally about their experiences of the war. Emotional involvement with such people

could make their points be given more prominence over other issues in spite of their fairly frequent occurrences. The recommendation of Delamont and Atkinson (1995) for a careful documentation of how the researcher is implicated in the research setting sharpened my alertness in monitoring the existence and impact of reflexivity in this research.

5.5.2. Application

Without the potential for application to a wider context, case study remains just a story of an isolated incidence with little significance to the wider search for knowledge and theory. Although even as an isolated incidence it is still useful, much more is expected if it should have any impact, improve programme effectiveness and subsequently support curriculum change initiatives. Undoubtedly, this case study can be applied to other contexts and cases with which they share similar situations or circumstances. The potential of this case study is not only limited to transferability, as Lincoln and Guba (2000) argue that transferability is only one frame within which we can discuss applicability of a case study, and proposes three other ways (which I will adopt in this study) through which application of a case even to essentially dissimilar situations can be achieved.

First a case can be used to provide "vicarious experience". In this setting, one can learn from the experiences received in the case and draw universals and concepts that can be applied even to dissimilar circumstances. By focusing on the possibility of vicarious experience, lessons learnt about the effectiveness of REPLICA-PEP in the two schools can be applied to other schools in the conflict and non-conflict affected areas in the country or other conflict affected areas in the world implementing or dealing with peace education programmes, although their settings and circumstances may be different. For example, the influence of conventional formal schooling on the effectiveness of peace education programmes

especially in as far as, what content is taught, using what approach, methods of teaching, educational materials and assessment strategies could be widely applicable.

Using the case in a "metaphoric sense", is the second way in which applicability can be achieved. There are two ways here in which learning can take place when a case is used as a metaphor. According to Lincoln and Guba (2000), on the one hand the case can be used as a starting point for thinking about ways in which the two situations are similar, on the other hand, it can be used to look for the differences. To extend applicability in the context of this study therefore it is important to ask how the cases in this study are similar or different from the cases we are thinking about or applying them to. This helps to extract patterns and universal elements that do extend applicability. Understanding case studies in a metaphoric sense can help one to see how a single case can uncover what (Hammersley et al., 2000: 234) describe as "the causal process linking inputs and outputs within a system".

 A final way of application according to Lincoln and Guba (2000), is by use of a case as a basis for "re-examining" and reconstructing" one's own construction of a given phenomenon. This can be achieved by using a case for providing new or better information, raising one's level of sophistication or providing the interpretation critical to erasing false or divided consciousness. In this study, an attempt has been made to provide new information and critical interpretation, which should be able to help one extend the applicability of the case through reconstruction of such phenomena in other settings. All in all, if the factors of selectivity, verification, cumulation, generalisation, reflexivity and application have been built into this case with sufficient rigour- as it is hoped- the validity is very much improved and so is the level of contribution and impact on theory.

5.6. Research methods, instruments and piloting

Five methods were used to collect data: individual interviews, observation, documentary analysis, focus group interviews and field notes/diary. These methods were used to complement each other in an effort to triangulate and monitor for any differences in data outcome. In addition this triangulated methodology provides stronger substantiation of constructs and hypotheses (Mason, 2002). In order to understand and critically examine REPLICA-PEP implementation in the schools, examination of school teaching/learning activities in relation to the perceptions and experiences of teachers, pupils, CCTs, District, REPLICA and MoES officials) requires a variety of qualitative methods including in-depth interviews and direct observation of programme activities in the school (Clarke and Dawson, 1999). Moreover critical theoretical approaches tend to rely on dialogic methods; methods combining observation and interviewing with approaches that foster conversation and reflection which is central to exploring programme effectiveness.

5.6.1. Interviews

Interviews were used because of the need to lay emphasis on depth, nuance, complexity and roundedness in data, rather than the kind of broad surveys of surface patterns which for example, questionnaires might provide. They were also used to explore programme theory structure, processes, theory of change, implementation and perceived impact from understanding of depth and complexity in people's situatedness or contextual accounts and experiences, which superficial analysis of surface comparability between accounts of large numbers of people may not provide (Descombe, 1998).

Therefore, semi-structured (and sometimes unstructured) face to face and, later, telephone interviews were important methods of data collection in this research. Telephone interviews

were mainly used to bridge gaps of failed appointments that could not be rescheduled, or for officials who were not available for face to face interviews either because they were too busy or had travelled. They were also used to bridge gaps in the findings detected during analysis after the researcher returned from the field or to engage in further discussions of new issues that had emerged during the analysis and synthesis of data after the three field trips.

Interviews were preferred over questionnaires for three reasons. The first is that the nature of the subject in this research requires depth of discussion (Bryman, 2008) and an understanding of the context, design, principles, implementation and impact of the programme from the 'others' point of view. This can best be done by face to face interviews which offer a possibility of modifying one's line of inquiry, following up interesting responses and investigating underlying motives (Mason, 2002) in a way that a postal or self administered questionnaire could not.

The unstructured interview allowed the interviewees to give their definition of a situation there by facilitating a greater understanding of the subject's point of view (May, 2002). As Patton (2002) observes, interviewing enables the researcher to understand how people in a programme¸ view the programme, learn their terminology and judgements and to capture the complexities of their individual perceptions and experiences.

Semi structured interviews were conducted based on the interview guides (Appendices B1 and B2) designed and piloted to take into account and to eradicate, as Robson (2002) and Bryman (2008) advise, the following:

- Long questions which the interviewee might remember in part and answer partially; double-barrelled or multi-barrelled questions which might not be fully answered by

the respondent; questions involving jargon which might be unfamiliar and disturbing to the respondent; and leading questions that could confine the respondent to think in the direction the interviewer had given only and biased questions reflecting the researcher's prejudice.

In addition to the above, piloting the interview (discussed below) attempted to ensure that the interviews do not take unnecessarily too long but also that questions:

- Are not ambiguous but straight forward, clear and non-threatening; yield usable detailed data, but not just "yes" and "no" answers or irrelevant responses; are comprehensible and answerable by the respondents; and are in line with the ethical principles such as not being offensive, respecting respondents' privacy and being considerate to the needs of the respondents.

The piloting was first done with fellow students at the University of Birmingham before testing it out with some people in Uganda during the first visit for laying the groundwork and making contacts. The reason for piloting with university students and people in the field was to gain from both groups. While the University students helped to shed light on the academic dimension and logical order, the people in Uganda helped me to learn about issues of access to schools and REPLICA-PEP. The interview schedules (Appendix B1 and B2) that resulted addressed the overall research questions. The aim was to use the schedule as the framework, while allowing respondents to get into the areas that were important to them as well, and probing more (Clarke and Dawson, 1999) to understand them.

Interview error in this study was limited by designing interview questions which were at the very least, open-ended, neutral, sensitive and clear (Patton, 2002) so as to limit what Weiss in

Clarke and Dawson (1999) referred to as 'right answer' responses which are not only characteristic responses to outcomes evaluation but also to questions regarding programme effectiveness. Although this study is not only an outcomes evaluation, understanding the perceived impact of the programme from the participants' point of view may raise such responses if not taken care of.

Interviews with teachers were generally conducted on the day of an on-site visit after the lesson observation. The place and setting for conducting interviews was determined by the informants' choices. As Hammersely and Atkinson (1983:25) observe, 'different settings are likely to induce and constrain talk of particular kinds'. The interviews were conducted where the respondents preferred to have them: in offices, staffroom, under the trees, balconies or quiet corners in restaurants.

Interviews were tape-recorded (on consent of the interviewees) to maintain a level of accuracy and richness of the data. The interviews were transcribed and then subjected to thematic analysis in order to identify the issues that respondents raised in their reflections on the effectiveness of REPLICA- PEP. Interviews in this study aimed at eliciting perceptions and views of teachers, CCTS, District MoES, and REPLICA officers on:

a) REPLICA-PEP aims, objectives and principles

b) Whether REPLICA-PEP content, educational materials and assessment strategies match with the objectives of REPLICA-PEP and how they are used and integrated to achieve the objectives

c) Experiences before REPLICA-PEP

d) REPLICA-PEP perceived impact

e) Perceived changes in pupils' peace-related knowledge, attitude, skills and behaviour as a result of REPLICA-PEP

f) Influence of conventional schooling in a post-conflict context on REPLICA-PEP effectiveness

5.6.2 Focus group interviews with pupils of primary five and six

Focus group interviews (Appendix C) were used to give voice to pupils' lived experiences and perceptions of the impact of the programme (Lincoln and Guba 1985). Moreover, (Farrell et al., 2008, 2010) confirm the value of using a qualitative approach to illuminate the perspectives and lived experiences of pupils in violence prevention programmes. Focus group interviews with pupils had three purposes: (i) to triangulate interview responses regarding programme impact, that is to see whether the changes (if any) indicated by teachers, CCTs, MoES and District officials were consistent with pupils perceptions; (ii) to elicit pupils perceptions of the difference between lessons in which peace education was integrated and peace-clubs activities; (iii) to illuminate the impact of the programme in terms of pupil acquisition and development of peace-related knowledge, attitudes, skills and behaviour through pupil self reports.

5.6.3 Observation

Non-participant observation was also used as a third key method of data collection in this research. Exploring programme effectiveness necessitates a descriptive account of the core features of the programme, which could be appropriately captured by a direct experience of programme activities which enables the researcher to draw on tacit, as well as propositional, knowledge, in order to describe a situation or series of events (Guba and Lincoln, 1981). Moreover, it is also necessary to develop insights by drawing attention to actions and behaviour normally taken for granted by those involved in programme activities and therefore not commented upon in interviews. Observation was seen as an appropriate method that could provide direct experiences of the programme activities in the schools. Five elements

were the focus of this observation. First, observation of the lessons to ascertain (i) What content of REPLICA-PEP is taught, and how it is taught?   (ii) What REPLICA-PEP educational materials and methods of teaching are used and how they are used? (iii) What REPLICA-PEP assessment strategies are used and how they are used? (iv) School assembly, (v) school compound and classroom environment.

Observation of the school environment (see Appendix E) was carried out to establish its contribution in building and developing learners' positive behaviour in relation to peace. The practical acknowledgement of practices, activities, processes and structures of conventional schooling by teachers through their pedagogic actions and pedagogic work, which are legitimated by school authority was taken as an indication of the possible mismatch between conventional schooling and peace education.

Direct involvement of the observer in the situation under investigation can be a potential source of bias, as with overt observation there is always a possibility that individuals will consciously modify their behaviour if aware that they are under observation. This was controlled by the long stay in the schools and establishment of rapport with the teachers before observing their lessons. Further Burgess's warning about the observer going 'native' and the 'problem of over rapport' (Hammersley and Atkinson, 1983) guided the researcher so as not to embrace the values and taken for granted assumptions held by teachers.

5.6.4 Documentary analysis

The need to get a valuable source of information about the formal goals, aims, theory and principles of REPLICA-PEP, necessitated carrying out documentary analysis of REPLICA-PEP educational materials such as learners' books, teachers' guides and REPLICA-PEP

status reports to ascertain the effectiveness of the programme in relation to its aims and objectives.

Documentary analysis involved analyzing the programme rationale, objectives, theory of change, implementation strategy, methods, core and co-curricular activities. It revealed what was regarded as the essential knowledge, skills and attitudes to teach to pupils at the different levels of the primary cycle. This also served to triangulate interview data on whether REPLICA-PEP content, educational materials, methods, and assessment strategies match with the objectives of REPLICA-PEP. Important to note here is that the documents were not taken for granted, as they do not constitute independent, objective records of events, activities and circumstances, but were studied as socially situated products as there is a need to understand both the process by which a document is produced and the social and political context in which it is embedded (Scott, 1990).

As May (1993) notes, documents do not reflect a straight forward, objective description of social reality, but by presenting a particular interpretation of events, they help to construct a version of social reality. What is recorded is influenced by social, political and ideological factors. Thus the researcher should be aware that, 'documents might then be interesting for what they leave out, as well as what they contain' (May 1993:138).

5.6.5. Field notes/ Diaries

A field note/ diary was also used. In it, experiences and reflections that were made during and after interviews, observations or document search were recorded, rather than taking the risky option of relying on memory (Edward and Dawson 1999). It was also a key instrument for collecting data from informal discussions and sharing with friends and associates as well as

certain informal unstructured interviews. By using different qualitative research methods, namely semi-structured interviews, focus group interviews, document analysis, field notes and observation, the study applies a four- dimensional analysis to explore REPLICA-PEP effectiveness:

 i)REPLICA-PEP design (objectives, content, educational materials, assessment strategies).

ii)REPLICA-PEP implementation process (methods used in the teaching/learning processes, and out of class activities).

iii) Outcomes (perceived impact),

iv) Influence of conventional schooling on REPLICA-PEP effectiveness

Fieldwork took place in Northern Uganda in March to April 2009 and November to February 2010. The data sample is set out in table 2.

Table 2: Sample within the case study

Case	Methods	Contents of Questions	Participants	No
REPLICA -PEP	Interview (54)	Principles and practice of the programme Experiences before the programme Experiences and perceptions about programme objectives, content, methods, assessment strategies and perceived impact Perceived impact in pupils knowledge, attitude, skills and behaviour as a result of the programme Influence of formal schooling in post-conflict context on programme effectiveness Programme sustainability and institutionalisation	REPLICA- PEP Officials MoES-Officials NCDC Official CCTs District Officials: MEO DIS DEO Patrons Peace-Club Matron Peace-Club Teachers	4 4 1 4 1 2 1 2 1 37

	Observation	a)Lesson observation: Integration and use of REPLICA-PEP objectives, content, materials(books), methods and assessment strategies	Teachers and pupils in the two schools	40
		b)Classroom context		
		c)School Environment		
		d)School Assembly		4
	Focus Group Interviews	a)Peace education in general and lessons in which peace education was integrated b)Perceived changes in peace-related knowledge, attitude, skills and behaviour c)Experiences of the peace-club	Pupils of primary five and six	40
	Documentary Analysis	REPLICA-PEP Aims, objectives, principles, content, materials, methods, assessment strategies and impact	REPLICA-PEP books and status reports	4

5.7 Limitations of the study

A few limitations were experienced in this study. First, the top-bottom sampling strategy meant to capture the different layers of programme implementation and structure to get the views of stakeholders at those different levels, made the case feel too huge and amorphous for effective interview. In an effort to keep the case sample manageable, the number of respondents at each level were kept low, which could have reduced the opportunity for comparison of opinions among the same category of stakeholders. Efforts, however, were made to hold objective and balanced discussions and to verify some of the important issues raised through casual discussion with others.

Generalisation constitutes a second limitation of this study. Although it is argued that generalisation is not the goal of a case study, and that attention should be focused on other values of the study such as its capacity for illumination, insight, allusion, vicariousness, fittingness, comparability and resonance, the fact that the study cannot help us to draw a clear conclusion on Uganda and peace education programmes in general, in my opinion, constitutes a limitation. This is because of the inability of the above highlighted values to replace generalisation. For example, if findings reveal the effectiveness of the REPLICA-PEP in Garamba District, although it can be argued that this could allude to the situation in other parts of the country, it certainly does not confirm it. In this way we are left still unable to effectively describe the effectiveness of the REPLICA-PEP in all the conflict affected areas in Uganda.

Third, the busy schedule of some of the key informants within, schools, district, PTC and MOES circles made it difficult to find opportunity to carry out detailed interviews in some cases. Efforts were made to catch up with such people for the required details through telephone interviews.

Fourth, although all interviews were recorded with permission of the respondents and with assurances of confidentiality, this method could have been intimidating to certain respondents as it may have led to unexpressed anxieties which could have led to giving carefully selected modified answers which could have distorted the data. It is hoped that the promises of confidentiality did obtain real openness from such people.

Finally, international telephone calls sometimes suffer from network problems or low battery levels on the side of certain respondents which caused line failures before completion of interviews. In such cases, interviews were continued at a later time or date which disrupted

the flow of ideas in the discussions. Efforts were made to remind respondents of the last points under discussion before such line failures, re-linking and resuming the flow.

5.8 Access and ethical issues

Issues of access in this research were addressed by obtaining permission from the Uganda National Council of Science and Technology (UNCST- body that approves research to be carried out in the country), and the Research Ethics Committee of the University of Birmingham. The University's official letter of introduction was used for making initial contacts in the field, confirming arrangements and plans already discussed. In line with the British Educational Research Association (BERA, 2006) requirements, efforts were made to ensure anonymity and confidentiality in a number of ways. Apart from the control of access to the recorded voices, pseudonyms were used to represent the district, schools and persons to protect the identity of those involved. It was obvious to the researcher that if the true name of the district was revealed in any way, it would become difficult to hide the identity of some respondents. For example, by simply mentioning the District Education Officer (DEO) they would no longer be anonymous as there is only one DEO in the district and the research date would help readers to identify them. Therefore the pseudonym for the district is Garamba and the pseudonyms for the two schools are Lulu Primary Teachers' College Demonstration Primary School and Paci Public Coordinating Primary School.

5.9 Data analysis

A traditional approach was used for analysing the data collected in this research. Using this approach, the data was handled through a series of stages as follows. First, memos were built up by adding comments, reflections, and insights in the course of, or immediately after, the interviews and observations. This was done to aid a more detailed analysis and critique at a

later stage as there is a danger of losing the points I would have in mind when listening to responses at the interview and during observations.

Second, the data obtained from the recorded interviews was carefully transcribed to reveal details of conversations and manner of presentation. This was done by indicating in brackets how the respondent expressed himself or herself, tone of assertions or any relevant gesture or expression.

Third, the set of materials obtained from interviews was coded to make the data more manageable by grouping together similar responses. Coding helped to abstract the context and was done along the lines of the issues being pursued by the research questions. It was made as detailed as possible at an earlier stage which allowed categories to be collapsed at a later stage (Yin 2003; DeVaus 2001).

Fourth, by going through the materials, I identified similar phrases, pattern, themes, relationships, sequences, and differences between sub-groups. These were searched through the data collected in the different field visits and for triangulation, compared across the range of tools used.

Finally, general patterns in the data were linked to a formalised body of knowledge in the form of constructs and theories. Coffey and Atkinson (1996) argue that theorising is integral and that it is not a separate stage in the research process. According to them, interweaving of analysis with the use of ideas can occur at different levels and at different stages of the research, and having ideas is part of every aspect of the research process.

5.9.1 Writing up

The writing up of the thesis spread over the entire study period (i.e., 2009/2010- 2010/2011). It consisted of back and forth movements for readjustments, remodification, refining and tightening up for coherence.

5.10. Conclusion

All in all, this design attempted to build rigour into its choice of the case study approach and paid attention to the complex ethical issues of educational research today. As a flexible design, changes in approaches and details were inevitable and these were done to suit the situations as they arose. The BERA revised ethical guidelines for educational research have been looked up to as setting the acceptable ethical standards adopted and used to guide this research. Iam aware of the limitations of the study, which included the complexity of balancing the breadth and depth of the case, the difficulty of generalisability and other practical limitations which I have attempted to deal with appropriately in the circumstances and context that prevailed. It is hoped that, all these combined to make the contribution of this research valuable. The next chapter will discuss findings related to the effectiveness of REPLICA-PEP.

Chapter 6: A Case Study of the REPLICA- Peace Education Programme

(1) Aims, Principles and Practice of Peace Education

6.1 Introduction

This first part of the case study of *Revitalising Education, Participation and Learning in Conflict Areas-Peace Education Programme* (REPLICA-PEP) portrays and analyses the programme goals, aims, objectives, organisational structure, and theory of change. Data was collected from documents (i.e., REPLICA-PEP books and status reports) and interviews with programme staff who are officials of the; Ministry of Education and Sports (MoES), REPLICA, National Curriculum Development Centre (NCDC), District officials, Coordinating Centre Tutors (CCTs) and primary school teachers (see Table 2 on page 121 of the research methodology chapter where the sample is described).

The REPLICA Programme was piloted in thirty primary schools and four Primary Teacher Colleges (PTCs) in Uganda from July 2005 to July 2006, it was subsequently launched in 2007 in all government primary schools in northern Uganda by the MoES and funded by USAID.

Peace education is one of the six components of the REPLICA programme which, according to the MoES (2008:11), are critical for post-conflict northern Uganda region. The REPLICA programme is an integrated educational response to address the consequences of the two decade armed conflict in northern Uganda. It is a comprehensive package of six integrated programmes, which   include:

1. Peace education;

2. Leadership and governance

3. Psychosocial Care/Guidance and counselling

4. Performing arts and learning in schools

5. Community integration

6. Promotion of girl child education and mentoring

First, REPLICA considers peace education as a strategic primary level intervention for sustainable peace in the region. The Peace Education component, which is the subject of this study, is a value-based intervention designed to produce young people who understand the causes and effects of conflicts and have skills to prevent or resolve them non-violently in order to create peaceful societies (MoES, 2006b). Thus, the Peace Education component is intended to nurture and develop peace-related knowledge, attitudes, skills, behaviour and values among learners. In addition to developing learner friendly classrooms the component

involved the development of functional peace education resource rooms, suggestion boxes and functional peace-clubs in primary schools.

This component, along with the Guidance and Counselling component, included the concept of "the talking compound" in which signs were posted around the school yard to reinforce messages concerning positive self concept (such as, "be focused on your future"), safe sex messages (for example, "say no to bad touches"), and conflict resolution ("if someone hits you, throw him cotton") (Lynd, 2007:2). Schools were also to compose a pledge that they should take as their commitment to spread peace and support a culture of peace (MoES, 2006a).

Second, Leadership and Governance focuses on rebuilding communities by enhancing their capacities to envision and orchestrate change by empowering and enabling school boards, management committees, school administrators and teachers with effective visionary leadership skills to enable them provide visionary and accountable leadership, optimize resource utilization, initiate positive change and create sustainable collaborative networks with the wider community. The component included a peer exchange programme in which teachers and head teachers visited neighbouring schools to observe other teachers' work, give feedback and receive the same in their schools.

Third, Psychosocial Care/Guidance and Counselling was designed to help teachers, head teachers and CCTs diagnose trauma in children in school-based settings and provide assistance to help them cope. The range of issues addressed include high risk behaviours, reproductive health issues, teenage pregnancy, sexually transmitted diseases (STDs) including HIV/AIDS, the challenges of growing up in a post-conflict context and the

consequences of psychosocial trauma. This component included the establishment of guidance and counselling rooms in primary schools.

Fourth, the Community Integration Component (CIC) was designed to reverse the trend of community apathy and resistance to schooling. It included three subcomponents: community sensitization (e.g., school open days, sharing testimonies), community outreach (e.g., community service) and community involvement (e.g., community provision of materials, participation in school development planning).

Fifth, Performing Arts and Learning in Schools (PALS) is a tool for enhancing functional knowledge. This is a value-based intervention for sensitisation, while also acting as a therapeutic activity for traumatised children to make education fun, relevant, participatory and entertaining for pupils. It is designed to make learning more relevant and participatory while at the same time restoring interest in local, positive traditions such as music and dance, as well as reinvigorating community interest to support schooling.

Six, promotion of Girls Education and Mentoring (GEM), is intended to improve girls' retention and completion of the primary cycle of education in conflict affected districts through building capacity for peer initiatives and increasing community support for girls' education.

Although these are integrated components, each has its separate objectives, content, educational materials, assessment strategies and core staff, and therefore can be studied separately. The evaluation of the pilot phase of REPLICA (July 2005- July 2006) by Lynd (2007), the evaluator noted the difficulties inherent in evaluating such a complex design of all

the six components and recommended that, each component be tracked in order to provide distinctive and sufficient background that can then be used to inform programming decisions.

REPLICA-PEP, the subject of this study, is an educational intervention to facilitate the development of positive attitudes towards peace in learners as well as equipping them with conflict resolution skills and prevention strategies which will enable them become the centres and agents of peace in their communities. An organisational figure of REPLICA-PEP is presented overleaf.

Ministry of Education and Sports (MoES), USAID-UNITY Basic Education Policy Support Project (BEPS) and National Curriculum Development Centre (NCDC)

Primary Teachers' Colleges (PTC)

District Education Office

Pre-service Tutors and the training of Pre-service student teachers

Coordinating Centre Tutors(CCTs) and the training, support , supervision and mentoring of all in-service teachers in their Coordinating Centre and cluster schools.

District Education Officer (DEO)

District Inspector of Schools (DIS)/ Municipality Education Officer (MEO) and monitoring and support supervision for effective implementation in primary schools

Implementation in primary schools by teachers through integration with other subjects/as separate subject and reinforced by a talking compound/ Functional peace education resource rooms and peace-clubs

Figure 1: The REPLICA-PEP organisational structure

6.1.2. The programme implementation strategy

The programme is implemented within the Teacher Development and Management Systems (TDMS) framework. It uses a cluster based school improvement strategy, tapping into the strength of the existing TDMS system. It envisioned school improvement as better undertaken as a vision driven, cluster based initiative (a cluster being the group of cooperating schools, varying from 10 to 25) under the supervision and guidance of a CCT based at a Coordinating Centre Primary School (MoES, 2006b). The TDMS structure, established in 1993 by the MoES, was a system designed to provide initial and ongoing training of teachers through its network of "Core-PTCs." In the TDMS system, each Core-Primary Teachers' College has a network of Coordinating Centres (CCs) in its "catchment area." Each Coordinating Centre in turn, has 15-25 schools in its "catchment area" and is staffed by a CCT who ensures ongoing training of teachers and head teachers in his/her cluster.

In order to explore the effectiveness of the REPLICA-PEP it is important to understand the goal, aims, objectives and principles of the programme. This chapter therefore presents:

- The programme implementation strategy;

- The goal, aims and objectives of REPLICA-PEP;

- REPLICA-PEP understanding of peace education;

- The origin of REPLICA-PEP understanding of peace education;

- REPLICA-PEP's theory of change;

- The need for peace education in post-conflict areas from REPLICA view point;

  - Categories of learners in primary schools in northern Uganda

  - Forms of violence learners experience in primary schools in northern Uganda

  - Challenges to formal schooling in northern Uganda

- The need for context-specific peace education for northern Uganda: REPLICA-PEP view point;

- REPLICA-PEP approaches to the teaching of peace education;

- REPLICA training of teachers for peace education: The cascade model;

- Support supervision and monitoring: By whom and how?

- The CCTs and REPLICA-PEP in the school: How and what form of support and training is provided?

- Summary and Discussion: The aims and principles of REPLICA-PEP.

6.1.3. REPLICA-PEP goals, aims and objectives

The goal of REPLICA-PEP is to institutionalise peace education in schools (MoES, 2007b:3). In order to achieve this goal, REPLICA-PEP aims to produce young people who understand the causes and effects of conflicts and have skills to prevent and resolve conflicts using non-violent means. As stated in the REPLICA-PEP Guide for Teachers (MoES, 2007d:3-4):

> "The aim of peace education is to teach the youth how to respond non-violently to every day conflicts and to turn conflicts from unpleasant experiences into positive ones. It also endeavours to facilitate the acquisition of functional and sustainable skills by the youth to enable them become the centre and agents of peace in their respective communities."

This aim is guided by the philosophy that peace education is a medicine to combat violence, and that children should learn how to solve problems/conflicts they face and that a value-

based education is important for rebuilding broken social fabrics and a culture of peace (MoES, 2006b).

REPLICA-PEP states the following as its objectives:

- To instil into the youth the values of living and working cooperatively with other people and caring for others in the community.

- To develop the youth into responsible citizens and make them the centre and agents of peace.

- To inform the youth about the dangers of violence and to teach them non-violent prevention and resolution.

- To develop discipline and good manners among the youth.

- To eliminate violence and bullying in schools.

- To instil into the youth a culture of resolving conflicts peacefully through reconciliation, non-violence and good values (MoES, 2006b) .

These objectives are in line with a holistic, integrative and comprehensive approach to peace education which recommends objectives of peace education that address personal, interpersonal and structural violence (Groff, 2002; Fountain, 1999), as opposed to a gentler peace keeping approach which only focuses on the development of personal and interpersonal peace-related values and skills rather than systems and structures that reinforce and therefore perpetuate violence (Harris, 2004).

The goal of institutionalising peace education in schools so as to achieve the aims of developing peace-related values among learners requires a mass of teachers, CCTs, MoES officials and programme staff who share a common understanding of the aims and objectives

of the programme. What therefore are the views of teachers, CCTs, MoES and REPLICA-PEP officials on the aims and objectives of REPLICA-PEP?

An MoES-official described the aim of peace education in terms of non-violent conflict resolution and learner participation in their own learning:

> 'The aim of peace education is to enable learners to resolve conflicts non-violently as well as to benefit from the learning systems. Schools should meet the needs of children socially, emotionally so that they can participate in their learning and benefit from the education system'.

Further, a REPLICA-Official stated that:

> 'The overall aim of REPLICA-PEP is to improve the quality of learning in the primary schools by revitalising teaching and learner participation through the use of a peace education active and participatory pedagogy '.

CCTs viewed the objectives of REPLICA-PEP in terms of both addressing violence at school and to enhance participation of learners:

> 'The aim of REPLICA-PEP is to restore full participation of learners in their own learning to achieve high standards of performance in national examinations'.

> 'The aim of REPLICA-PEP is to integrate peace education in schools so as to address violence experienced by learners at school and in the communities they come from and to build a peace oriented character among learners by ensuring that all staff in the school promote peace education'.

These views of CCTs, REPLICA and MoES-officials on the aim of REPLICA-PEP also include the aspect of improving the quality of learning together with the development of

peace values. This falls within the current MoES (2011) school effectiveness agenda in which the aim and objectives are to improve school performance based on benchmark tests and examination performance where mastery of specific subject content and development in literacy competences is emphasised as much as acquisition of peace-related values. Although this is critical for northern Uganda, because of the years lost without formal schooling which has led many learners to miss their educational right of acquiring functional literacy and numeracy skills, it is questionable how effective formal schooling can be in integrating peace education with the achievement of benchmark literacy and numeracy levels to create literate peace makers.

These views and current MoES agenda, incorporates (Bourdieu and Passeron, 1977; Althusser, 1971) conceptualisation of education as the dominant ideological state apparatus used by states to disseminate those ideologies supportive of their interests. This in effect suggests that for the aims and objectives of peace education to have a place in the primary school curriculum in Uganda, they must also contribute to the achievement of benchmark literacy and numeracy levels as well as peace- related values and therefore contribute directly to improvement of conventional school standards.

Teachers' views on the aim and objectives of REPLICA-PEP were as follows:

A Patron Peace-club views the aim of peace education in terms of developing harmonious relationships by stating that:

> 'Peace education aims to teach children how to live in harmony and to develop a harmonious life at school and in the community'.

Another teacher related the aim of peace education to psychosocial healing and helping learners to cope with traumatic experiences:

> 'Peace education aims to guide the child to cope with painful situations which they could be undergoing, for example loss of a parent, rape cases, and fighting'.

Additionally teachers generally view the aim of peace education in terms of education about peace and for peace. The teachers stated that:

> 'To help learners develop a culture of resolving conflicts peacefully, to inform them the dangers of violence so as to develop them into agents of peace both at school and in the communities where they live'.

> 'To develop children's positive attitudes towards others and minimise violence and bullying in schools, this will help to create peaceful minds during the learning process especially for learners who are usually bullied, isolated or unfriendly'.

These aims are particularly relevant as young people without skills and competencies to resolve conflicts or solve problems are at risk from violent victimisation (Eron and Huesmann, 1990), and are at risk of engaging in delinquent, violent behaviour in adolescence (Hawkins et al., 1999) and for becoming antisocial adults (Harber, 2009).

Teachers' views about the aims and objectives of peace education indicate an awareness of the aims and objectives of REPLICA-PEP. Absent from teachers' views, is the objective of peace education to eliminate teacher perpetuated and school system violence. There was also an indication that some teachers were not very clear about the objectives of specific REPLICA Programme components, for example, a teacher stated that, the objective of REPLICA-PEP is 'to promote peace, girl child education, psycho social support, guidance

and counselling and school community integration'. This is one of the major aims of the REPLICA Programme as a whole and not for a specific component like peace education.

There not only appears to be uncertainty by some teachers about REPLICA programme components and their objectives but some teachers also seem not to be aware of REPLICA-PEP aims and objectives regarding teacher perpetuated and school system violence. CCTs, REPLICA and MoES officials share similar views of the aims and objectives of REPLICA-PEP in terms of developing peace-related knowledge, attitudes, and behaviour among learners as well as improving learner participation in learning. However teachers seem not to consider the aims of REPLICA-PEP in terms of improving learner participation suggesting a limitation in understanding REPLICA-PEP theory of change.

6.1.4. REPLICA's understanding of peace education and principles

Teachers, CCTs, REPLICA-PEP and district officials defined peace education in terms of education for non-violence, conflict resolution, education for developing harmonious relationships, education for coping with unpleasant situations and education for improving relationships between teachers and learners:

CCTs defined peace education as,

> 'Peace is a way of breaking the culture of violence and making children aware that conflicts can be resolved through peaceful means, such as mediation, arbitration and negotiation'.

> 'Peace education is teaching children how to resolve conflicts using non-violent conflict resolution strategies'.

Related to the above, a teacher defined peace education in terms of enabling children to develop harmonious relationships, for example a teacher stated that:

> 'Peace education is about teaching children to restore harmony and joy amongst one another, directing a child to acquire skills, values, so as to create good relationships and atmosphere for living happily'.

Peace education was also defined as a therapeutic treatment for traumatised children when the teacher stated that:

> 'Peace education helps the teacher to be empathetic to those learners experiencing hard situations'.

Other teachers defined peace education in terms of developing peace related attitudes, values and skills among learners:

> 'Peace education is a process of promoting the knowledge, skills, attitudes, and values needed to bring about behaviour change to enable children, youth and adults to resolve conflicts peacefully'.
> 'Peace education is the education to enable young people to understand the causes and effects of conflicts and empowering them with skills to prevent and resolve these conflicts using non-violent means so as to create a peaceful society'.

In addition, one DEO defined peace education in terms of both non-violent conflict resolution and learning of survival skills when he mentioned that:

> 'Peace is the absence of war and availability of basic requirements, therefore peace education is the teaching of children about non-violent means to solve problems and means to work hard in order to get the basic requirements which they do not have'.

In general peace education is seen as education for peace and non-violent conflict resolution, as emphasised by a REPLICA-Officials:

'Peace education is education for peaceful relations among learners, and between learners and teachers in schools and non-violent conflict resolution. By teaching learners non-violence conflict resolution, schools will be peaceful places where learners can participate in their own learning and become centres and agents of peace in their societies'.

These definitions of peace education by teachers, CCTs, REPLICA officials reflect an understanding of peace education as both education for peace and education about peace. However, they illuminate a view that the responsibility to change for peace lies with the learners and less about teacher and school system change suggesting a preference to maintain the existing social order (White, 1980; Bourdieu and Passeron, 1977).

6.1.5. The origin of REPLICA-PEP's understanding of peace education

REPLICA-PEP's own understanding of peace education is based on the post-conflict situation of northern Uganda and therefore emphasises education for peace and non-violent conflict resolution as well as developing a friendly learning environment in schools.

As described by an MoES-Officer:

'The peace education syllabus was designed on the basis of the type of injuries that were reported to Lacor Hospital, most of these injuries were caused by individual physical violence. Equally, schools had also become centres of violence and a violent culture had developed in the pupils and teachers'.

Additionally a REPLICA-PEP officer confirmed that:

> 'Peace education was conceived out of the research that was carried out by the Injury Control Centre in one of the internally displaced peoples camps in Garamba which confirmed that most of the injuries reported to the hospitals were caused by individual physical violence'.

In the view of one CCT, the programme was initiated as a result of the violence in the Internally Displaced Persons Learning Centres (IDPLC) that was reported by CCTs:

> 'REPLICA is a grass root programme, it started from Pabbo County, Pabbo is the largest camp with a large learning centre, as several primary schools had been merged. A lot of violence was noted among both the children and adults. The CCT reported the problem to the college. The college together with other tutors felt that some intervention was needed to reduce the violence among the children, the college informed the MoES and later this programme was started'.

In general REPLICA-PEP is an educational intervention designed to specifically address the effects of war in northern Uganda as stated by the MoES-Official:

> 'The REPLICA-Programme is a broad response to a social situation especially the civil war in northern Uganda, the social and school structures changed. For over 23 years schools have not been operating as normal schools but as cluster or internally displaced peoples' learning centre schools with usually more than three or more schools at the same site, this greatly changed the way the schools were organised, the facilities, the learning contexts, the nature and number of learners'.

The above clearly indicates that the origin of REPLICA-PEP is embedded in the need to address individual physical violence that was noted in IDP camps and IDPLCs. However, there are many other causes and forms of violence in schools and communities where children live, and these views seem to reflect a partial context analysis of the causes of violence as they obscure the symbolic and structural causes of violence that are endemic in social institutions like schools and community as well as violence in other parts of the

country. A holistic context analysis before the programme starts can provide comprehensive evidence of the varied causes of violence.

6.1.6. The REPLICA-PEP theory of change

Although REPLICA-PEP explicit theory of change is not clearly spelt out in the programme documents, implicit theories of change can be derived from its philosophy, objectives and content (MoES, 2007a, 2007c, 2006b) as well as from the views of CCTs, REPLICA-PEP and MoES officials.

The REPLICA-PEP theory of change can be described in terms of the three targets of change, (i.e., cognitive, affective and behavioural domains) that the programme attempts to address at the personal, relational, structural and cultural dimensions. Personal and relational dimensions propose change at individual, interpersonal and community levels, with a more immediate and local scope. Structural and cultural dimensions engage processes that impact institutions and wider social, political, or economic patterns; these represent broader, usually longer-term scope and impact (Lederach et al., 2007; Shapiro, 2006).

Personal change generally occurs in attitudes and behaviour. These are patterns or characteristics seen in individuals. Beyond attitude, behaviour means the way people actually act, responses they give, ways they express themselves and how they interact with others. At the personal level, the programme aims to equip learners with knowledge and understanding of the causes and dangers of violence, develop a positive view of conflict and positive attitudes towards non-violence, and awareness of alternatives and skills of conflict prevention and non-violent conflict resolution. As noted in the REPLICA-PEP Teachers' Guide (MoES, 2007d:4):

> "Learners are to be taught, non-violent conflict resolution, negotiation, dialogue, reconciliation, kindness, happiness, things that are good to do, conflict, peace, conscience, empathy, anger management, and self control/impulse control and good values, ultimately the teaching of peace education should facilitate the development of positive   attitudes towards peace among the youth".

In terms of behaviour at a relational level, learners are taught cooperation, living together, sharing, making friends. For instance, in order to develop cooperation among learners, it is recommended that schools organise activities, games and group work during which learners can cooperate to achieve a common goal. REPLICA-PEP recommends inter school visits for learners to participate in debates, games, role plays and drama for children to mix and interact with one another in a friendly environment (MoES, 2007c:11).

On developing living together with other people, REPLICA-PEP recommends that children should participate in the development of school and class rules and guidelines, as well as the establishment of learners' anonymous suggestion boxes. On the issue of anonymous suggestion boxes a CCT explained that:

> 'Through the initiation and use of an anonymous box for children at the school, children usually write questions to teachers, comments on what has been good and bad during the week, write about the problems they are experiencing during the week, fellow children who may be disturbing them'.

The use of anonymous suggestion boxes is a valuable means of communication without fear of being followed up by teachers or fellow learners. However, from the school observations conducted during this study, the anonymous suggestion boxes were placed either next to the staffroom or school administration block. The teachers owned the key to these suggestion boxes and were the ones to open it. This is compounded by the lack of confidence and low

literacy levels of many learners in reading and writing which inhibits them from writing their

suggestions.

On the relational level a REPLICA-Official noted that:

> 'By teaching learners non-violent conflict resolution skills, the
> programme aims to create an appropriate and effective mechanism by
> which learners can handle conflicts non-violently when they arise.
> The programme also aims to develop learners who can fulfil the
> peacemaker's role when conflict and disagreements arise amongst
> themselves so as to make learners centres and agents of peace'.

REPLICA-PEP aims to establish good relationships and communication skills among

learners themselves and between teachers and learners by developing children's capacity to

express themselves accurately in conversation and learning without fear, judgment, or

restriction through debates and participatory learner-centred methods.

An MOES-Official pointed out that REPLICA-PEP at the relational level aims to:

> 'Improve the nature and level of interaction among learners and
> between learners and teachers in the school by making contact and
> interaction fun, interesting, regular, open rather than
> avoiding/restricted contacts'.

The development of learners' skills at the relational level is clearly indicated in the

REPLICA-PEP Teachers' Guide (MoES, 2007c:11) which states that:

> "Peace education is developed to enable learners learn concepts and
> acquire necessary skills for harmonious coexistence".

At the structural level, learners are to become centres and agents of peace in the school and in

their communities as well as become responsible citizens, make their schools peaceful places

to live in and to make learners more responsible citizens. This is based on the premise that learners will use and apply the conflict resolution skills in the schools and communities where they live. However, in a social and school context rife with hierarchical and patriarchal relationships, it is unclear how and whether learners can transfer and model in the community.

In addition to training teachers in the peace education philosophy and pedagogy the programme aims to address the school system structures and processes, by recommending the use of learner-centred methods of teaching, improving relationships between teachers and learners and positive disciplining. However this is dependent on whether schools can embrace a whole school approach to peace education in terms of all its processes and systems.

It is important to note that the cultural dimension is embedded in the personal, relational and structural dimensions (Lederach et al., 2007). Culture is how people make sense of things and a process of how meaning is constructed and shared (Lederach et al., 2007). Cultural patterns and understandings about conflict, appropriate responses to conflict, and peace building are always present, though not always openly acknowledged and beliefs are embedded in skills and substantive knowledge, and in school-based patterns of interaction (Bickmore, 2005).

REPLICA-PEP aims to develop a culture of non-violence and peace by developing learners':

- Knowledge and understanding of the causes and effects of violence and conflict;
- Emotional competence to express feelings, control emotions and avoid violence;
- Attitudes and skills to prevent violence and develop cooperation, respect and harmonious relationships;
- Attitude towards a positive view of conflict and problem solving skills;

- Skills to mitigate the effects of violence on victims through reconciliation, healing and empathy;

- Conflict resolution skills (i.e., dialogue, mediation, negotiation, consensus building, reconciliation)

From these programme targets of change three implicit theories of change can be identified:

(1) REPLICA-PEP curricula developed and implemented using established programme philosophy content and materials tailored to reflect local culture and addressing region specific problems will (a) develop pupils' knowledge and understanding of the causes and effects of conflict and violence (b) change pupil attitudes towards non-violence (c) develop peace-related skills and behaviour among primary school pupils in the short-term and in the long-term.

(2) RELICA-PEP curricula changes the attitudes of pupils towards use of non-violence, and will result in appropriate interaction amongst pupils, teachers and community through cooperation, caring for others, empathy and non-violent conflict resolution.

(3) Through training teachers in peace education pedagogy, REPLICA-PEP will change the pedagogical, and violence promoting aspects of the schools in northern Uganda and lead to elimination of violence and bullying in schools.

Although implicit theories of change could be identified from REPLICA-PEP documents and interviews with REPLICA and MoES officials, they are not explicitly articulated. Ashton (2007) recommends that articulating the explicit programme theory of change at the

outset of programme development could provide a diagnostic lens through which to view programme implementation. This would serve not only to illuminate the means by which values and theories inherent in REPLICA-PEP content, materials, methods, and assessment are conceptualized but also elicit the connections of successive step by step results to final results, as well as serving as a useful way of viewing programme assumptions, the process used and expected outcomes. The absence of an explicit REPLICA-PEP theory of change may not only affect the clarity of programme design, implementation and evaluation, but also the potentially transformational nature of peace education.

REPLICA-PEP aims to bring about change at multiple levels and domains using more than one theory of change and an indirect model of peace education rather than a direct model. This indirect model of peace education does not directly address the conflict (i.e., its goals, historical course, its costs or the image of the rival). Instead it concerns itself with very general themes relevant to peace making (e.g. non-violence, empathy, anger management conflict resolution, tolerance, reconciliation) avoiding direct reference to the on-going conflict at all. Direct peace education directly refers to themes of the conflict and tries to change societal beliefs, attitudes and behaviours related to a culture of conflict, by referring to the factors that contributed to the development and maintenance of the culture of conflict and served as barriers to its peaceful resolution.

REPLICA-PEP omits any discussion about the war and violent activities of the government and the LRA, the causes and course of the war as well as the effects of the war. Noting that the signing of the peace agreement to end the war was in progress (2007-2008) and a cessation of hostilities agreement had earlier been signed in 2006, combining both the direct and indirect model of peace education would have enhanced learners' critical and reflective

skills about the conflict and contribute to their understanding of the ongoing peace process that later stalled in April, 2008.

6.2. The need for peace education in post-conflict areas from REPLICA view point

The need for peace education is stated in the REPLICA-PEP teachers' guides (MoES, 2007c; 2007d). Peace education for primary schools is to assist learners in war affected areas:

i. To prevent occurrence of violent responses to differences

ii. Understand causes and effects of conflicts

iii. Resolve conflicts non-violently

iv. Mitigate effects on victims of violence.

REPLICA presents the justification for peace education as:

> "The tendency to resolve differences violently has been reported at many levels in Ugandan society. The armed coups in Ugandan history, domestic violence and school violence are testimonies to the violent tendencies. Children find themselves learning that the best way to respond to differences is through violence. Peace education is a drug for this, it is important that learners receive this corrective measure at an early age at school so that Uganda can be a more peaceful country to live in (MoES, 2007b:1)".

In addition an MoES-Officer supported the need for peace education by stating that:

> 'There is need to integrate care, support and guidance within the school curriculum. All children are in the mainstream school system regardless of their background for example, returnees, and those from child headed families,.....both teachers and students are traumatised and need psycho-social healing'.

Referring to the traumatic situation, the DIS remarked that:

> 'The traumatic situation has led to some children to become more violent than the teachers because some of them are former child soldiers, abductees with experiences and beliefs in fighting'.

In addition to these justifications for peace education, the nature and categories of learners in primary schools in northern Uganda were also cited as one of the justification for peace education, especially in terms of meeting their learning, social and emotional needs.

6.2.1. Categories of learners in primary schools

Teachers, CCTs, District and MoES Officials described the need for peace education in schools in northern Uganda by describing the categories of learners in schools and the forms of violence that learners experience, most of them with direct relationships to the post conflict environment in which children are living.

These categories include: orphans, returnees, children heading families, child mothers, formerly abducted, returnees, special needs; visual, hearing impaired, learning, mentally and physically handicapped, former child soldiers, traumatised children, learners with epilepsy, children who are suffering from HIV/AIDS and other illnesses, children with autism, over age children, for example the children in schools range from the age of 6years up to 18years.

On the categories of learners in schools, the CCT remarked that:

> 'In addition to children with disabilities, for example those who do not see, or hear well, children who have limited movement possibility and development impairment, children in northern Uganda face severe learning difficulties due to social, physical and emotional problems caused by the war and therefore their behaviour should be considered in view of their context as the conditions they face are unique to the conditions other children in areas of tranquillity, whatever someone is teaching we need peace for teaching to normalise'.

Along the same line of argument, an NCDC official stated that:

'Peace education in the northern region is intended for learners that have been in a conflict situation, therefore it is different from peace education taught to learners in the other peaceful parts of the country'.

The categories of learners given illuminate the diverse nature of special needs and barriers to learning and development. While some have permanent difficulties, others have temporary needs for educational adjustment. This presents a challenge to teachers and schools in general in terms of meeting the special and diverse educational needs of all learners in an inclusive school setting.

Additionally, the problem of child soldiers in Uganda is not a new one as it began in 1981-1986 with the war between the Uganda National Liberation Army (UNLA) the then army of Obote's government and the National Resistance Army (NRA- which was a rebel group then and is now the current government). More child soldiers were also later recruited through abduction by the LRA rebels between 1986 and 2000 (UNICEF, 2009). From 2000 to date, child soldiers are among the rebels surrendering from the LRA. Additionally, these former child soldiers have varying educational backgrounds and needs.

As noted by Kayihura (2000:13):

"Had they had a normal life, some of them would have been in primary school grade seven, and above, yet others had never gone to school, the rest had stopped at different levels of primary education. The former child soldiers cannot be dealt with as ordinary children, they are children who have seen combat, they have faced the hardships of war and even death, some of them had even led men in the battle, that they cannot accept to be relegated to the obscurity of being pupils. They can be extremely difficult to handle by school authorities unfamiliar with or insensitive to their delicate situation".

This is supported by a statement by one teacher that:

> 'Learners lack respect for the teachers, instead they fear and respect their former military commanders in the bush than the teachers, because when the rebels come, they take teachers and pupils in the bush and all of them treated in the same way, yet some learners were former child soldiers or have friends or relatives who were former child soldiers'.

The need for peace education in relation to the category of learners in schools can be summed up in this statement from a CCT:

> 'Children staying in camps, born in the camps, children that have been night commuters sleeping on the verandas in the town, and children that have been learning from IDPLC's do not know the life in the homes unlike now that they are going back to their homes in the villages they need to be re-socialised to learn how to live together in peace'.

Considering these categories of learners with varying educational and psychological needs, it is unclear how a universal peace education programme of REPLICA-PEP would address all their needs. These categories require the implementation of selective, targeted and multi-level peace education programmes within the school. Universal programmes address an entire school population, selective programmes target children who are at risk from engaging in violent behaviour and targeted programmes are for children who have already exhibited aggressive behaviours.

6.2.2. Forms of violence learners experience in schools in northern Uganda

In relation to the categories of learners in primary schools, teachers and REPLICA officials shared that children in primary schools in northern Uganda experience both physical and psychological forms of violence.

The psychological forms of violence that were cited include; uncontrolled anger, stigmatising returnees and the formerly abducted, use of both violent actions and language by both learners and teachers. Teachers stated the following forms of psychological violence:

> 'Threats to one another, for example, 'I can kill you now, I will take you to the garden to heap potatoes (an expression referring to abducting and burying someone).... or at times on seeing a school mate lying asleep on the compound, one child remarked...the neck of this one is in perfect position for cutting with a machete'.

> 'Domestic quarrels in homes, and hate-talk, relational aggression especially children staying with relatives…the children are traumatised that the kind of language they use is very violent, bitter, abusive, and at times obscene. Children even draw violent drawings, use bad language on walls and in toilets'.

> 'Scaring friends, nicknaming teachers and fellow children, for example, atwai" (meaning - returnee)... some children cannot control their emotions and suffer from anger fits'.

> 'Abrupt angers and destroying school property for example, destroying water tanks, removing pages from textbooks, tearing teaching and learning materials in classrooms, stone throwing between winners and losers during school music and sports competitions, vandalism, and truancy'.

One CCT emphasised the issue of stigmatising returnees and formerly abducted children by stating that:

> 'Perhaps one of the biggest problems is the stigmatisation of the children especially the formerly abducted and returnee. They have been ostracised and even called names, provoking them into violence and forcing them into isolation, dropping out of school and others simply disappear'.

Another CCT also stated that:

'The formerly abducted children suffer from anger fits and eruptions that arise when they remember what happened in the bush, especially when they see visions of the people they killed attacking them, witnessing killing of their parents, relatives and/ or friends'.

Regarding stigmatisation of formerly abducted children, a deputy head teacher pointed out that:

'Although the formerly abducted children first go through a counselling centre before they can join the school, they are stigmatised by their class or school mates for example, nicknaming (i.e. olum-olum meaning "bush man or woman") which usually leads to anger and fights because it is associated with rebels. Some formerly abducted children and returnees simply enrol to school without any previous records, some just move from one school to another and the teachers are not aware of their background or experiences except when they exhibit unique behaviours'.

These psychological forms of violence are likely symptoms of Post-Traumatic Stress Disorders (PTSD), which are common in post-conflict communities and may present challenges to pupils as they may not be able to concentrate on their learning. Some of the teachers too are traumatised and yet have only received inadequate training and they therefore have limited professional abilities to deal with traumatised children and their learning barriers, let alone be able to help the children come to terms with post-war traumatic experiences. These findings are reinforced by Ovuga et al's., (2008) earlier findings on post-traumatic stress disorders among former child soldiers attending rehabilitative service and primary school education in northern Uganda in which depressive moods, psychotic behaviour were among the symptoms.

Related to the categories of learners and psychological forms of violence, Teachers, CCTs and DIS gave the following forms of physical violence that learners experience:

A CCT reported that:

> 'Some of the children who were abducted and returnees came back and transferred their past experiences to schools, especially belligerence and violence learnt from the IDPCs and bush. This is seen in the fights and quarrels amongst themselves, in addition to caning by teachers'.

One teacher recalled that:

> 'I remember children used to fight with one another more regularly, bullying at school and while going home, pinching one another in class and late coming'.

Another teacher cited stone throwing by explaining that:

> 'As you can see the stones on the roofs of the classrooms, those stones were for demarcating and decorating pathways on the school compound, but children pick them and throw them at one another… one day we were seated here under this mango tree during lunch time, all of a sudden a stone fell down and hit one of the teachers and injured him, we now fear sitting under these trees because children usually throw stones which remain hanging in the trees and fall down when wind blows'.

Such violent acts not only make the school learning environment unfriendly and insecure as both pupils and teachers could be at risk of being victims of the violent actions, but also are indicative of pupils' destructive behaviours towards school property. This confirms the existence of actual violence in schools which may provide experiences which reinforce violent attitudes.

Further, teachers indicated that pupils' inclination to violence is manifested not only during lesson activities but in the kind of games they play and language they use. For example, they stated that:

> 'During free activity lessons in lower primary, when learners take on roles as father figures in the home and mother and children, the

children play roles of the father who fights and beats everyone in the home'.

Another teacher explained that the violence is also manifested in the forms of pupils' drawings at school. For example:

> 'During fine art lessons children draw different types of guns, burning houses, fighting helicopters, soldiers on the parade, trail of children tied in their necks by the rebels, especially those formerly abducted and those who previously lived in camps, yet the children that have not been in any of these situations draw flowers, houses, our family........the way children conduct themselves, even the kind of play, is violent play, for example, boys play by boxing one another'.

Comparing the behaviours of learners in upper and lower primary the teacher explained that:

> 'The young ones are more stable, but the adolescents are more wild especially the formerly abducted in primary class five, six and seven with high belligerence behaviours......although some of the children in the upper primary classes are quiet, they can be very wild when confronted. …'a case of one boy who was so quiet for the whole year and had been registered at the school without prior knowledge that he was a returnee. So we realised that some children are quiet but keep bad behaviours which come out at different times when confronted.'

The DIS explained the causes of violence as a vicious cycle:

> 'The issue of violence is caused by many factors, for instance upbringing from home, school environment for example when teachers are violent, then children revenge and then the whole school becomes violent. When parents are violent, for example some parents come to school to attack teachers. Last year, parents attacked teachers for coming late to school'.

Teachers and the DIS also noted that violence is reinforced by the fighting in homes, the nature of language used in the homes and community in general, peers, violent films, and caning/beating by teachers as reflected in these statements:

> 'The parents fight a lot at home, children are always abused by their parents in very rude abusive language, yet children staying with relatives in towns are made to work hard especially home chores'.

> 'Bad peer influence, loitering around the market in the town, watching violent films has also added to the problem'.

The DIS noted that:

> 'Caning or beating (corporal punishment) children by some teachers as a disciplinary measure is one of the forms of violence that children regularly experience at school. Cases of severe caning of children in schools have been reported and when I visit schools I find teachers beating children, even though we have tried to teach positive disciplining, guidance and counselling in addition to institutionalising disciplinary committees in schools, teachers still cane children'.

The teachers interviewed for this study were also asked why they still cane pupils. One teacher indicated that:

> 'Sometimes parents come to school and request us to give two or three canes to their children, arguing that if we do not beat the children, they will get spoilt and remind us that, if we spare the rod we shall spoil their children'.

Although government policy banned the use of corporal punishment and recommends positive disciplining, it seems teachers are faced with a challenge of either doing what the government recommends or the parents. Physical and psychological forms of violence are not only inflicted by pupils against fellow pupils, but teachers and parents are also implicated in perpetuating violence through caning pupils and the use of degrading language as a means of control for disciplinary purposes and managing large classes. This is the case because teachers, accepting the symbolic violence of the legitimacy of the social order, consider corporal punishment as an attribute of teacher legitimacy and therefore continue to use corporal punishment.

6.3. Challenges of conventional schooling in a post-conflict context that influence

   REPLICA-PEP effectiveness

There are many challenges to formal schooling as perceived by CCTs, teachers, MoES, district and REPLICA officials that influence REPLICA-PEP effectiveness

A CCT viewed the effects of war as a major challenge to formal schooling, as well as an influence to REPLICA-PEP effectiveness when he stated that:

> 'The effect of war, has left us with a culture of violence, the children have lived in an environment where they feel that if there is any conflict the easiest way is through violence especially by fighting, violence is not only in the children's' homes but at school as well. This violence also leads many children to drop out of school or not be interested in school at all and cases of truancy'.

As noted in the Peace Recovery and Development Plan for Northern Uganda(PRDP) 2007-2010 (GoU, 2007a:10), the problem of school dropout is not only a waste to meagre national resources but a major challenge for schools. For example, nearly 21% of children dropped out of school, this being more prevalent among female (23.5%) than male children (17.3%). Dropout rates increase with age, although the dropout rates are higher in rural areas than urban areas. It is estimated that only 26% of those who enrol for primary education graduate to secondary school.

Another challenge to formal schooling noted by an MoES-official is poverty. The official explained that:

> 'Poverty has led to many children not to enrol for school and to drop out of school, although there is free Universal Primary Education there are some extra charges which force children to drop out from

school, such charges include, fees for examinations, uniforms, exercise books, pens, pencils and food'.

It is not surprising that children in Gulu described poverty as "being born and living in a war affected area" (GoU, 2002:40). The report indicates that, in comparison to other parts of Uganda that have had their fair share of poverty, the difference with poverty in northern Uganda is the devastation caused by armed conflict since the mid 1980's.

Beyond poverty, school dropout, violence, lack of teacher professionalism, overcrowded classes, inadequate instructional resources, classrooms and furniture, teachers, CCTs and MoES officials cited the following challenges to formal schooling:

> 'The children returnees and abductees cannot easily forget their experiences of violence in the bush and IDP camps they are always inattentive in class and always in their own world'.(CCT)

> 'Many of the learners dropout, have passed their school going age' are not interested in learning, even when they come to school, they do not come with books, pens or pencils and parents rarely support their children with scholastic materials'.(Teacher)

> 'Children promote themselves automatically before mastering the concepts, especially the older children who feel that they lost time during the war. This is also compounded by the government policy of automatic promotion'. (MoES-official)

> 'Early marriages, teen pregnancies, elopement of girls and HIV among young children, leading to high dropout rates especially for girls'. (Teacher).

The challenges listed above reduce the number of pupils to be reached by REPLICA-PEP therefore affecting a wider coverage of the target population by the programme. It is also hardly surprising that the performance of schools in northern Uganda lags behind the national average (MoES, 2008). Although schools in the other parts of the country also suffer from

challenges of high teacher pupil ratios, absenteeism by either teachers or pupils and limited teaching/learning resources which affect the quality of education, the context of northern Uganda presents an even wider variety of challenges.

6.4. The need for context-specific peace education for northern Uganda: The REPLICA-PEP view point

In view of the categories of learners, the forms of violence children experience and the challenges to formal schooling as indicated above, REPLICA-PEP believes that peace education in northern Uganda is context-specific and addresses challenges that are specific and unique to this region, and therefore different from the peace education that can be provided to the rest of the regions of Uganda which have been relatively peaceful. REPLICA states that:

> "The peace education course is intended to assist young people in the war affected areas to understand the causes and effects of conflicts. It also endeavours to make learners acquire the skills for preventing and resolving conflicts by using non-violent means in order to create a peaceful society"(MoES, 2007b:10).

REPLICA, MoES officials, teachers and CCTs gave the following reasons to justify the uniqueness and specificity of the type of peace education in northern Uganda schools:

> 'The situation of schooling in northern Uganda is unique, which requires peace education for a post-conflict context as well as ensuring that learners participate and benefit in their learning. The school timetable too has been affected as lessons begin thirty minutes late and end thirty minutes early so that learners do not leave their homes too early in the morning or go back late in the evening for fear of being abducted. In comparison with other regions, one hour is lost per day on the school time table in northern Uganda'.(MoES-Official)

'The conflict has made the children to develop emotions and belief that once someone has done something wrong, he/she has to be punished and not forgiveness or reconciliation. Children fight amongst themselves on a daily basis and the others only cheer them up to continue fighting…for example, 'one child once said "I want to fight up to the end". At times when a child is called by a teacher, he/she simply looks at you and runs away'. (Teacher)

A REPLICA-PEP official justified the need for a region specific peace education by stating the benefit of peace education for pupils that have never lived in peaceful environment. The official believed that:

'If the children are well sensitised on peace education there would be hope for a better future because these children have never seen peace, do not know what peace is, have never been in a peaceful home and do not have any solutions to their problems except violence'.

Important to note is that, in addition to developing and nurturing peace-related values, peace education in northern Uganda aims to facilitate the participation of pupils in learning especially the formerly abducted and returnees from IDP camps as pointed out by one REPLICA-PEP official:

'These children still find it difficult to concentrate, they are isolated and feel a little bit of guilt because of the atrocities they were forced to commit by the rebels. Such atrocities included; witnessed a killing, tied or locked up, received a severe beating forced to steal or destroy property, forced to abuse dead bodies, forced to attack or kill a stranger, an opposing soldier in battle, a family or a family member or friend,….it is through peace education that such children can be made active and participate in teaching and learning to acquire both literacy and non-violent peace-related values'.

The need for context-specific peace education has been influenced by three factors, that is the categories of learners, the forms of violence and the challenges of formal schooling, all of which have a direct bearing on the post-conflict situation. Although schools in the other

regions of Uganda need peace education, the nature of peace education to be provided to the learners who have been living in peaceful areas greatly differs. However the need for context specific peace education led REPLICA-PEP to leave out violence and conflicts experienced by learners in other parts of the country and the world.

It is not an overstatement to point out that the REPLICA-PEP is a region specific educational intervention addressing the needs, problems and challenges of a post-conflict region in formal primary schools. However, the need to balance region specific needs (preventing violent conflict) while also addressing the need to meet literacy and numeracy targets brings into question how both can be achieved in a generally authoritarian school context, where achievement in literacy and numeracy tests is fore-grounded.

6.5. REPLICA-PEP approaches to the teaching of peace education: Integration, carrier /reference topic or separate subjects approach?

REPLICA-PEP Teachers' guides provide the following as the ways of teaching peace education (MoES, 2007c, 2007d):

i. Integrating peace concepts into existing subjects by identifying carrier topics from the primary school curriculum that can be used to convey peace messages. The carrier topics are suggested in the REPLICA-PEP teachers' guides as reference topics. Integration is also recommended where timetabling is difficult;

ii. It can be timetabled within the main school time table so that it is taught together with

other subjects or separately so that it is taught after the other subjects depending on the school arrangements;

iii. In any case, it is recommended that the lessons/periods of this course should last between 30-40 minutes;

iv. Co-curricular activities can also reinforce peace education in schools;

In addition, teachers are expected to be creative, in integrating the concepts of peace education into the core subjects, making pupils participate in the teaching and learning process, make learning fun and interesting. They are also expected to use peace education as a tool for delivering the primary school curriculum and make peace education as practical as possible (MoES, 2007).

Although it is recommended in the REPLICA-PEP Teachers' Guides (MoES, 2007c, 2007d) that peace education can be taught both as separate and as an integrated subject, and supported by co-curricular activities, REPLICA officials, teachers and CCTs gave the following as the justifications of preference for the integrated approach.

A REPLICA-Official believes that:

> 'Peace education should be integrated with other subjects because of the curriculum overload and the need to have a whole school approach to peace education, by incorporating peace education in all aspects of school life'

Additionally, an MoES-Official emphasised that:

> 'Peace education should be integrated in the normal teaching, all subjects should have peace education integrated in their objectives, content, educational materials, methods and assessment'.

However, although integration is highly recommended, the following remark from one of the CCTs indicates uncertainty about the efficacy of teachers in using the integrated approach:

> 'The key issue in peace education methodology is integration, however are teachers capable of integrating peace concepts in all the primary curriculum subjects?'

Although the integrated approach is preferred, factors that influence the choice of this approach such as an already crowded curriculum and the examination oriented school system also militate against integration as teachers may only focus on the subject content and leave out the peace education content in order to cover the examinable subjects syllabus. Equally, other teachers think that some of the messages of peace education are already covered in subjects like social studies and religious education and therefore do not feel personally responsible for integrating peace education in their subjects. This also creates complacency as everyone in the school thinks everybody is doing it in the subjects they teach.

The above is a contradiction because REPLICA-PEP encourages schools to combine approaches for the implementation of peace education across all subjects in the curriculum and across the whole school informal curriculum. Whereas this cross curricular recommendation suffers as no one in the school is perceived to have the leading role in the implementation, a one subject approach however, may limit the broader understanding of peace education by learners and further limit them from linking their formal learning to more informal out of class contexts. Alternatively, following the wider experiences dimension alone, the learners might lack understanding or more specialised knowledge to draw on for actions in their communities and future lives. Therefore, while REPLICA-PEP prefers both a cross-curricular and single subject approaches as all have their strength and weaknesses. In practice the dominant approach is cross-curricular and this weakens its impact.

6.6. REPLICA training of teachers for peace education: The Cascade model

It is not the purpose of this study to review the training of teachers for REPLICA-PEP, but instead to briefly present the model of training used by the programme in order to better understand the model of training and the problems faced by REPLICA-PEP.

Training, was carried out through a 3-tier training cascade as follows:

National-Level Training of Trainers (TOT) at which REPLICA officials and MoES personnel trained "master trainers," including pre-service tutors (i.e., PTC Tutors), outreach tutors (CCTs), PTC principals, DEOs, at a hotel or training centre. Two workshops took place in 2006, each lasting approximately 21 days.

The District-Based Training was carried out in two ways: one for in-service training and the other for pre-service training. For in-service training, CCTs trained Head Teachers and Senior Man and Woman Teachers (official title) from each of the 30 model schools, usually in workshops of 1-2 weeks duration, at their Coordinating Centres (CCs). A total of 521 teachers were trained in these workshops. For pre-service training, PTC tutors trained students in the PTCs, usually through the incorporation of REPLICA-PEP content into course curriculum, though sometimes in a workshop format of several days.

For School-Based Training (SBT): Head Teachers, assisted by the Senior Man and Woman Teachers from their school, were to train their fellow teachers in after-school and weekend workshops. Lynd (2007) noted that in many cases training did not reach the school level and had less impact on teaching or learning. Aligning with the above, a REPLICA midterm evaluation report (USAID, 2008) also indicated that the SBT format of training is ineffective as attendance at SBT workshops usually averages below 50%. In the same report it was noted

further that only about 20% of Head Teachers who were trained carry out training in their schools.

Additionally Cox (2006:20) had earlier noted that:

> "Head teachers and teaching staff that underwent training did not share the information and skills received with their colleagues. As a result the school management did not strategise on ways to use the school resources and skills to effectively implement the programme. This led to teachers feeling overwhelmed with their workloads as they were not receiving support from their colleagues".

The problems associated with school based training that the USAID (2008) report indicated were:

- Teachers were resentful of their colleagues who had benefited from financial incentives for their training (for example, allowances for lunch, transport), whereas teachers in SBTs did not;

- Teachers often do not respect their peers, even head teachers, as much as someone from outside the school and trainers had insufficient materials such as flip charts, manila folders, and books;

- Training sessions are too short or infrequent, though the usual pattern was one weekend per month, some respondents reported less frequent training – in one case, once per term and not enough time is allotted to each training event;

- The low level of teachers' pedagogical knowledge affects the quality of training; teachers often have only a basic mastery of content, thus requiring longer, more intensive training than the SBT model offers.

When training of teachers is thinly spread so that only a few individuals are trained in each primary school (for example, three teachers per school), instead of whole school training,

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including senior managers, effective whole school implementation is undermined. Moreover, the few teachers that have been trained suffer from the re-entry problem as noted (McCauley, 2002). Severe difficulties arise concerning "re-entry" participants into unsupportive home environments and the actual application of their new feelings and beliefs after training.

6.6.1. Support supervision and monitoring: By whom and how is the training gap narrowed?

REPLICA uses a system of support supervision and monitoring in which teachers and head teachers received regular visits by various personnel to ensure understanding, to provide support and to monitor progress. Support supervision and monitoring was organized at three levels: the national level, at which MoES and REPLICA officials provided support to the PTCs; the PTC level, at which college personnel visited the CCs and schools to ensure implementation; and at the school level, at which CCTs, and District Education Office personnel (that is, DIS, DEO, MEO) visited teachers and Head Teachers in the schools.

The programme depends on the CCTs to provide support and mentoring to teachers in their coordinating centres as a means of strengthening teacher performance. However, as noted earlier by USAID (2008), the cascade training approach of training CCTs (who, in turn, are expected to train head teachers who, in turn, are expected to train classroom teachers) is not yet achieving results at the classroom level. Additionally, some district education teams observed that they are left out of the implementation chain since the CCTs deal directly with schools and do not communicate to the education offices about their activities. This creates an information and coordination gap between district custodians of basic education policies on the one hand and the school level implementers on the other.

6.6.2 The Centre Coordinating Tutors' role and REPLICA-PEP in the School: How and what form of support and training is provided?

Continuous classroom support and training in the integration of peace education in schools is to be provided by the CCT- who is the PTC outreach tutor in charge of a cluster of primary schools. This role of the CCT being an outreach support tutor for instructional support and mentor is not a new one as indicated by (MoES, 1999). In addition to this role, the CCT is in charge of providing support and guidance for in-service teachers in all the subjects of the primary school curriculum in the cluster. Thus the REPLICA programme uses the existing MoES school structure as well as the Teacher Development and Management System (TDMS) model for its implementation (MoES, 2007).

Regarding the effectiveness of CCTs, a MoES official interviewed for this research remarked that:

> 'There are far too few CCTs and districts are too large for them to reach all the teachers, especially when they are poorly facilitated and often do not have transport. Some CCTs, instead of going out to all teachers in their schools, they go to schools near their Colleges and invite the rest to meet them at the College. Since many teachers do not have transport, many miss out on the support they could have obtained. Indeed, there is considerable concern at the Ministry about the effectiveness of the CCTs'.

The CCTs cited the following challenges that affect the effectiveness of their work of supporting and guiding teachers on peace education implementation; large catchment area, many curricular innovations to be implemented in schools, one class teacher system (i.e., one teacher in charge of all teaching/learning and assessment for all subjects in the class), lack of facilitation and limited teaching/ learning resources, low teacher morale and absenteeism.

Bridging the gap in SBT training requires regular and consistent monitoring and support from the CCTs. These limitations in the provision of classroom support and supervision by CCTs bring into question the nature and form of support that is provided to teachers and therefore their effectiveness in integrating peace education. Inadequate training and support may have an effect on the level of teacher preparedness and effectiveness in implementing peace education as teachers not only lack adequate pedagogical knowledge and skills to draw on for integrating peace education but some have missed out on both the district based and school based training and therefore not received any training at all. It is important to note that short training sessions may not lead to real change in pedagogy in Africa and that what is required is systematic, longer term training that seeks to change the teacher's thinking as well as providing teachers with the intellectual tools and critical thinking skills to both own and change practice (Harber and Stephens, 2009).

6.7. Summary and Discussion: The aims and principles of REPLICA-PEP

In general, REPLICA understands peace education as the promotion of awareness about the nature and causes of conflict and the development of peace-related knowledge, skills and values of non violence, conflict prevention and resolution among learners.

REPLICA-PEP also aims to make schools peaceful, safe and enjoyable learning places for learners when it promotes a participatory child centred approach to the teaching of peace education through a formal (integrative), indirect model of peace education. This is significant as 40% of the population in northern Uganda is less than 12 years old, primary enrolment is relatively high with an average of 63.9% of the total population of school going-age (GoU, 2007:48). Moreover schools are often the only institutions that society can formally, intentionally and extensively use to achieve the mission of peace education as they

have the authority, the legitimacy, the means and the conditions to carry it out. In addition, schooling takes place during the formative years in which children and adolescents are relatively open and forming their repertoire of values and skills. In many developing countries, Uganda included, primary education is compulsory, thus enabling the programme to reach a large number of children.

The potential of primary education in facilitating peace is supported by the fact that the LRA uses an army of abducted children who are used as child soldiers, wives for the rebels, disposable porters and messengers. Lomo and Hovil (2006) observe that Kony (the LRA Leader) commands thousands of children whose allegiance is unquestioned. This has enabled the rebel leader, 'Kony' to maintain his internal grip on the LRA. First, as has been shown in Cambodia, Sierra Leone, Iran and elsewhere (UNICEF, 2009) children are easily malleable to whatever purpose Kony wants and are very quick to obey the orders, they copy what is taught exactly during training, they don't pretend. Although hundreds of children escape from the LRA every year, the LRA uses children as a vital resource.

Rather than seeking to champion one of the three main approaches to peace education, that is, as a separate subject in the curriculum, spread across the curriculum (cross-curricular), or as a whole-school approach, REPLICA-PEP recommends all three. This aligns with Bretherton et al's (2003) recommendation that it is preferable to embrace all the three. While a more holistic approach is generally preferable, the lack of a whole-school commitment and inadequate training greatly affect efforts for using all the three approaches.

Consequently, REPLICA-PEP has a dual focus of eliminating violence, bullying and developing non-violent attitudes and conflict resolution skills because the nature of pupils, a

belligerent post-conflict environment and formal schooling context do not really provide any opportunity for non-violence but instead reinforces violence. The programme attempts to address conflict and violence more at the personal, relational, structural and cultural level, using more than one theory of change. Although the programme is implemented in schools REPLICA-PEP hopes that its work will have a positive impact on the community by improving relationships not only among learners, but between learners and teachers, and the wider community.

7.0 REPLICA-PEP Methods, Content and Materials

7.1 Introduction

Exploring and explaining programme effectiveness (or not) requires understanding of the potential of REPLICA-PEP content, methods and educational materials for developing peace-related knowledge, attitudes, skills and behaviour among learners. The views of CCTs, REPLICA, NCDC and MoES officials regarding REPLICA-PEP content, methods of teaching and educational materials were analysed. In addition to their views, documentary analysis of REPLICA-PEP books, observations of the use of REPLICA-PEP methods and the integration of content in lessons and out of class activities were carried out to provide additional evidence. Learners' experiences and perceptions about the programme will be discussed in chapter nine where the impact of the programme will be analysed. This chapter therefore, presents views of teachers, CCTs, REPLICA, NCDC and MoES officials on the content, methods and educational materials of the programme, documentary analysis and observations of lessons presented in the following themes:

- REPLICA-PEP content and its integration with other subjects: what content is taught and how?

  - What content of REPLICA-PEP is taught?
  - Relevance of REPLICA-PEP content and the development of peace-related knowledge, attitudes, skills and behaviour among learners;
  - Integration of REPLICA-PEP content: where and what is the missing link?

- Integration of peace education in out of class activities

  - The school peace-club:
  - Activities of the school peace-club:
  - The school assembly: who communicates to who, what and how?

- REPLICA-PEP educational materials and their use in the school:

  - How appropriate are REPLICA-PEP books?
  - Teachers' use of REPLICA-PEP books: when and how are the books used?

- Documentary analysis of REPLICA-PEP teachers' guides and learners' books

  - Analysis of REPLICA-PEP teachers' guides;
  - Analysis of REPLICA-PEP learners' books.

- REPLICA-PEP methods and their use/application in the teaching and learning process: How do learners participate in their learning?

  - Methods of teaching used by teachers while teaching peace education and the primary school subjects: The mismatch between rhetoric and practice
  - REPLICA-PEP teaching / learning procedures and enrichment activities.

7.2 REPLICA-PEP content and its integration with other subjects: What content is taught and how?

The content of REPLICA-PEP is contained in the REPLICA peace education books for primary schools. The books include:

i.   The peace education learners' book for lower primary

ii.   The peace education teachers' guide for lower primary

iii. The peace education learners' book for upper primary

iv.   The peace education teachers' guide for upper primary

The Lower primary content covers nine learning areas including:

Making friends; Sharing; Kindness; Happiness; Things that are good to do; Controlling ourselves from bad actions; Living with people who are different; Living with people who have not treated us well; and Caring for those in difficult situations.

The upper primary content covers eleven learning areas including:

 Conflict; Peace; Conscience; Empathy; Anger management; Self control/Impulse control; Fairness; Kindness; Problem solving; Non-violence; and Reconciliation.

In addition to content, the REPLICA-PEP Teachers' Guides provide key learning points/ main learning ideas and reference topics from the primary school curriculum for each learning area. It is recommended that as the teacher teaches a given learning area, he/she should ensure that such ideas/skills are given proper emphasis (MoES, 2007d: 5).

The content of peace education is to be taught through the existing subjects of the primary school curriculum using reference topics. These reference topics are derived from the primary school curriculum and are included in the REPLICA-PEP Teachers' Guides for both lower and upper primary. It is important to note that, although primary schools in lower primary (i.e., primary one to three) use local languages, (for example Acholi and Langi) in the

teaching of the thematic curriculum which was launched nationwide (NCDC, 2007) in the same year in which REPLICA-PEP was launched, the content of peace education is written in English language in the textbooks analysed here.

7.2.1 What content of REPLICA-PEP is taught?

Examining programme effectiveness in terms of content covered raises questions such as: What REPLICA-PEP content has been taught? What is the coverage of learning areas defined in the REPLICA-PEP Books? How relevant and appropriate is the content in terms of developing peace-related knowledge, attitudes, skills and behaviour? Examining REPLICA-PEP content taught, its relevance and appropriateness can contribute to explaining its effectiveness in addressing the needs and interests of learners and therefore its contribution to the development of peace-related knowledge, attitudes, skills and behaviour.

Teachers in this study were interviewed to indicate the content (in terms of learning areas of peace education) that they have taught to learners. The following were the topics taught by teachers for lower primary classes (primary one to primary three): sharing, encouraging them to correct one another in class and out of class, forgiveness, love, repentance, negotiation, guidance and counselling, respect, friendship making, working together and living together.

The teachers of upper primary (primary five) cited the following topics: types of conflicts, why conflicts occur, ways of reducing conflict, empathy, peace, benefits of peace, guidance and counselling, forgiveness, unity, the East African community.

These topics not only indicate a combination of topics from the social studies and religious education syllabus, but they also indicate omissions of some of the REPLICA-PEP topics to be taught such as: living with people who have not treated us well, caring for those in

difficult situations, anger management, self control/impulse control, fairness, kindness, problem solving, reconciliation. Such omissions could lead to inadequate content coverage and therefore limit the learners from understanding the key concepts and aspects of peace education. Without conceptualisation it is unlikely that learners will be able to develop positive attitudes towards peace and therefore be able to develop conflict resolution skills and peace-related behaviour.

Teachers noted that the learning areas of REPLICA-PEP closely match with the suggested topics in the primary school curriculum. However they pointed out that there is need to prepare well to meaningfully integrate REPLICA-PEP content into the primary school curriculum content. In contrast, some of the teachers that were shown the REPLICA-PEP books and guides for the first time during the interview indicated that the content does not match with the primary school curriculum syllabus, this is not surprising as these teachers missed out on the teacher training for REPLICA-PEP. It is important to remember that not all teachers from the two schools had actually had peace education training, even though both were REPLICA schools.

Despite the inadequate coverage of REPLICA-PEP content, teachers indicated that learners enjoy the content of REPLICA-PEP because:

> 'The content is related to learners' daily life experiences at home and at school... Learners show interest in knowing how to solve disputes and are happy to share stories about their relatives who were abducted and returned safe'.

> 'They enjoy peace education content because they listen to stories more attentively than when they are being taught the other subjects like maths, English, science and social studies. However, the formerly abducted learners or returnees sometimes show unease with telling

> stories about their lives especially stories regarding abduction and life
> in the bush. ….'

In compatibility with the thematic curriculum, the use of stories is also emphasised in the News and Story Hour of the thematic curriculum for lower primary as such opportunities give learners a space and time to express themselves, not only in English but also in their own local languages (NCDC, 2007). Young age children tend to love and become connected to stories (Riessman, 1993). Bruner (1990) argues that thinking through stories is one of the two basic human ways of thinking, and suggests that stories are an integral part of our identity and culture as people interpret the world around them and examine their own place in society through stories. Similarly, Hirsch (2006) supports the use of stories in peace education programmes as a way to evoke thoughts and feelings, as well as to enhance the potential of the readers to create their own personal stories and share them with others.

Other studies based on the storytelling approach as a tool for peace education (Bar-On and Adwan, 2004; Bar-On and Kassem, 2004) found that stories can enhance empathy and change attitudes toward the 'other', as well as strengthen the possibility for social contact. They also have an ability to evoke a need and willingness in the learners to share their own personal and family experiences as well as provide a "space" in which the reader or listener can find a contact point with the 'other', and then, through this contact, learn how to deal with the conflict and expand the understanding of self and 'other' (Hirsch, 2006; Brunner, 1990). Stories can also be utilized as a tool for stimulating emotional and cognitive responses to situations of conflict and shared stories about the conflict have a powerful impact on mutual behaviour of youth.

However, Nahshol (1993) and Wolf (2000) cited in Hirsh (2006) warn that stories must be sufficiently personal so as to evoke strong thoughts and feelings, but distant enough to allow for expression of these feelings without feeling threatened. This is particularly important for the case of stories to be used or told in classrooms in northern Uganda as the majority of learners, if not all, have been directly or indirectly affected by the war and therefore screening of stories to be presented is crucial.

7.2.2 Relevance of REPLICA-PEP content and the development of peace-related knowledge, attitudes, skills and behaviour among learners.

For peace education to be effective it has to be relevant and address the needs of a particular society and in this case the learners in schools. The nature of peace education is dictated by the issues that preoccupy a specific society because it has to be perceived as being relevant and functional to the society needs, goals and concerns. Moreover, this is an important requirement for the initiation and realisation of peace education in the society (Bar-Tal, 2002).

MoES, District, REPLICA officials, teachers, and CCTs shared their views regarding the relevance of REPLICA-PEP content by highlighting that the content addresses the needs of learners; is context specific; establishes connection with the existing subjects in the primary school syllabus; is spiral; age appropriate and learners enjoy it.

It is stated in the REPLICA-PEP teachers guide that,

> "The course content is designed to produce young people who understand the causes and effects of violence which may result into injuries, and who have skills to prevent violence and resolve conflicts using non-violent methods (MoES, 2007d:4)".

Developing learners' knowledge about the causes and effects of violence and skills to resolve conflicts non-violently is one of the key concerns of education in northern Uganda highlighted in the Education Needs Assessment for northern Uganda (MoES, 2008) and one of the challenges to formal schooling stated by teachers, CCTs, District officials during the interviews for this study.

A REPLICA-Official also noted that,

> 'The content is relevant because it provides opportunities for young people of different home backgrounds and experiences, for example the returnees from IDPs, the formerly abducted, over-aged, those with impairments and disabilities and special educational needs to develop mutual understanding, tolerance, acceptance and to live, learn and play together in the classroom and outside the classroom without stigmatisation and isolation.

Regarding the structure and organisation of the content of REPLICA-PEP, an NCDC-Officer noted that,

> 'Each learning area was designed to build on the lessons learnt in the preceding learning area and thus offered developmentally appropriate, staged learning of key concepts and skills in peace education and educates pupils on how to handle conflict situations peacefully'.

Different CCTs expressed these views on the relevance of content:

> 'REPLICA-PEP addresses violence experienced by children at school by emphasising positive disciplining through guidance and counselling than corporal punishment, promoting non-violent conflict resolution, problem solving and peace building by involving pupils in peace-building clubs and activities.

> 'It is relevant because it teaches learners how to cooperate, build friendship, control anger, manage emotions, learn how to share with one another which will enable them to develop skills of compromise and negotiation'.

Another REPLICA-Official justified the relevance of the content by explaining that,

> 'In developing the learning areas of peace education, the existing syllabus for the primary school was closely considered for matching reference topics, in order to come up with useful guides for teachers and life skills for learners'.

Along the same line of argument an MoES-Official also stated that,

> 'The content of peace education is relevant, considering the after war challenges, the unfriendly learning environment and the nature of learners and teachers in the northern region….this content of peace education helps in developing peaceful minds among learners.

Regarding the relevance of content, different teachers indicated that,

> 'The content is age appropriate and spiral in its presentation for example, the topics for upper primary are built on concepts of lower primary, but much of the concern is on the applicability of the content'…..in lower primary the content begins with the 'self', in upper primary the content extends from the self to other people, for example to, lives of people in the community'.

> 'The content is closely related to the existing subjects of the primary school curriculum, for instance in social studies, if you are to teach about the different ethnic groups in Uganda, and the current conflicts among them, especially here in northern Uganda the Acholi and Langi are having conflicts, you can refer to the same topic using both the peace education books or the primary school syllabus'.

Additionally the DIS stated that,

> 'The content appeals to the emotions of learners for example, learners are asked to explain how they feel in some of the learning areas and also guided to practice the skills learnt at school and at home in the enrichment activities'.

The relevance of REPLICA-PEP content is justified by its potential for addressing the needs, interests and, challenges of formal schooling in northern Uganda. Further, the learning areas are related and connected to the various topics in the primary school curriculum through the reference topics. These topics are selected from the primary school curriculum subjects such as social studies, science, English mathematics and religious education, which the teacher should use to emphasise the ideas taught in the peace education learning areas. The use of reference topics which serve as connecting themes not only enhances integration without repetition of the same content but also fosters curriculum compatibility.

7.3 Integration of REPLICA-PEP content: Where and what is the missing link?

In the Teachers' Guide for Lower Primary (MoES, 2007c:2), REPLICA recommends that,

> "Peace education can be integrated into existing subjects by identifying reference topics in the existing topics that can be used to convey peace messages. Integration also requires creativity and mastering of subject content so that it can flow naturally. Where timetabling is difficult integration is most recommended".

In line with REPLICA-PEP guidance on integration of peace education, CCTs, DIS, MoES and REPLICA officials were interviewed to solicit their views on how teachers should integrate REPLICA-PEP content in the teaching and learning process:

A REPLICA-Official stated that,

> 'Ideally teachers are supposed to integrate peace education in their teaching, but the implementation varies from school to school. Teachers need to use and integrate content from the primary school syllabus reference topics and the REPLICA-PEP Learning Areas.

Along the same lines a CCT explained that,

'The teachers can integrate peace education by slotting peace education learning areas in the reference topics of the primary school syllabus, for example when teaching about law and order in social studies, a learning area about peace can be integrated'.

On whether peace education is effectively integrated, the DEO stated that,

'The integration of peace education is poor, although there are activities done in schools to promote peace education; conscious planning for peace education integration is not deliberate in schools, it is a rare opportunity to find a teacher's scheme of work and lesson plan with peace education content or learning area'.

Further, an MoES official pointed out that,

'Integrating the content of peace education with the other subjects of the primary school curriculum requires creativity on the part of the teacher and to use the primary school syllabus volume one and two as well as the thematic curriculum for lower primary'.

Majority of the teachers noted that REPLICA-PEP content can be integrated in the following way:

'Integrating peace education in some relevant topics of the various subjects of the primary school curriculum however teachers find it difficult to integrate peace education in some subjects'.

Teachers indicated the following as the ways they integrate REPLICA-PEP objectives in the teaching/learning process and outside the class:

'Depending on the topic, you can have an objective or include a peace education objective, at times it is incidental you do not have to plan for it'.

'The objectives can be integrated in the introductory, sharing and evaluation phases through storytelling, dramatising especially when teaching subjects like religious education'.

> 'I integrate the objectives of REPLICA-PEP by varying the methods
> of teaching I use for my classes'.

These teachers' views indicate that teachers are aware of how to integrate REPLICA-PEP objectives and content, although none of them made reference to the use of the reference topics as connecting themes and threads for integrating REPLICA-PEP content. It is clearly indicated in the REPLICA-PEP Teachers' Guides that each learning area has several reference topics for the five subjects of the primary school curriculum (reference topics are the topics selected from the primary school curriculum which teachers are to relate and integrate with the learning areas of peace education). However, teachers seem not to have understood and adopted teaching peace education through the use of reference topics or are even using them as connecting themes and this adversely affects the integration of peace education.

How are teachers integrating REPLICA-PEP content in their teaching and learning? Teachers were interviewed to examine how they are actually integrating peace education in their lessons and outside the classroom:

> 'Through relating the concept of peace to the relevant topic you are
> handling for example in the introduction phase of the lesson by
> singing a song about peace, some times as a last objective, I just pass
> a message of peace at the end of the lesson'.

> 'Use of stories of prodigal son when teaching about forgiveness,
> reconciliation. I also use storytelling, rhymes and poems in which
> children are introduced to peace messages'.

> 'When teaching reading, you can write some messages on peace,
> which the children can read, at least in a day you can be able to
> integrate some peace messages in a lesson'.

Quite different from others, one teacher indicated that she integrates peace education through actions when interacting with learners for example she stated that,

> 'By showing love to children, caring for them when they need something and explaining to them the limitations of not being able to receive all that they need and by being a role model'.

Some of the teachers' views about how they are integrating peace education and lessons observed (appendix K) indicate a combination of a deep and surface approach of integration, yet REPLICA-PEP recommends that, "As a teacher teaches a given peace education learning area, he or she should ensure that the basic ideas and skills are given proper emphasis (MOES, 2007b:5)". The teachers indicated that they sometimes just pass a message on peace a day or in a lesson. This reflects a situation where the concept development and the level of knowledge learners acquire from the teaching of peace education in some of the classes is inadequate as teachers do not ensure adequate content coverage of the REPLICA-PEP learning areas. Without well planned and systematic content selection, organisation and integration, concept development and coverage of the peace education learning areas may not be effectively achieved.

Baxter, in Sinclair (2004:28) advises that concept development requires the acquisition of masses of data or experiences and abstract concepts such as peace require a structured acquisition of data, ideas, sub-concepts and experiences. This seems unlikely to be happening as peace education is seen by teachers as something of a limited add-on to teaching the normal curriculum.

Militating against the integration of peace education is the need to cover the school syllabus in preparation for examinations as explained by an MoES official;

'Due to time constraints and the need to complete the primary school syllabus topics, peace education learning areas cannot be covered adequately or taught as a separate subject, even its integration suffers as teachers use most of the time to prepare their learners for examinations'.

One DIS pointed out that,

'Since peace education is supposed to be integrated with other subjects which are examinable, yet peace education is not examinable, it is very likely that the content of peace education will be left out'.

A CCT also noted that,

'When there is limited time, teachers tend to abandon peace education and concentrate on the examinable subjects of the syllabus, because pupils have to pass the examinations at the end of the year or at the end of the primary cycle'.

These views exemplify (Bourdieu and Passeron, 1977) notion of curriculum coverage specifications which serve to secure a monopoly of the examinable subjects (dominant knowledge) against non- examinable peace education which poses a threat to the structure and cultural ethos of the school. This is also consistent with Obura's (2002) comment that attempts to integrate peace education in existing subjects have run into the obvious problems of lack of teacher skills and pressure on teachers to concentrate on covering the syllabus to prepare for examinations. These views allude to the fact that examinations encourage curricular alignment in the form of curricular content narrowing to tested subjects, to the detriment or exclusion of non tested content of peace education. This has led to a wider recommendation of 'explicit' and 'officially timetabled' approaches of the 'separate subject'

type or modifications of it rather than 'infusion' and 'integration' approaches (Cardozo, 2008; Sinclair, 2008).

Regarding teacher skills in effective integration of REPLICA-PEP content, a teacher explained that,

> 'The problem is that we were not trained on how to bring the subject matter in peace to social studies and in other subjects'.

When teachers lack the skills for effective curriculum implementation it is unlikely that they can effectively integrate peace education in the existing subjects. Moreover, Sinclair (2004) notes that, only highly trained teachers have the flexibility and educational background to successfully implement the 'integration/infusion' approach, even with younger children.

Additionally, a USAID (2008) report had earlier noted that teachers reported difficulties in translating the peace education curriculum content into local languages both in preparation and in the classroom lesson especially for lower primary. The teachers feel that their lack of capacity for explaining concepts in the local language is complicated by the absence of learners' peace education materials in the local language that could have supported these learning concepts.

The forty lessons observed by the researcher (see appendix K for lessons observed and appendix J for teachers' lesson plans) taught by teachers from the two primary schools used in the study for both lower and upper primary clearly exemplify the way teachers are 'integrating' peace education and the various approaches and methods used. The dominant content in the lessons is still that of the primary school curriculum and less emphasis is given

to ensuring that the main learning ideas and skills of peace education are taught. This is very much keeping with the theory of symbolic violence in terms of the cultural arbitrary/knowledge system of the dominant group that is taught to maintain the existing social order using pedagogic action which is symbolically violent in as far as it seeks to impose arbitrary cultural meanings in the context of arbitrary power relations.

As earlier noted by Harber and Stephens (2009), there appear to be a mismatch between the teacher's rhetoric of change and what actually goes on in the classroom in Africa. Limited content of peace education is taught in the lessons and teaching is simply teacher mentioning of some peace-related concepts and statements and having pupils to repeat them without a progressive introduction, sharing and experiencing between the teacher and pupils of the concepts of a specific peace education learning area.

While teachers in the interviews indicated that they integrate the content of peace education in their teaching, less content of peace education was observed being covered in the lessons. Equally, the lesson objectives in the lesson plans reflected a general priority given to primary curriculum subject content and less on peace education content and sharing of learners' experiences. Although the integrative approach was the dominant approach used in the lessons, a few lessons were observed being taught using a separate subject approach.

7.4 Integration of peace education in out of class activities

REPLICA-PEP recommends that in order to enable learners to practice, experience and live the peace concepts learnt in class, learners should be involved in peace education activities outside the class (MoES, 2006: 20). The out of class activities include the peace-club

activities and the school assembly (For discussion and analysis of the school peace pledge refer to Appendix A3).

7.4.1 The school peace-club

The aim of the peace-club is to enable children practice the peace concepts learnt in class (MoES, 2006b). Although observations of the activities of the school peace-club and analysis of documentation of its activities could provide additional evidence on the effectiveness of the programme, it was not possible to carry out observations and documentary analysis of the activities of the peace-club during this study as schools had stopped organising them since the end of programme funding. However, children's poems that had been developed during peace-club activities carried out before this study have been examined and presented.

Views of CCTs, MoES, and REPLICA officials regarding the integration of peace-club activities in out of class activities were as follows:

An MoES-Official confirmed this by stating that,

> 'Peace education can be integrated in out of class activities by involving pupils in peace-building clubs and activities, peace-clubs can organise dialoguing activities, therapeutic games and plays which can have a healing effect on the learners who are traumatised and help them to socialise and acquire cooperation skills'.

Regarding the peace-club, a REPLICA-Official stated that,

> 'Peace-clubs are used in terms of advocacy through club work, performances and sensitisation on parades, for example, every after two weeks the peace-clubs are supposed to perform and deliver messages in relation to peace and to put into practice what has been learnt in class'.

Regarding the activities of the peace-club the DIS noted that,

> 'All schools, are supposed to have peace-clubs, however in some schools they are more active and in some they do not even exist, teachers are few and overwhelmed by the work load and have to balance between teaching examinable subjects and the peace-club activities'.

In order to ensure effective implementation of the peace-club activities, REPLICA-PEP recommends that all schools should have a Patron for the peace-club (Head of Peace-club) who is responsible for the activities of the peace-club and ensuring that peace education is practiced and lived in the school life outside the classroom (MoES, 2006a).

Regarding the role of the Patron Peace-club a CCT stated that,

> 'The Patron Peace-club plays a supporting role of supervising, coordinating and guiding children in the activities of the peace-club, accompanying children during interschool visits and usually the mediator when there are problems of extreme indiscipline among learners, and when there is need for mediation between teachers, parents and children'.

Of the three patrons of the peace-clubs interviewed, two had received training from REPLICA-PEP and another had received training from another NGO that trained teachers in peace education but used a different methodological approach as it preferred the teaching of peace education using a separate subject approach on weekends and at the end of the classroom time for the learners who could volunteer to stay after classes and or on weekends.

7.4.1.1 Activities of the school peace-club

The peace-club patrons and matron and teachers said that they do a number of peace activities. Some of these activities include preparing peace messages, music, dance and drama, organising peace-club meetings to resolve misunderstandings and conflicts among

pupils and teachers, guidance and counselling, educational tours and sharing experiences with pupils and teachers as indicated in their statements below:

> 'We integrate peace education in debates with peace themes, through such topics like "peace is better than war", "war has led to more development than peace", with such topics pupils can come out and tell the good and bad about war'. (Patron Peace-club)

> 'Peace education is integrated in musical festivals through songs, drama and play on peace, war and violence and sports'.(Matron Peace-club)

> 'Handle pupils who are fighting, by talking to them and advising them to use other alternatives to solve their problems rather than fighting'.(Teacher)

The Patrons of the peace-clubs in the two schools and the CCT stated the following as the benefits of the peace-club:

> 'Peer sharing and learning has ensured that the peace-related knowledge and skills are owned by pupils'.(CCT)

> 'Peace-clubs have helped reduce violence in schools. Schools with peace-clubs are friendlier and welcoming compared to those without them'. (Patron Peace-Club)

> 'Pupils in peace-clubs have been able to interact, make friends and have an opportunity for sharing their experiences, the club also provides an opportunity for healing traumatised learners, for example one child at the end of one of our story telling activities said ..... because of the war, I thought I was the most unfortunate girl, but when I joined the peace-club, I realised that there were other girls like me, this has strengthened me to stay in school'.(Patron Peace-club)

This evidence suggests that, through peace-clubs children can be stimulated to develop their creativity and play through drama, paintings, songs, poems and sporting events. Moreover, creativity, humour and play form essential elements of any peace education programme

(Davies, 2005; Bar-Tal, 2002). Children learn how to be a team player, and how to cooperate but also how to be creative, thereby training non-violent patterns of communication and behaviour (Cardozo and May, 2009). In the context of northern Uganda where there is need to address post-traumatic stress disorders among both learners and teachers, participation in peace-club activities could be an opportunity for healing and building inner peace, and therefore reduce violence among the children.

Along the same line of argument, educators stress the need for structured play and other expressive and physical activities in early emergency (Aguilar and Retamal, 2009; Sinclair, 2002). Moreover, the activity-based approach to education for peace could promote not only participation in learning but could also address social and emotional needs of pupils who have been exposed to major trauma.

7.4.1.2 Pupils' experiences and perceptions of the peace-club

Pupils' experience regarding the peace-club in both schools ranged from enjoyment in participation in the peace-club activities to improved relationships amongst themselves and teachers more especially with the peace-club teachers and teachers who integrate peace education in the teaching.

While a majority of the pupils interviewed were not members of the peace-club, the few who were members of the peace-club indicated that in the peace-club they do perform activities like writing peace poems, telling and listening to teachers' stories and songs and were happy to join the peace-club if it is started again. Pupils that participated in the peace-club were attracted by the peace-club activities as expressed in their experiences below:

'Sharing stories and traditional folk songs about our culture with

pupils from other classes, playing games and singing about peace'.

'Writing peace poems, drawing pictures of good places and people
that we can go to when we have problems, drawing our village map
showing safe and unsafe places'.

'I will join the peace-club if it starts again because i enjoyed the songs
we used to sing about non-violence, staying in school, and responding
to the bell whenever it is rung'.

'We used to discuss how we can be safe at school and at home and
how to avoid dangerous places'.

Interviewer: So, what are some of the dangerous places and people that you talked

about in the peace-club?

Pupils: Camps, forests, boreholes and wells at night, rivers and valleys, video
halls, barracks, bad peer groups.

As an indication of commitment by pupils to the peace-club, the Peace-club Matron in one

school noted that,

'The members of the peace-club actually rarely miss school. They
always attend regularly in order to fulfil their peace-club activities,
especially when we have debates and drama competitions at school'.

In particular, pupils said that they enjoy the following: listening and telling stories, the way

the Patron and Matron peace-club teaches and relates with them, cooperation with one

another, living without fear of being beaten or bullied at school, peace poems, sharing with

others, participation in debates where peace and war are the themes, answering teachers'

questions, paying attention to the teacher, listening to the teachers' stories, songs and singing

after the teacher.

7.4.1.3 Pupils' peace poems: A language of possibility for peace action?

The peace-club poems presented are all from one of the schools used in the study (Refer to appendix Q for more peace poems). The second school had no records of learners' activities in the peace-club. These poems were written in the life time of the project funding.

Peace poem one

My name is Nancy Apio,

The second letter of my surname is letter P,

The word peace starts with letter P,

When I grow up I want to be a Peace Maker,

A peace maker at school, home and in my village,

E is the second letter in the word peace,

It stands for Example,

I want to be a good example for all other children to see,

When other children see me doing good things, they will aspire to be like me.

Peace poem two

My name is Walter,

I am in Primary six,

C is the fourth letter in the word peace,

When I meet people,

I wish them peace,

Because Walter is for peace,

I have learnt that peace is a good thing,

Everyday i will try to be nice to other people,

Because peace is good, Peace means friendship.

These pupils' peace poems tell us about the social construction of each pupils' experience about peace as a concept and how they can live in peace, however they also reveal that pupils

have fewer ideas connected with the notion of active peace in terms problem solving, non-violent conflict prevention and resolution.

As discussed earlier by Smith and Neil (2005) narrative ideas and approaches such as peace poems are extremely powerful tools for challenging that most obdurate of barriers to the transformation of schooling for peace by breaking the "culture of silence" that discourages open discussion within schools on the causes and consequences of social division. In this line of argument, the experiences of pupils expressed in the peace poems reflects a language of possibility for peace action, but was limited when pupils were offered guidelines by teachers on how to write poems to the extent that they almost wrote similar poems. Although the poems reflect pupils' awareness of the peace concept and actions to undertake in order to live harmoniously, they do not really reflect constructive conflict resolution behaviour, problem solving or instances where learners applied peace concepts beyond the school and cooperative strategies by pupils.

Despite mentioning the presence of peace-clubs, peace-club activities and membership, there was no documented schedule or timetable of activities of the peace-club that could be referred to for analysis. Only Paci Public Coordinating Centre Primary School (Pseudonym) provided pupils' poems.

The following are the challenges faced by the peace-club stated by the Peace-club Patrons in both schools: The Patron Paci Peace-club graphically presented the challenge of the peace club in terms of school staff behaviour that is not congruent with the philosophy of peace education especially when it comes to disciplinary issues and starkly represents both

symbolic and actual violence in terms of the existence of teachers who believe that corporal punishment is an attribute of teacher legitimacy.

> 'The peace-club has met challenges arising from teachers who think that the peace-club meetings should be used also to punish children.... for example in the first meeting of the peace-club a child had annoyed the teacher and the teacher wanted to cane the child before the end of the meeting, we told the teacher that you cannot cane the child when you are a member of the peace-club, you should instead tell the child to apologise, the teacher got annoyed, left the meeting and took the child in the school compound caned her, and did not come back to the meeting'.

In addition the Patron of Lulu Peace-club noted the challenge of the peace-club position on the school time table,

> 'Peace-club activities are carried out after lessons.....pupils participate in the peace-club activities after school with much worry and anxiety about the long walk back home and fear of what might happen to them on the way back home late in the evening, and many parents cannot allow their children to stay out late'.

In addition to the above challenges, the Matron Paci Peace-club noted that,

> 'Because the school cannot fund the peace-club activities, pupils are engaged in agricultural activities for example they grow egg plants, tomatoes in order to finance the activities of the peace-club'.

The testimony of a staff team that is split over a central issue like discipline is not a positive indication of a primary school that is modelling peace education. In the teachers' interviews, teachers also reported unresolved discord among staff over cases of pupil indiscipline. Further, though the REPLICA-PEP provides guidance on the purpose and activities of the

school peace-clubs, schools have not adopted and developed schedules of activities for the peace-club activities and this is further aggravated by the lack of resources, especially in terms of finance to support the activities of the peace-club.

7.4.2 The school assembly: Who communicates to who, what and how?

REPLICA–PEP recommends that the school assembly should be used by both teachers and learners to communicate peace messages, peace practices and peace club activities. For example, it is stated that,

> "During assembly every week, report with appreciation one incident
>
> in which a peaceful act or resolution happened (MoES, 2006a)".

In addition, a REPLICA-Official explained that, 'through assemblies teachers and learners can communicate peace messages regularly'.

The following are observations of two assemblies at the two primary schools used for the study:

School assembly at Paci public school observed on 9/02/2010 at 8am.

Two general assemblies are held on Monday and Friday, separately for lower and upper primary and daily assemblies for lower primary. Upper primary attends assembly only on Monday and Friday. The bell was rung at 8am and children ran to the assembly ground, lining up separately boys and girls making up two lines according to their classrooms respectively. The assembly lasted for 40minutes.The assembly was attended by two teachers; one male and one female. The assembly begins with the national anthem followed by the school anthem, all in English language. However, children cannot pronounce the words

accurately. It is also questionable whether they understand the meanings of the words. Whether the national anthem is interpreted for the children to understand the meaning of the words by the teachers in the classroom was not the subject of this study.

At the assembly, children receive instructions from the two teachers, one female and one male. The children stood in separate lines, one for boys and another for girls. The teachers were carrying sticks as they were addressing the children, sometimes pointing the sticks to children to emphasise a point. The teachers were using caning sticks to make children attentive, either by pointing the stick at the children or by caning those who were talking during the assembly. As one teacher was talking another was walking through the lines of the children and randomly hitting on the head of any learner that was talking or not standing in a straight line.

 The information passed on to children is given in a command language and all on school rules and regulations, disciplinary and sanitation issues. For example the female teacher pointing a cane to the children at the assembly said, 'Should I find you trespassing you will see all my colours'. In contrast, when the CCT is talking to pupils at the assembly he uses a learner friendly language. For example, he begins by asking pupils,

> 'Don't you like to become a doctor, teacher or lawyer?.. the children reply, yes, I like to become one of those, then if you like, you should not do things which are bad that will stop you from becoming one, for example, talking at the assembly, trespassing, wasting water by breaking the water taps'.

At the end of the assembly, children sang the schools' anthem and Uganda anthem again and waited for the teachers' instruction for the next activity. After the anthems the teacher said to

the children, "Go to class, should I see you walking outside the line, I will skin you alive'. The children left the assembly in lines as they went to their respective classes.

The message communicated and activities at the assembly were teacher-centred and had no learner in-put. Late coming, school discipline, sanitation, absenteeism and regular class attendance, singing anthems which were initiated by teachers, waiting for the teachers' instructions and listening to teachers were the activities of learners at the assembly. Throughout the assembly there was use of threat and violence and the language used emphasised the relational positions of who has a right to be listened to.

School assembly at Lulu demonstration school on 14/04/2009 at 9: 00am.

At the beginning of the assembly children sang the national anthem and the schools' anthem. Composition of staff on the assembly was two male teachers at the assembly who were the head teacher and the head of peace club. No female teacher was at the assembly. The mode of communication was a long continuous bell which was rung by the teacher and learners ran to make lines at the ground in the middle of the school.

Positions of the teachers and learners at the assembly emphasised the hierarchy of command and therefore who communicates to whom was very clear. For example, the learners were in straight lines, boys and girls separately at a lower level. The teachers that were in the assembly were standing on the veranda to give them a raised position to be able to see every child.

Content of communication for the assembly included school discipline and preparation for examinations. For example, the head teacher informed learners that they should read hard in preparation for the district and national examinations in order for the school to be ranked

among the best schools in the district. Towards the end of the assembly the head teacher switched from communicating in English to Acholi (local language) and in a quite friendly tone as he communicated to the children of primary one and two.

The head of peace-club gave instructions to pupils on how they should behave during the week, especially coming to school on time, responding to bells, cleanliness and attending all classes. None of the two had a caning stick in his hands. The children left the assembly in lines to their respective classes.

Although the school assembly could have been made an educationally worthwhile education activity through a two way communication with guidance offered in a positive manner, rules based on and explained in terms of comprehensible peace values and used as an avenue to communicate school activities in addition to peace messages and to promote peace club activities, it did not. Providing learners with an opportunity to communicate and share their experiences or communicate peace messages could have been an opportunity for integrating peace education in the school assembly. However, to the contrary, the assemblies were dominated by male teachers using a one-way communication that is authoritarian while also communicating non peace related messages such as school rules and regulations that were not only emphasising punitive discipline rather than positive discipline, but also diminishing the children and breaking the positive connection (Staub, 2002) that could lead to friendly interaction between learners and teachers. The hidden curriculum of the assemblies starkly contradicted peace education philosophy, and also emphasised and perpetuated asymmetries in power relations in terms of who communicates to whom.

7.5 Educational Materials of REPLICA-PEP and their Use in the School:

Appropriateness and Materials Usage

The REPLICA-PEP materials reviewed in this study include:

i. The Peace Education Teachers' Guide Lower Primary

ii. The Peace Education Learners' Book Lower Primary

iii. The Peace Education Teachers' Guide Upper Primary

iv. The Peace Education Learners' Book Upper Primary

Textbooks are not only important tools for effective education in normal school subjects but also in peace education. Moreover, there is evidence on education in developing countries that textbooks substantially improve student learning and this has led to an emphasis on textbook production in development assistance programmes (Sinclair, 2004). However, there is currently only limited evidence on how textbooks are actually used by teachers and learners, and less on their non-cognitive effects (Benavot, 2002). While it is important to examine the REPLICA-PEP books so as to establish whether they support and reflect the goals of peace education, it is also important to critically analyse the potential of these books in enhancing the use of learner-centred peace pedagogies, experiential activities in the teaching/learning processes and learner-friendly practices in the classroom and outside the classroom.

The REPLICA-PEP report (MoES, 2007: 12) states that, "over 44,670 copies of the REPLICA-PEP Teachers' Guide and 56,400 copies of the lower primary Learners' Books have been provided to government aided schools". Although the report does not indicate how many books have been provided to each school so as to compare book to pupil ratio, it is a positive indication of programme implementation effectiveness. From the interviews it was

noted that private schools were not provided with these materials, they were instead supposed to purchase them.

REPLICA-PEP provides the following three-fold rationale for the preparation of the books:

1. This book on peace education for primary schools has been developed to equip learners with attitudes, knowledge, and skill for making their schools peaceful learning environments, and also to make learners more responsible citizens (MoES, 2007a:v).

2. The peace education learner's book for both lower and upper primary has been prepared to enable learners learn concepts and acquire necessary skills for harmonious coexistence" (MoES, 2007b: vi).

3.The books are prepared to make learners be at the centre of the teaching/learning process, by making the learners' experience be a resource for learning (MoES, 2007a:vi).

7.5.1 How appropriate are REPLICA-PEP books?

Programme implementation and effectiveness is affected by the appropriateness of teaching/learning materials in terms of meeting both the needs and interests of learners and the objectives of the programme. MoES, REPLICA, District officials, CCTs and teachers were interviewed to obtain their views regarding the appropriateness of the REPLICA-PEP books.

A REPLICA-Official stated that,

> 'The peace education materials for upper primary contain topics specifically dedicated to class, out of class activities with connections to out of school activities, which can help to generate peaceful and

positive relations within the class, the school, between the school and the community'.

An NCDC officer interviewed regarding the appropriateness of the REPLICA-PEP teacher's guides stated that the guide simultaneously addressed what is to be taught and how. The officer specifically indicated that,

'An important focus of the guide is to provide teachers with pedagogical advice, combining the content with the pedagogy so that their teaching is consistent with the peace message'.

Referring to the Learning Areas in the books, a CCT stated that,

'Each learning area is supplemented by information from the enrichment activities and reference topics that may enhance the teaching of the learning area, however each learning area can stand entirely on its own, even though it is integrated with, and enhanced by its connection to the other learning areas and reference topics'.

On the relevance and appropriateness of the REPLICA-PEP Teachers' Guides, a REPLICA-official pointed out that,

'The guides include a range of teaching/learning procedures and enrichment activities relevant to each learning area to guide teachers on how to structure their teaching so as to support experiential learning and learner participation'.

Another REPLICA-Official also noted that the books are relevant and appropriate because,

'They are not theory-oriented but simple and practical enough for teachers, they indicate how integration of peace education learning areas and the subjects in the primary school curriculum can be undertaken and practical activities for learners are suggested'.

In addition an MoES-Official stated that,

'Both the learners' books and the teachers' guides are written in plain and simple language. The guides also serve as professional

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development tools to progressively introduce peace education pedagogy into classrooms, especially in the absence of the CCT and in situations where teachers are untrained'.

A CCT noted that the materials are appropriate because they use a gender sensitive pedagogy, for example;

> 'They include photographs and names of boys and girls, gender sensitive games, non-discriminatory gender roles cited, and practical examples within the learners experiences are used….they are also appropriate for the intended class level and to pupils' and teachers' needs'.

Teachers noted the user-friendliness of the materials, the simple language, and their pertinence to the context in northern Uganda, they cited for example the names used, the examples of local fruits, and learners' activities.

> 'The materials have clear attractive illustrations and pictures to support the words especially for lower primary'.

> 'The materials are interactive, with illustrations and colourful pictures, quizzes and activities which require children to talk to one another'.

These views were not different from what Lynd (2007:19) had earlier noted from what he called a cursory analysis of the materials,

> "The quality of the print materials, reflects a high level of quality in terms of layout (attractive, easy to use), comprehensive design (including teachers' guides, learners' books), and content (simple, clear explanations, relevant and accurate information)......and noted that,...in an educational system suffering from a dearth of learning and instructional materials, the provision of such materials is an effective strategy for curriculum implementation".

7.5.2 Teachers' use of REPLICA-PEP books: When and how are the books used?

Integrating peace education in the classrooms requires appropriate use of the books in the setting, selection and organisation of peace-related lesson objectives, content, appropriate methods and enrichment activities for learners. It is therefore important to explore how teachers are actually using the REPLICA-PEP books.

Guidance for the use of the books is indicated in both the learner's books and teachers' guides (MoES, 2007a:33, 2007d: 86) that:

> "This book can be used independently as a reader by primary school children or it can be used as curriculum support material in various subjects."

In terms of guidance on the use of the materials, a REPLICA-Official stated that,

> 'Teachers should use these materials at the time of preparation, they get learning activities from these materials, we also encourage them to use the environment and immediate experience as well as using these materials in class to stimulate pupils' thoughts through discussions in class'.

The CCT also noted that,

> 'Teachers should provide the books in the hands of the learners, because the learners' books can both be used as a reading material and the teachers guide to support the teacher in preparing and teaching lessons….it is only when these books are in the hands of the learners that they can be able to read and develop reading habits'.

The DIS however noted that,

> 'When you go to schools the books are impeccably clean and as new as they were delivered. They are largely not in the hands of teachers and pupils'.

Teachers' views on how they are using the REPLICA-PEP Books:

'I do not use these books, as I have the syllabus and the subject books to refer to when teaching or planning to teach, having to look for peace education content and subject content from different books is itself tiresome before you go to teach'.

'I would give these books to learners to read for themselves, but learners have no reading culture, yet those in lower primary cannot read without the guidance of a teacher, lending these books to learners will mean losing them so it is better to keep them in a store or head teacher's office such that teachers can request for them when they need to use them'.

These teacher views are also related to the CCT statement that,

'Teachers still believe that it is only them that have something to teach to the pupils, therefore knowledge should flow from the head of the teacher to the heads of the pupils, in such thinking, these books for peace education which are supposed to be used for interactive learning are kept in the cupboard clean'.

No pupil or teacher was observed reading or using a REPLICA-PEP book out of interest or for lesson preparation respectively. Instead the chalkboard was the key resource used for teaching and learning in the lessons observed. Where books were available, they were for other subjects and also served as writing support in the classrooms where pupils sat on the floor and had to write in their laps.

In other instances, head teachers, teachers and Inspector of Schools showed the researcher packages of books that were unpacked or simply piled in one of the corners of the head teacher's office. This also could have contributed to the relative lack of familiarity with the materials by both teachers and pupils. Some teachers and pupils had not seen them or had seen materials by other agencies like World Vision only. While some books were observed being kept in the head teachers' offices, and were still new and intact, many were still in their delivery boxes while some were still at the DIS office waiting for delivery to schools after

three years of the programme. Additionally, interviews, observations of lessons and analysis of lesson plans showed that teachers did not use the REPLICA-PEP books as they were intended to be used.

These views, observation of REPLICA-PEP unpacked books as well as their limited use in integrating REPLICA-PEP suggested that teachers preferred to use subject based books and not REPLICA-PEP books and this converges with the theory of symbolic violence in terms choices of the teaching tools that teachers make.

7.6. Documentary analysis of REPLICA-PEP teachers' guides and learners' books

In addition to the views of REPLICA, MoES, NCDC, District officials, CCTs and teachers, regarding the materials, documentary analysis was carried out using a documentary analysis guide (Appendix F) discussed in the methodology chapter. Documentary analysis was used to examine the potential of REPLICA-PEP books to develop peace-related knowledge, attitudes, skills and behaviour among learners, and served to triangulate evidence obtained from interviews and observations. The focus of the analysis was: the goals, aims and objectives of the books, organisation and structure, nature of content, methods and activities in the books, illustrations and examples, lay out and language. Two sets of materials were analysed, learners' books for lower and upper primary, and teachers' guides for lower and upper primary. A description of the content of the teachers' guides is set out in Appendix A1. In this section the content will be analysed and discussed.

7. 6.1 Analysis of the REPLICA-PEP teachers' guides

While the Teachers' Guides provide limited room for teachers' pedagogical discretion, introducing peace education and peace pedagogy in classrooms and schools requires

complete structured guidance for teachers especially on content, methods of teaching, enrichment activities and assessment strategies. However, the use of English language in the REPLICA-PEP teachers' guide and learners' book for lower primary, where the existing thematic curriculum is in local language is a grave contradiction and a serious shortcoming of the books.

The teachers' guides lacked a reflection section for teachers to reflect on their teaching. This would include questions such as how the methods used in the lesson have contributed to the development of pupils' peace-related knowledge, attitudes, skills and behaviour and implications for future teaching. This would balance the directive nature of the teachers' guides, while enabling teachers to reflect on their own practice of integrating peace education.

The content of REPLICA-PEP teachers' guides covers primary classes one to primary five. The distribution of learning areas among the classes appears to be unclear. For example, there are eleven learning areas to be covered in primary five, compared to only one learning area for primary four, while primary six and seven (the final years of primary school) do not have any leaning area (MoES, 2007a, 2007b: i). Leaving out these two upper primary classes when some of the pupils may never join secondary school and would therefore join the community leaves them ineffectively grounded in peace education. This may also indicate the great value attached to examinable subjects as it is believed that these upper primary classes should be left to cover the primary school syllabus in order to prepare for national examinations.

Although there are over twelve subjects in the primary school curriculum, the reference topics included in the REPLICA-PEP Teachers' Guides for both lower and upper primary are for five subjects only (i.e., science, social studies, mathematics, English and religious education) which are examinable subjects. This also limits the comprehensiveness and adaptability of the peace education curriculum to the existing primary school curriculum as there are no reference topics suggested from the seven subjects that are left out (which are creative art, physical education, agriculture, music, dance and drama, integrated production skills, business and entrepreneurship).

7.6.2 Analysis of the REPLICA-PEP learners' books

These books make use of pictures and illustrations in inviting colours. Contextually appropriate and numbered figures and pictures to ensure consistency and coherence, for example learners' books include pictures of the local environment, trees, houses reflecting the building patterns and homesteads of Acholi culture, local dressing patterns, fruits, local materials for entertainment, home use materials, activities like farming using a hand hoe, children's' local games at school, and housework activities at home. Context related questions about the pictures and figures are included, "look at pictures 67, 68 on page, 80, which of these situations are in your area?" A description of the content of the learners' books is set out in Appendix A2

In addition to pictures and illustrations with supporting words for lower primary corresponding picture quizzes, and key statements for pupils to read which emphasise the concept, attitude and behaviour to be learnt have been included. Some pictures address learners' emotions, for example on page 84, of the Learners' book for upper primary

referring to pictures " look at the pictures 70, 71 and 72, if you were one of the persons in the pictures how would you feel?"

The books also contain:

- Figures promoting girls education (figure 19, page 26).

- War pictures, burning houses, abduction (picture 43, same picture repeated on page 67)

- Learner advocacy figure to stop the war and encourage peace talks (Figure 18, page 25).

- Pictures are used to illustrate problems in society such as poverty (pictures on war, sickness, school dropout and absenteeism, violence, accidents).

- The language is simple, understandable and inviting.

- Assessment strategies

Learners' books have an activity at the end of each learning area and picture quiz for every picture and illustration which the learner is supposed to answer or carry out to demonstrate his/her development of peace-related knowledge, attitude and skill.

Noting the challenges of using two separate books Bretherton et al., (2003) notes that many teachers find that having to juggle separate books of valuable teaching material makes it inaccessible and difficult to use. For example, in the northern Uganda context, it is not particularly helpful for teachers to have to skip between a separate teachers' guide on the one hand, a learners' book on the other, and a primary school curriculum guide to put together their lessons.

It might have been better to produce a peace education book where everything was at hand and the teacher could find it all in one place. Thus, each unit could contain peace education content and reference topic content, enrichment activities, resources such as stories to be read, and advice on how it can be taught, and assessed without any need for other material. The REPLICA-PEP Teachers' Guides only include titles of the suggested reference topics and subtopics of the primary school curriculum.

Overall, the books were written with reference to the existing primary school curriculum covering developmentally appropriate learning areas (content) which are linked to the core areas within the existing primary school curriculum in Uganda. They are culturally appropriate and relevant to a post-conflict context with an equally consistent peace pedagogy which could enhance the development of peace-related knowledge, attitudes and behaviours.

The books are adaptable because they are able to connect with other activities and themes across the curriculum, age appropriate, incorporate gender and context perspectives. However, the materials' comprehensiveness was limited because only themes and sub themes were cited rather than detailed content from the primary school curriculum which meant that teachers had to juggle between various books for subject matter content and peace education when planning lessons. In situations where teachers have no constant access to the primary school curriculum teachers find it difficult to locate relevant content. Additionally, the omission of a teacher reflection section in the teachers' guides limited the opportunity for reflection and critical practice among teachers.

It is also important to note that the materials do not promote a wider perspective on peace education. For example, they do not include topics such as international peace making,

keeping, building and human rights. In addition, the pupils' books also lacked self evaluation by learners adapted to their context which would enable learners reflect on what they have learned and how they plan to put it in practice.

For the discussion and analysis of Teacher Made Peace Education Materials, the School Compound Messages, and the Peace Education Resource Room and refer to appendices (A4, A5, and A6 respectively).

7.7 Methods of REPLICA-PEP and their Use/Application in the Teaching/Learning
   ## Process: How do learners participate in their Learning?

The nature of the methods used in REPLICA-PEP can be derived from the teaching/learning procedures and enrichment activities (Appendix H and I) to be followed and used by teachers as provided in the REPLICA-PEP Teachers' Guides for Lower and Upper Primary The

following learner centred methods and techniques are suggested: role play, group and pair-work, storytelling and sharing of experiences, field-work, guided discussions, demonstration, simulation games, dialogue and persuasion, ensongment using peace themes, drawing, brain storming, consensus building, use of a resource persons, use of pictures and illustrations.

7.7.1 Methods of teaching used by teachers while teaching REPLICA-PEP

and the primary school subjects: The mismatch between rhetoric and practice.

Teachers were interviewed on whether the methods of teaching used in schools are similar or different to those specified by the REPLICA-PEP and whether there is also a difference between REPLICA-PEP methods and those recommended in the primary school curriculum.

Teachers indicated that there is no difference between methods of teaching recommended by REPLICA-PEP and the methods of teaching for the primary school curriculum. They also stated that they use the same methods while teaching peace education and the other subjects of the primary school curriculum.

In contrast the CCT however noted that,

> 'Though both the primary school curriculum and REPLICA-PEP recommend use of learner-centred participatory methods, the methods for REPLICA seek to change learners' behaviour and not only imparting knowledge. However when teachers fail to integrate peace education with the primary school syllabus, they resort to teaching it as a knowledge subject using a separate subject approach'.

Another CCT said,

> 'Some teachers feel they have not taught if they have not talked during the lesson, yet peace education requires sharing of experiences and ideas, teachers bent on this tradition feel that peace education, does not have content, you have no points to tell the pupils'.

Further, teachers were interviewed to give their views on the methods of teaching they use while teaching peace education and the other subjects of the primary school curriculum. The following are teachers' views on the methods they use:

> 'I use group work in which I encourage learners to pair, share and make friends, for example in physical education I use pair and group games, I encourage them to work together.......but integrating peace education concepts in teaching is an uphill task for me'.

> 'Ensongment, rhymes, peace songs as energisers and icebreakers during the lessons, picture quiz, problem solving, and brainstorming.

> 'You select a method that will help you to manage the overcrowded classroom, engage all learners so that they can concentrate and you are able to cover the lesson content.

> It is sometimes impossible to use certain methods because of my class size, limited furniture, half of my class sits on the floor, and I am alone for the whole class, all day for all subjects'.

Although teachers in the interviews said that they use learner-centred methods of teaching and also included them in their lesson plans (Appendix J), lessons observed (Appendix K) showed that teachers used what they are comfortable with. Overall, the dominant form of teaching that was observed suggested that teachers still used more traditional teacher-centred forms of pedagogy. The lesson plans and interviews represented the teachers' espoused theories of integrating peace education, but the dominant model of teaching in the observed lessons was incongruent.

From the lesson observations, few teachers were applying even basic learner-centred teaching methods due to large numbers of pupils in most P1 and P2 classes (often more than 120). With such overcrowded classrooms, and the majority of learners seated on the floor and

others tightly squeezed on the few available benches and desks, classroom management became a more immediate challenge than effectively implementing learner-centred peace education methods.

In some lessons teachers only introduced one activity after another without labelling the skill, concept or activity of peace education and provided no opportunities for plenary and debriefing for example (Lesson 1,3,6 and lesson plans 5, 6,7). This could have made pupils aware that they are not just going through one activity after another, but are learning skills and developing or deepening ideas relevant to peace. This required extensive debriefing whereby pupils discuss together, at a level appropriate to their age, the importance of the concepts, skills and values being considered and begin to develop, enrich and internalize a positive idea, behaviour, skill or concept. Although some classrooms had arranged desks in groups or clusters and used some very basic active learning techniques, most teaching observed was "chalk and talk", question and answer, repetition techniques to deliver lesson content.

Majority of the lessons observed in both schools, classroom time was distributed towards teacher-centred activities such as teacher talk which was limited to answering the teachers' questions, reporting unacceptable behaviour by children, waiting for the teacher to write activities for the pupils to copy in their books or fill in on the chalkboard, teacher displaying teaching/learning aids, marking learners' exercise books and limited time for learner and teacher interaction or learner activities and initiatives. Thus, the dominant classroom interaction pattern then seemed to be that of overwhelmingly passive pupils whose activities are limited to be almost entirely reproductive in nature.

It should be noted that there were few examples of lessons which demonstrated good practice in terms of integration of peace education and learners' active involvement in activities that enhanced pupil voice, action and participation. Such examples of lessons included lessons; 2, 4, 10, 14 (Appendix K) . However in the majority of lessons observed, lessons for example lessons; 1, 3, 5, 6, 7, 8, 9, 17 (Appendix K)   pedagogic action and techniques used to communicate dominant knowledge reflected features of symbolic violence existing alongside a lesser peace education pedagogy to the extent that, while some teachers claimed to use learner-centred methods in their lessons by saying that they use guided discussions and question and answer, the dominant model of teaching in most of the lessons observed reflected imposition of meanings, categories of thought and perceptions upon dominated social agents. The classroom discussions observed emphasised the hierarchies and power differentials between teachers and learners to the extent that teachers were always the ones talking.

7.7.2 REPLICA-PEP teaching/learning procedures and enrichment activities

The REPLICA-PEP Teachers' Guides for both lower and upper primary provide the rationale for, and guidance on how to use the teaching/learning procedures and the enrichment activities. The teaching/learning procedures are suggestions that the teacher should bear in mind when covering any given topic as well as possible steps that can be used to lead the learners to understand concepts from their own experiences. The enrichment activities are activities which can be carried out by learners to facilitate better understanding and mastery of the learning area and these activities should be supervised and marked by the teacher (MoES, 2007c, 2007d).

Teachers were also interviewed to give their views on whether the REPLICA-PEP teaching procedures and enrichment activities are applicable and easy to use. The following are the teachers' statements:

'The teaching and learning procedures are interactive and provide step by step guidance on how to teach and integrate the learning areas ….the enrichment activities are also related to the daily life experiences of the learners, so they extend the concepts of peace education learnt from classrooms to the villages where children live'.

'I cannot comment on them, because I have not read them'.
'The enrichment activities suggest practical activities that learners should be engaged in, however, they can be carried out if you have time, resources, and a classroom of manageable pupil numbers'.

'The procedures and enrichment activities can be followed when you are teaching peace education as a separate subject and not when you have four themes to cover in a day switching from one theme to another for the thematic curriculum is itself enough'.

Additionally teachers were interviewed to give their views on how they have actually used the REPLICA-PEP teaching/learning procedures and enrichment activities. The following are the teachers' views:

'Following them as laid down in the REPLICA-PEP teachers' guides and using them according to the reference topics'.

'I have not used the REPLICA-PEP procedures and enrichment activities, I use the current primary school syllabus,…I already have a lot to cover in a term'.

'I have used the teaching procedures and enrichment activities when comparing with what is recommended in the syllabus and to get some examples and enrichment activities'.

'I did not study these teaching procedures and enrichment activities personally because I was told the methods are similar and do not use them.'

Teachers' verbal responses reflected both non-use of the REPLICA-PEP teaching/learning procedures and enrichment activities as well as using them with almost no teacher creativity. However, lesson plans and lessons observed were much less a result of preliminary planning using REPLICA-PEP procedures and enrichment activities than a response to meeting the demands of the conventional primary school curriculum and the nature of classrooms. This concurs with Bourdieu and Passeron's (1977) notion of dominant group culture as the only authentic culture and in this regard the primary school curriculum as the only aid to inculcation of the cultural arbitrary but also as an instrument of curricular control.

Teaching and learning observed was not different from Freire's banking approach to education where: pupils are seen as mere objects; the teacher confuses the authority of knowledge with its own professional authority; the teacher chooses the content and the pupils adapt to it; the teacher acts and the pupils only have the illusion of acting through the teacher; the teacher chooses and enforces his choice and the pupils comply; the teacher disciplines and the pupils are disciplined; the teacher talks and the pupils listen – in submission; the teacher thinks and the pupils are thought about; the teacher knows everything and the pupils know nothing; the teacher teaches and pupils are taught (Freire, 1970:81-882).

According to Freire (1970) this banking approach to education is based on violent regulative and evaluative discourses that support an instructional discourse that can result in a pedagogical output that legitimizes existing structures. In such a banking educational context the learners are considered to be weak, adaptable and manageable spectators. It is an approach that annuls creative power and stimulates credulity in order to avoid the transformation of society. Under this perspective learners are not taught to transform but to fit in to the world they encounter.

On the other hand, in Freire's dialogical approach to education, which is recommended by REPLICA-PEP, teachers and learners meet each other more as equals. This is pedagogy with non-violent regulative and evaluative discourses because it respects the individuality of all the participants in the education process. Such rules support an instructional discourse that aims to render an output of understanding, critical consciousness, initiative, innovation and the transformation of society.

With an indirect model of peace education using non-dialogical methods in the classroom that do not allow open discussion on current issues, the majority of learners in the two schools do not seem to be stimulated to think critically and reflect about the ongoing conflict and later on be able to develop positive attitudes and behaviours in relation to peace.

7.8 Summary and Discussion: REPLICA-PEP content , materials and methods: relevancy, usage and integration in the teaching/ learning process.

The content of REPLICA-PEP covers both developmentally appropriate practices (for example, development of an awareness of self, especially the child self concept, an awareness of others through making friends and sharing, conflict resolution and problem solving) and pro-social skills (for example kindness, happiness, good and bad actions, living with people who are different and people who have not treated us well, cooperation, caring for others, anger management, empathy, self control, fairness, non-violence, and reconciliation/matto-oput). At the core of REPLICA-PEP content is the notion that pupils should learn to prevent violent responses to differences, understand causes and effects of conflict, resolve conflicts non-violently and mitigate effects on victims of violence (MoES, 2007a, 2007b).

In order to ensure curriculum compatibility and integration, REPLICA-PEP content emphasises connections and relationships between and within subjects by including reference topics from the existing primary school curriculum through which the content of peace education can be taught. This approach to curriculum integration is similar to approaches which suggest that content can be integrated as parallel content where related content is taught in two or more subjects during the same period of time, or by content connections in which connections are made between similar subjects, and within the same subject area. It also reflects concept connections: a concept is explored using content and processes of several subject areas and by cross-curricular connections where learners can identify issues to explore, frame questions and undertake tasks, applying relevant knowledge and skills from any and all programme areas (Katz, 2000).

In the observed lessons, teaching through the use of reference topics was limited, the content of peace education was rarely related to the subject content in a meaningful and integrated approach and this affects the integration of peace education within the subjects of the primary school curriculum. Therefore the relationship between peace education learning areas and the reference topics was not established and made clear to the learners in the teaching learning process.

Moreover, REPLICA-PEP peace education indirect content indicates an omission and failure to speak or teach directly about the historical roots of the LRA and Government of Uganda conflict and this may indicate a trend towards passive war education (Davies, 2005). While there is evidence of the stigmatisation of returnees and formerly abducted children, the content seems to omit aspects regarding them as there is nowhere in the content that such children are mentioned. This is in effect leaving out an important aspect of peace education that could addresses "devaluation of the other", in a context where some pupils are

stigmatised, isolated and ostracised by their peers at school and in the community where they live.

There also seems to be a general downplaying of the causes of the LRA-Government of Uganda conflict in the interest of promoting and maintaining harmony, especially because the conflict has just ended. Additionally, the current violent incidents in the communities and at school and those that happened during the war are not discussed or shared by both teachers and learners as they occur or occurred. Davies questions whether such silence does indeed foster harmony or whether it simply leaves the learner open to other influences (Davies, 2005). Along the same lines, Eisler (2000) posits that including certain kinds of information in the curriculum and not including other kinds of information effectively teaches children what is, and what is not, valuable.

Noting that peace education entails more than just content as it also includes how we craft our learning environments and teaching methods we use, REPLICA-PEP recommends the use of learner-centred methods and the development of school structures and processes that are critical elements of a peace-making pedagogy. According to Lannert (2003:62) "the form of peace education is possibly even more important than its content". Eisler (2000) also explains that learners are "educated" by three different elements; the content; the processes or the methods used to transmit information; and through the ways that schooling is structured. Hence "in peace education, how one teaches is just as important as what one teaches" (Page, 2008:51). While learner-centred methods of teaching were cited as being used by teachers in the interviews, and also listed in the teachers' lesson plans, the actual methods used in the teaching were more teacher-centred as lessons were dominated by teacher initiated activities to direct and control the class and less of learner interaction, group activities, dialogue and participation.

In order to promote peace-oriented classrooms the REPLICA-PEP Teachers' Guides for Lower and Upper primary suggest learner centred methods of teaching that should be used by teachers in the teaching and integration of peace education (MoES, 2007c:v, 2007d:v). While the Teachers' guides suggest methods for all the peace education learning areas, the guides also suggest learning area specific teaching procedures and enrichment activities to enable learners internalise and practice peace-related behaviour. The purpose of REPLICA-PEP teaching procedures and enrichment activities is to enrich, deepen and contextualize learners' understanding of the learning areas, and provide them with stimulus activities for practice such that the lesson to be learnt is not only the content of peace education but also its enactment and implementation. However, REPLICA-PEP teaching/learning procedures and enrichment activities were minimally used by teachers.

While the use of REPLICA-PEP books is important, REPLICA-PEP also recommends that learners' experience should be used as a resource for learning through the use of experiential, methods such as: enacting role-plays, creating skits, games, storytelling, games, home visits, excursions and provide opportunities for learners to learn about negotiation, co-operation and teamwork. This is consistent with the principles of peace pedagogy because pupils can learn how to bring peace to the world not only by studying issues of war and peace but also by learning certain skills, behaviours, and dispositions from the classroom climate, which is established by the way a teacher structures the lessons (Harris, 1990). Harris advocated five alternative qualities of peace-seeking classrooms: respectful dialogue among teachers and learners; cooperation among learners; problem solving approaches to learning; affirmation of the worth of each learner; and democratic boundary setting of classroom expectations.

Along the same lines, a more active pedagogy is also needed, where learners can explore their own and their peers' feelings and competencies as they undertake some 'stimulus activity' as individuals or in pairs or small groups, such as communication and perception exercises, co-operative activities, role-plays or practising assertiveness, refusal or mediation skills. Experiential activities, within a values context of concern for others, help learners to internalize their learning (Sinclair et al., 2008). This is based on the view that it is possible to alter power relations in the classroom by using democratic methods and realigning the way that lessons are structured in addition to consideration of structural and process issues in schools which perpetuate authoritarian learning environments and methods.

In addition to content and methods of teaching, the REPLICA-PEP recognises that the educational materials and learning environment are significant in developing peace-related values and therefore provides two sets of peace education books, that is the learners' books to be used independently as a reader by primary school children or as a curriculum support material and teachers' guides to introduce and augment a learner centred pedagogy in the classroom in addition to advising teachers on developing both learner friendly classrooms and talking compounds with peace messages. While the content of the REPLICA-PEP textbooks provide an opportunity for positive modelling of peace-making at personal, school, and community level, their use by teachers and learners in schools is actually minimal.

REPLICA-PEP also urges teachers to be role models by practising peace values in the classrooms and outside the classrooms and replacing corporal punishment with positive disciplining. These would not only promote a learner friendly environment but also vicarious learning through observing behaviours of their teachers. Thus the effective integration of peace education content, use of peace education methods and materials could lead to

learner-friendliness as pupil-centred learning in an appropriate environment can stimulate intellectual, physical, emotional and social competencies leading to the development of pupils' individual potential and of their pro-social skills and attitudes, self confidence and self-respect as well as respect for others' (Georgescu, 2001).

REPLICA-PEP also recommends that, the classroom environment, pedagogical practices and learning processes all contribute to the contextual aspects of peace education. This had earlier been recommended by Bjerstedt (1992) that, in order to educate for peace there is need to embrace both the textual (content) and contextual aspects of schools. Education for peace thus expresses a concern for teaching methods, content and contextual issues and highlights the need for compatibility between all the three aspects, educating about peace (through content), in peace (context and pedagogy) and for peace. This would ensure that the values of cooperation, participation, dialogue, conflict-resolution are reflected in the organisation, activity, relationships and attitudes within schools and their classrooms (Sellers, 2004; Bjerstedt, 1992).

However, observations of the lessons in this study showed that the need to cover subject based content of examinable subjects and examination pressures have led to the content of peace education being inadequately covered due to lack of time and commitment by teachers, to the extent that the learning areas of peace education are not linked with the reference topics of the primary school curriculum. Moreover, lessons observed also showed that peace education content is taught occasionally and in an uncoordinated way across different subjects, and often not introduced to learners by learning area. This may have less effect on the development of learners' peace-related knowledge, attitudes and skills.

Lesson observations also revealed that REPLICA-PEP methods present a challenge to teachers, especially when some teachers are not familiar with the REPLICA-PEP teaching/learning procedures and enrichment activities and have large classroom numbers with learners of varying needs. Without a clear coherent integration strategy of peace education content and activities in schools, use of peace pedagogy and relative familiarity and use of REPLICA-PEP books, the potential of the content, methods and educational materials in developing peace related knowledge, attitude skills and behaviour is limited.

Chapter 8: A Case Study of REPLICA-PEP Assessment Strategies.

8.1 Introduction

Exploring whether REPLICA-PEP assessment strategies match or not with the aims of the programme not only requires an understanding of the views of REPLICA, MoES, NCDC district officials and teachers but also observation of actual classroom assessment practices.

The purpose is to examine and illuminate the potential of these strategies in the development of peace-related knowledge, attitudes and skills among learners and also establish whether their use can lead to an understanding of the development of learners' knowledge, attitude and behaviour in relation to peace as well as contribute to the development of learner-centred participatory assessment practices consistent with peace pedagogy in the two schools used as part of the wider case study. This chapter therefore presents views regarding their potential and observations of classroom assessment strategies and practices used by teachers discussed according to the following themes:

- REPLICA-PEP assessment strategies: The participation of learners in assessment for learning

- REPLICA-PEP picture quiz questions and activities: Assessment for learning.

- Potential of the strategies in offering a positive experience of assessment that supports learning and the development of peace related values

- Appropriateness of REPLICA-PEP assessment strategies: Do the strategies offer a positive experience of assessment and support learning and development of peace related values?

- The use and application of REPLICA-PEP assessment strategies: Who is assessed by who on what and how?

- Teachers' use of REPLICA-PEP assessment strategies: How do learners participate in the assessment process?

- Observed teacher questioning during lessons: Who asks who what questions?

- Observed teacher assessment in the classroom: How do learners participate, interact and collaborate in the classroom assessment activities?

- Assessment for the subjects of the primary school curriculum: What counts as valid knowledge and assessment practice?

- Challenges and limitations of the use of REPLICA-PEP assessment strategies: The interplay between contextual challenges and REPLICA-PEP assessment strategies

- Records of assessment: Where and what to record for what purpose?

- Summary and discussion: REPLICA-PEP assessment strategies and observed assessment strategies, What matters in assessment?

8.2 REPLICA-PEP assessment strategies: The participation of learners in assessment for learning

1.1 Introduction

REPLICA-PEP presents the following assessment strategies that should be used by teachers in assessing the development of learners' knowledge, attitudes, skills and behaviour in relation to peace. Specifically REPLICA-PEP recommends that learners' understanding of the main learning ideas and skills of a learning area, positive attitude and behaviour change over time can be assessed through teacher observation and progressive records of learners':

i. Participation in class activities, discussions and group work;

ii. Role plays and actions role-played, songs, poems they develop;

iii. Telling and retelling of stories to share experiences;

iv. Accurate responses to questions about the concept and learning area to demonstrate understanding of concept and learning area

v. Telling friends' names

vi. Suggestions in relation to the problem presented in the case study;

vii. Pictures they draw

viii. Virtues they list and demonstrate in their interaction with peers and teachers (MoES,

2007c:8-9; 2007d: 11).

In addition to these assessment strategies, REPLICA-PEP provides detailed picture quiz questions and activities (for detailed REPLICA-PEP assessment strategies refer to Appendix O and P) which learners have to do during the lesson and at the end of the learning area. It is important to note that there is a similarity and relationship between the enrichment activities (activities to be carried out by learners to facilitate better understanding, mastery and application of the learning area, discussed in chapter seven 7) and the suggested picture quiz questions and activities for assessment. This relationship goes beyond integrating assessment with learning to emphasise the use of experiential learner tasks and collaborative group work activities.

8.3. REPLICA-PEP picture quiz questions and other Activities: Assessment for learning and development of peace-related knowledge, attitudes, skills and behaviour.

REPLICA-PEP provides open-ended, multi-task picture quiz questions and activities intended to assess, and engage learners in thinking, reasoning and application of peace education knowledge, attitudes and skills.

Table 3: Examples of REPLICA-PEP learners' picture quiz questions and activities for lower primary

Learning Area Eight: Living with people who have not treated us well.	**Referring to pictures 63,64, 65, 66** **Picture Quiz:** i. If a classmate beats you for no reason, what would you do? ii. What happens when children fight? iii. What would you do to a child who has not been given food? iv. What happens when children are not given food? v. Is it good to steal? vi. What would you do if you found a classmate stealing a book from your school bag? vii. Are there children who push others at your school? viii. What do those who have been pushed do? ix. Is it good to push others? **Activity:** i. Name three ways in which you have not been treated well: a)At home b) At school c)In the community ii. Tell the class what you did to those people who did bad things to you
Learning Area Nine: Caring for those in difficult situations	**Activity: Look at pictures, 67, 68,69 (showing child abduction, killing, burning houses; A sick person; A poor family respectively)** i. What can you see? ii. Which of these situations are in your area? iii. Give other causes of difficult situations you know iv. What are some of the difficult situations you see in your area? **Look at pictures, 70, 71 and 72 (showing a dead parent and orphans; disabled boy; a woman giving a dress to a child respectively).** i. What are the different types of disabilities? ii. If you were one of the persons in the pictures, how would you feel? iii. How can you help people in each of these pictures? **iv.** What do you do to help children in difficult situations in your village?

Table 4: Examples of REPLICA-Peace Education Learners' Assessment Activities for Upper Primary

Learning Area One: Conflict	**Referring to Figure 1(Showing children fighting)**
	Picture Quiz:
	i. What can result from the action in figure 1?
	ii. How can the action in figure 1 be brought about in:
	  a)Your school
	  b)Your community
	Activity:
	  i. What is conflict called in your language?
	  ii. Name things that make people different
	  iii. Draw a picture showing a conflict you have seen in your community
	  iv. How can jealousy cause conflict in your: (a) School (b) Community

Learning Area Two: Peace	**Referring to Figure 3 (showing an act of listening to one another)**
	
	Picture Quiz:
	  i. List five good things that can result from the action in figure 3
	  ii. What is the opposite of peace?
	  iii. What do we need to do in order to live in peace?

Learning Area Four: Empathy	**Case Study: Read the story below and answer the**
	              questions
	Okello and Lakwo
	Okello is in primary five at Kari primary school. One Sunday afternoon, Okello's brother died of malaria. Okello felt very bad because he had no other brother to play with. He could not even understand what was being taught in class. His friend Lakwo realised that there was something wrong with Okello. So he decided to go to Okello's home and talk to him about his situation. After talking to him, Okello felt better and continued with his studies
	  i. What made Okello unhappy?
	  ii. Why did Lakwo go to Okello's home?
	  iii. What actions show empathy in the story?
	  iv. What would you do if you were Okello's friend?

Learning Area Nine: Problem Solving	**Referring to figure 14, 15, and 16 (showing children fighting at school during lunch time; one of the children sits with the children who were fighting trying to solve their problem; they have reconciled and they shake hands).**
	
	Picture Quiz
	  i. What might be the cause of the action in figure 14?
	  ii. If you were the prefect in that school what would you do to solve that problem?
	  iii. What good things are likely to result from the actions in figures 15

	and 16?
	Case study **Read the story below and answer the questions that follow** **Aye and Larema** One day, Aye of prmary five gave her book to Larema of the same class and told her not to give it to anybody else. During breaktime, Larema gave the book to Lakica to keep as she went to play. Aye found her book with Lacika and grabbed it and went to Larema very angrily and exchanged bad words. They eventually fought. i.Why did Aye fight with Larema? ii.If you were the class monitor how would you handle that case?

These REPLICA-PEP picture quiz questions and activities suggest the use of classroom based and out of class formative learner-centred assessment activities integrated in the learning process to support learning and also to assess learners' development of understanding, positive attitude and behaviour in relation to peace. Underlying these assessment activities is the assumption that learners' participation in activities could provide an opportunity for their interaction and can lead to understanding of peace concepts and development of peace-related attitudes, skills and behaviour.

In order to link the tasks with learners' experiences, the assessment strategies suggest teacher pupil interaction that goes beyond provision of classroom tasks and additional instruction to include a role for the teacher in assisting the pupils to comprehend and engage with new ideas of peace education through experiential tasks that link the content with life at school, home and in the community as exemplified by the assessment activities for learning areas eight and nine for lower primary and learning area one, four and nine for upper primary in table (4).

8.3.1 Appropriateness of REPLICA-PEP assessment strategies: Do the strategies offer a positive experience of assessment and support learning and development of peace-related knowledge, attitudes, skills and behaviour?

Examining the appropriateness of REPLICA-PEP assessment strategies requires an examination of the design of the strategies and practice to illuminate their potential for offering learners a positive experience of assessment and also serve the purpose of pupils' learning in terms of developing peace-related knowledge, positive attitudes, skills and behaviour. Teachers, CCTs, REPLICA, NCDC and District officials' views regarding the potential of the assessment strategies, indicated that the assessment strategies are formative, interactive, relevant, meaningful, appropriate, authentic, comprehensive, and integrated with instruction.

CCTs expressed views regarding the formative function of REPLICA-PEP assessment strategies by stating that;

> 'The central issue in these assessment strategies is teachers conducting assessment in the context of ongoing classroom interaction and not just end of lesson written exercises or tests at the end of a unit or topic'.

> 'They are relevant because they encourage observations of children while at task, encourage teachers to support learners and provide guidance to the learners as they carry out the tasks.'

Hence REPLICA-PEP assessment questions and activities are performance assessments which model real tasks; that is they require learners to perform in the assessment what they should learn in the classroom and apply in real life outside the classroom. These tasks also require learners' performance and responses in a range of modes such as telling stories, individual written exercises, role play, drawing, interaction, participation in group work activities, guided discussion and case studies.

Emphasising the central position of the teacher in REPLICA-PEP formative assessment, an NCDC official stated that;

'One of the close persons to a child apart from his/her parents is the teacher, therefore teacher observation can effectively provide evidence not only on academic performance but also on attitude and behavioural changes of learners throughout the school calendar year'.

In addition, an MoES official noted the relevance of the assessment strategies to learner context and ability of learners by expressing that;

'The assessment strategies are relevant because they allow participation by learners and observation of the development of knowledge, skills, attitudes and behaviour by the teacher in a teacher supportive environment.....in addition these assessment strategies seek to elicit what learners are capable of doing by suggesting assessment on activities that are within the context of the learner environment and experiences.'

Similarly, a REPLICA official noted that the assessment strategies are comprehensive by assessing peace concept development, positive attitude development and behaviour change;

'The assessment strategies not only measure the level of attainment of learners peace-related knowledge, they also assess concept development, they also include assessment on positive attitude and behaviour change by focusing on children's participation in class and out of class activities and the nature of their interaction and participation in group work'.

These views point to the fact that REPLICA-PEP assessment strategies are interactive and learner-centred. This is particularly beneficial for learners who are not only traumatised but with limited language abilities and learning needs and therefore might be disadvantaged in the written, individualised and standardized assessment situations who might misinterpret questions. Moreover, the language of assessment used and the context has an influence on young children's perception of the assessment tasks (Torrance, 1993). More importantly, such dynamic interactive assessment can reduce anxiety related to individual paper pencil tests and thus encourage best performance by participation and interaction (Gipps, 1999).

Along the same line of argument, teachers indicated that the assessment strategies are easy to use, have meaningful real tasks which engage learners and require them to apply content outside the classroom, while they also encourage teachers to observe and support learner interaction and participation and record their progress:

> 'They are easy to use, because they enable me to identify those learners with socialisation and behaviour problems, those with positive or negative attitudes towards others and those who do not want to participate in group work and class activities so as to be able to group them accordingly and provide support and guidance'.

> 'The strategies enable me to observe and record learners' development because they engage learners in real tasks and activities related to peace education, and enable the teacher to make learner observations while at task and outside the classroom'.

> 'These strategies are a guide to see how each child interacts with others in the class and outside, and how the child also interacts with me as a teacher so as to determine their development of positive attitudes towards others and reduction in the use of violence, hate talk and abusive language'.

Teachers' views indicate that REPLICA-PEP assessment strategies are meaningful and can contribute to learning. This is significant as one of the rationales for more contextualised assessments is that they ensure that learners engage in meaningful problems that result in worthwhile educational experiences and higher levels of motivation (Vandeyar and Killen, 2003; Herman et al., 1992).

On compatibility of REPLICA-PEP assessment strategies and the existing primary school curriculum assessment strategies, teachers, CCTs, REPLICA, District and MoES officials all agreed that some of the REPLICA-PEP assessment strategies are similar to the continuous assessment strategies recommended by the primary school curriculum such as the use of observation, guided discussion, learner participation in class, group activities and storytelling.

However, they pointed out that much of the focus for assessing peace education is on learners' participation and interaction, attitude and behaviour change, yet assessment for the primary curriculum focuses on learners' acquisition of competences in numeracy and literacy for lower primary and learner achievement in cognitive learning outcomes for upper primary. This contradiction in the focus of assessment exemplifies symbolic violence in terms of the fact that the methods used to assess knowledge are central components of pedagogic action and serves to reproduce the power relations within society by ranking pupils in terms of their knowledge of the cultural arbitrary imposed and not peace education knowledge, attitudes, skills and behaviour.

Regarding whether there is a difference or similarity between REPLICA-PEP assessment strategies and the primary school curriculum assessment strategies, an NCDC official stated that;

> 'The assessment strategies are not different, they are in line with assessing the thematic competences for lower primary, the social skills gained by pupils are supposed to be assessed through formative assessment means such as observations and recordings of the nature of interaction by children during class activities and out of class activities, however the assessment for upper primary is more oriented towards ensuring mastery of lesson content taught'.

In the same line of argument, an MoES-Official noted that;

> 'REPLICA-PEP assessment strategies are the same as those recommended by the national curriculum for all the subjects of the primary school curriculum more especially the thematic curriculum competences.....however these strategies can be used during term-time as learners have to be assessed summatively in end of year school or in district examinations and national examinations for the examinable subjects'.

8.4 The use and application of REPLICA-PEP assessment strategies

In order to assess and support learning for the development of peace-related values, assessment strategies and activities need to be used and applied in classroom assessment using progressive strategies that focus on overt behaviour and support the development of peace related knowledge, attitudes, skills and behaviour. The question of how do teachers use teacher observation as one of REPLICA-PEP assessment strategies to assess learners' overt behaviour development in relation to peace (that is, in terms of the nature of their participation in class and group work activities, interaction, games they play, language use, use of non-violence and general conduct outside the classroom) needs to be addressed.

8.4.1 The use and application of REPLICA-PEP assessment strategies: Who is observed by who doing what?

Teachers, CCTs, REPLICA, District and MoES officials all cited the use of teacher observation as one of the key strategies for assessing the development of peace-related knowledge, attitudes, skills and behaviour. Therefore, examining how the observation method should be used by teachers in relation with other assessment strategies is important to illuminate the understanding of teachers regarding the use of teacher observation so as to explain who is observed by who doing what?

Regarding the use of teacher observation as one of the key REPLICA-PEP assessment strategy teachers pointed out that they can carry out direct observation in the following ways:

> 'Learners in lower primary can be assessed by observing the way they relate and share with others, learners in upper primary can be assessed by observing and recording their ability to concentrate that is peace of mind, how they interact with one another and general conduct'.

> 'Through observation of the peace-related skills they demonstrate such as care for one another, being empathetic, and using non violent language'.

'In upper primary children are to be assessed through, observation of their discipline and display of values especially by not isolating the returnee or formerly abducted children through stigmatisation and refusing to sit with them, and participation in class activities '.

Teachers also indicated that observation can be used to assess learners in out of class activities by stating that:

'Observing how children are helpful to visitors and new pupils to adapt to the school culture and the way they act when they have lost an item, or when they have not won in games, debates and music competitions'.

'The teacher can also observe how learners are interacting during break, lunch time, literacy-hour, free activity, the type of games they play, and reactions towards bad behaviour from their fellow learners'.

The views presented reflect teachers' awareness of how to use direct teacher observation. However, the teachers' role as observer and assessor is emphasised and there is much less about learners as observers and this reflects the persistence of symbolic violence in terms of the problem of how to deflate the power relation asymmetries between the assessor and assessed.

8.4.2 Teachers' use of REPLICA-PEP assessment strategies: How do learners participate in the assessment process?

In order to begin to examine how teachers actually use the assessment strategies, teachers' views on what REPLICA-PEP assessment strategies they use and how they use these

assessment strategies to assess learner development in peace-related knowledge, positive

attitude, skills and behaviour are presented.

Teachers indicated that they use the following strategies in the following ways presented:

> 'Observing participation in discussion, checking for the understanding of concept through question and answer.. and relevance of the role play and discussion'.

> 'Regular observations for indications of behaviour change, especially when I have assigned them tasks such as being leaders in class and in groups and recording their performance in the tasks'.

> 'Recording attendance, observation of learners' commitment to exercises given to them, active participation in class and in co-curricular activities'.

> 'I have not used any REPLICA-PEP assessment strategies, but I can observe change in learners conduct and respect for teachers'.

Teachers' views on how they use the assessment strategies reflect a vertical relationship of

assessment where the teacher is the 'assessor' and learners the 'assessed'. Learners are not

reflected as active partners in the assessment process. Contrary to teachers rhetoric of use

learner-centred methods of assessment reflected in the interviews, The question and answer

method of teaching was a dominant method of assessment observed in the classrooms during

fieldwork for this study and its use in large classes in Uganda is well documented in previous

research (Nakabugo et al., 2007). Additionally, less focus is given to and how questioning

and feedback during lessons should be used in the classroom, and therefore perpetuates

teacher dominance over learners in terms of who asks who about what?

This is also compounded by the fact that REPLICA-PEP did not provide explicit guidance on classroom questioning and nature of feedback in its assessment strategies. According to Torrance and Pryor (1998) the process of question and answer on which much classroom assessment is based can be problematic, since much of what appears to be simple information gathering has more of a classroom management function than a cognitive or affective one and therefore may serve to perpetuate hierarchical relationships in assessment in terms of who asks who? what questions are asked? the language of questioning and the nature of feedback.

Further still, important aspects in classroom based continuous assessment like the nature of tasks to be given to learners in terms of classroom exercises and homework seem not to be given attention by teachers as some of the activities for assessment, yet collaborative group activities done in class and outside as home work can influence the interaction and participation of learners and have the potential to increase interaction amongst learners, between learners and the teacher and the community.

8.5. Observed assessment activities: Oral questions and classroom exercises

Observations of lessons using the lesson observation tool (Appendix D) discussed in chapter five, revealed that teacher oral questioning and written individual exercises were the dominant assessment strategies used by teachers.

8.5.1. Example of observed teacher questioning approaches during lessons: Who asks who, what questions?

Table 5 : Lesson Eleven Observed on 7/04/2009

Subject	Primary class	Topic	School
Social Studies	Five	Climate of Africa	Lulu P/S

Class context

The class has a size of eighty seven learners of mixed age and ability, boys and girls all seated on the few chairs available, there was no peace message displayed in the classroom. Boys and girls sat separately in the class. As I entered the class the children were copying notes on the chalkboard, the notes were left by the previous teacher after the lesson.

Teacher: How many minutes do you need to finish copying these notes?

Learners: Five, Ten

Teacher: Ok five minutes

Learners: Ok (a moment of silence for about six minutes as learners concentrated on copying the notes)

Teacher :   Can you put up your arms, started counting boys and girls separately and wrote their number on the right hand extreme corner of the chalkboard

Learners: Put up their arms

Teacher: Good morning class

Learners: Stood up, and replied, Good morning Mr Ola

Teacher: Last time we looked at climate change, who can tell us what climate is?

Learners: Put up their hands and the teacher picked up one child (Odongo)

Odongo: Climate is the hotness or coldness of the place

Teacher: Thank you Odongo, who can give tell us how many major types of climate we have?

Learners: Put up their arms

Teacher: Selected one boy and three girls, Fida, Jackie Ayole, Onono

Teacher: Are we together?

Learners: Responded, Yes (Whole class)

Teacher: You have to be friendly to the environment, the environment is your neighbour, hence you should be friendly to your neighbour, You have to tame the environment, plant trees because if we do not we shall expose our environment to global warming and desertification which are caused by poor management of the environment

Teacher: Today we are going to look at "factors that influence the climate of a given place"

and wrote it on the chalkboard

Teacher: Can you give me the factors that influence the climate of a given place?

Learners: None responded

Teacher: You should speak up loudly, you are entitled to your view and opinion and you have a right to speak, the time will come when you do not have a chance to speak.

Akumu: Put up her hand and said, temperature

Learners: Many of the learners laughed at her and giggled because she gave a wrong answer and afterwards many of them put up their arms.

Teacher: When one of us gives a wrong answer you should not behave that way instead you should encourage the person to try again, you should listen to everyone and if you do not agree with the answer, just put up your hand.

Teacher: What is the meaning of the term altitude? And how does altitude influence the climate of a given area?

Learners: Remain silent

Teacher: Gives a definition of altitude and provides an explanation of the how it influences the climate of a given area.

Teacher: Makes an illustration of altitude on the chalkboard and comments that, 'you will draw this diagram later in your books'

Teacher: War also can affect the environment

Teacher: You should be friendly to the environment and to our fellow pupils

Teacher: Do you have any question?

Learners: No (whole class).

Teacher gave an individual exercise to learners at the end of the lesson (Exercise for lesson eleven on page…of this chapter).

Whereas the teacher tried to integrate some messages of peace education in the lesson, he did not go further to integrate the content of REPLICA-PEP. All questions in this lesson are asked by the teacher. Learners only responded to the teachers' questions as a whole class collectively in chorus or individually. The teacher used the questioning approach to direct the lesson and not to develop dialogue, interaction or sharing between and among the learners.

On a positive note, the teacher cautioned learners not to laugh at the other children when they give wrong answers, but the alternative given by the teacher which is 'just put up your hand' does not foster sharing or interaction by learners instead it breeds competition among learners in terms of who gives a right and wrong answer.

Although the teacher used negotiation on the time to finish copying the notes, he always picked on learners to give answers which were of his expectations. While some of the questions required learners to think and reason critically, or even consult one another, for example, 'how does altitude influence the climate of a given area?' the teacher did not give enough time for learners to think and organise their thoughts about the question. Rather than probing further, asking follow up questions, or working through learners' possibilities from their own knowledge base, the teacher provided the explanation when learners did not give an immediate response to the last question.

Table 6: Lesson Sixteen Observed on 7/02/2010

Subject	Primary class	Topic	School
English	**Five**	**The Future Perfect Tense**	**Paci Public P/S**
Classroom context: The class comprised of 149 children. Over 32 children sit on the floor. There were many teacher made charts displayed in the classroom for the different subjects of the upper primary curriculum, many of them were too old and had changed colour from white to faded yellow (a lot of dust on them), many of them with wrong spellings, and few peace messages. The teacher gave remarks as reinforcements; well tried, good, excellent and encouraged learners to speak loudly throughout the lesson.			
Teacher: Greeted learners "how are you?" Learners: We are fine Teacher: You have greeted me, have you greeted your friend? Learners: Started shaking hands of one another as they laughed			

Teacher: Wrote the date of the day and subject as well as the topic

Teacher: Last week we covered the continuous form of the future tense, who can tell us
            what we covered in this topic?

Ayello: Shall be, will be

Teacher: Well tried

Teacher: Today we shall look at the future perfect tense

Teacher: When somebody says, the future perfect tense, it means is a form of a tense
          which gives or shows an event which will take place in the future.
          Who can tell us what is the future perfect tense?

Learners: Silent

Teacher: Writes on the chalkboard the definition of the future perfect tense and
          words used in the future tense;

Will be]   future continuous tenses

Shall be]

Will have]   + a verb in the past participle form

Shall have]

Teacher: Tells children to read the words as he points at each of them using a stick

Learners: Read (Whole class) collectively, will have, shall have

Teacher: Can you read row by row

Learners: Read the same words row by row

Teacher: Which words can we use to construct sentences using the future perfect tense?

Learners: Put up their arms

Teacher: Aya, can you give us one word

Aya :   You

Learners: Gave the following words as the teacher wrote them on the chalkboard
            You, she, he, they, it we, I

Teacher: Gave an explanation of how the above words are used and writes examples of
          sentences in which these words are used, the sentences were:

a. By next Friday, we shall have received the letter

b. By 2010 the government will have brought peace in northern Uganda

c. The bus will have arrived by eight o'clock

d. They will have done the work by the end of the lesson

Teacher:	Can you read the sentences loudly after me
Learners:	Read after the teacher
Teacher:	Read the second sentence again "By 2010 the government will have brought peace in Northern Uganda"
Teacher:	How can we get peace, by fighting or not fighting? What do you think?
Learners:	No
Teacher:	How?
Learners:	By stopping fighting, by helping friends, debating, discussing with friends
Teacher:	Wrote more sentences on the chalkboard while leaving spaces in the sentences for children to fill in the answers
Teacher:	Guided the learners on how they can be able to fill in the gaps correctly
Learners:	Wrote their work individually in their exercise books
Teacher:	Wrote the following verbs on the chalkboard (visit, fly)
Teacher:	Can you give me the past participle form of these verbs?
Learners:	Majority of the learners put up their arms and the teacher selected a few of them to give answers
Teacher:	Can we read all the sentences after working out all the answers in the sentences
Learners:	Read all the sentences loudly as whole class
Teacher:	Can we clap for our selves
Learners:	Clapped
Teacher:	Can you clap for me
Learners:	Clapped for the teacher
Teacher:	Can you now shake the hand of your friend
Learners:	Shook each others' hand and the teacher told them that they should always greet one another.

In these two lessons, and the other lessons observed (Appendix K) teachers used question and answer as one of the dominant methods of teaching and assessment in addition to individual written classroom exercises. More specifically, questions that required more than one word or two word answers dominated assessment in lower primary. The main feature of learner-

teacher interaction in this question and answer assessment was the initiation-response-feedback model. In this model the function of teachers' feedback is to let the learner know whether their response is right or wrong and hence it has the effect of ending the exchange and preventing dialogue.

 While individual assessment could accelerate competition among learners in terms of who scores the highest marks in the classroom exercise or gives a correct answer to the teachers' questions, learners were rarely given an opportunity to discuss their answers among themselves. The oral questions targeted learners' understanding or were used to direct the lesson. In particular instances where teachers asked probing questions, they would not give enough time for learners to think about the correct response and would move on to the next learner or would give the answer.

The predominance of questions that require short answers involving factual knowledge of the primary school curriculum, the evocation of responses that require repetition rather than reflection and the limited use of REPLICA-PEP assessment picture quizes, and activities that could develop learners' higher-order cognitive skills, affective and behaviour in relation to peace may well mean that the nature of teacher questions limits the positive experience of interactive and experiential assessment by denying learners an opportunity for dialogue and open communication. No pupil was observed asking a question. Learner participation during classroom assessment in terms of question and answer was limited to raising up their hands in order to be picked up by the teacher to answer the teacher's question or writing answers for the classroom exercises in their notebooks or on the chalkboard.

These findings are similar to (Black and Wiliam, 1998; Madaus and Kellaghan, 1992) regarding assessment in many African countries and more particularly to the findings of Nakabugo et al (2007). They resonate with Bourdieu and Passeron's (1977) features of intelligence tests, performance related assessment or norm referenced practices of the school as central mechanisms of symbolic violence which essentially test one's familiarity with the cultural arbitrary.

8.5.2. Observed teacher assessment in the classroom: How do learners participate, interact and collaborate in the classroom assessment activities?

Table 5: Observed teacher assessment in the classroom

Classroom exercise for Lesson 3 and Lesson plan 3   **Fill in the correct word**   1.When I go home I will …….some maize. (build, graze, cut, plant)   2.When I go home I will…….. some trees (build, graze, cut, plant)   3.When I go home I will…….my house(build, graze, cut, plant)   4.When I go home I will …….some animals (build, graze, cut, plant)   **Teacher Self evaluation at the end of the lesson**   The lesson was successfully taught because most of the pupils were able to do the written exercise correctly.
Classroom exercise for lesson 4, Lesson plan 4   Pupils are given notes about conflict on the chalkboard to copy to their exercise books.

Classroom exercise for Lesson 6, Lesson plan 6
    1. What are natural changes?
    2. List four natural changes in the environment
    3. State any three effects of natural changes
 Teacher self evaluation at the end of the lesson: Taught as planned and an exercise was given.

Classroom exercise for lesson 10, Lesson plan 10.

Individual work, ask pupils individually to draw in their books, pictures of themselves sweeping the floor and collecting rubbish.

Move around the classroom encouraging and marking pupils' work. Conclude the lesson with a song "Give me five minutes more"

Teacher self evaluation at the end of the lesson

The lesson was good because most pupils were able to participate actively and the demonstration by the teacher made the lesson more interesting.

Area for Improvement

A few pupils need more assistance in pronouncing words, reading and writing.

Classroom individual written exercise for lesson 11, Lesson plan 11.

Written exercise to learners

1. Explain the following terms: i. Lapse rate ii. Latitude   iii. Altitude

2. Mention two factors that influence the climate of a given place   i-------------, ii----------------- iii--------------------

3. How does altitude influence the climate of a given area?

4. Give two reasons why one should keep with the environment?

Assessment for lesson 12, lesson plan 12

Home work

Write a letter of apology

The homework question read as follows:

You have been playing in your classroom and you break the school wall clock. Write a letter to your class teacher requesting him/her to allow you study while your parent tries to buy a new one for the school within two weeks. In your letter promise not to play in the class again.

Share ideas with your classmates to be able to write a good letter

Classroom individual written exercise for lesson 13, Lesson plan 13.

Pupil do a written exercise and hand in their books for marking

Exercise:

1.State the types of prevailing winds in East Africa

2.Explain why one side of Mount Elgon and Mount Kenya are dry?

Classroom exercises for lesson, 17, 18, 19

Pupils will write notes on conscience in their exercise books

Pupils will be given notes on vices, examples of vices and problems caused by vices

Pupils will write notes on empathy in their exercise books

Classroom assessment exercises at the end of lessons were short and done individually by children, no lesson was observed in which children worked collaboratively or in a group to do an exercise or perform an activity. Although teachers claimed that they use REPLICA-PEP assessment strategies, teachers' assessment practices observed in classrooms reflected some significant contradictions. The observation of lessons in classrooms reflected that teachers always tested the learners' level of understanding of the primary school curriculum content and much less the content of peace education and affective and behavioural aspects of learning which would inform their understanding of the development of peace-related knowledge, attitudes, skills and behaviour of learners.

The classroom assessments involved the giving of fill-in exercises of the lesson content covered or questions about the content covered. For example, classroom assessment exercises for lesson.3,11) were copying notes about the topic (exercises for lesson 4,17,18,19). While REPLICA-PEP picture quiz and activity questions have open ended questions that would probe learners to explain more or in detail, they were not used or referred to nor was there an attempt to match the classroom exercises to the same type of activity questions in the REPLICA-PEP books.

In such traditional assessment, the relationship between teacher and learner is a hierarchical one as the teacher sets and defines the task and determines its evaluation. The learners' role is to be the object of this activity and, the aim is the completion of a range of exercises, to ascertain learners' readiness for the next topic. While Torrance and Pryor (1998) argue that formative collaborative assessment in the classroom can be construed as a key arena for negotiation of classroom relationships, the classroom assessments observed overlooked the power in the relationship between the learner and the teacher in the assessment act.

Counter to traditional forms of assessment are alternatives such as negotiated assessment and self-assessment, where the learner has a role in discussing and negotiating the terms and outcomes of assessment. The thesis behind such non-traditional, critical theoretical approaches is that learners need to become involved in the assessment process so that they are encouraged to monitor and reflect on their own performance in order to become self-monitoring and self-regulating learners (Broadfoot, 1996; Wittrock and Baker, 1991). This would lead to an open discourse of communicative relationships of pupils and teachers (Taylor et al., 1997). In an open discourse, communication is oriented toward understanding and respecting the perspectives of others. Open discourse gives rise to: (1) opportunities for learners to negotiate with the teacher about the nature of their learning activities (2) participate in the determination of assessment criteria and undertake self and peer-assessment (3) engage in collaborative and open-ended enquiry with fellow learners and participate in reconstructing the social norms of the classroom (Taylor et al., 1997).

This open discourse of communicative relationships seems not happening in the assessment practices observed in the classrooms as classroom exercises are set by teachers and oral questions are also asked by teachers, learners only have an opportunity to respond and answer

teacher questions. The 'best learner' is one who can most accurately reproduce the points or words discussed in the lesson and this reflects a reproduction in assessment.

Referring to the classroom assessment strategies the DEO stated that;

> 'Children are still being assessed individually and there no culture of tracking the child or evaluating a child's progress on the development of peace related values nor the use of peer assessment'.

In contrast to lesson observations, teachers' self evaluations and reflections in their lesson plans at the end of the lesson indicated that they also considered learner participation in the lesson as one of the conditions for a successful lesson, yet the assessment activities that are set for learners are cognitive domain focused and encourage individual work. Learner interaction and talk in the classroom was considered as a classroom management and control problem.

This is compounded by Bernstein's (1982) argument that teachers' regular classroom-based assessment of the pupil has more impact on identity formation than the results of standardized tests and formal examinations or report cards. Ames's (1992) work, too, shows how the classroom assessment climate can affect learners' views of themselves. Classrooms in which assessment focuses on comparison and competition with others can lead to negative affect in children who compare unfavourably. Ames argues that learners' perceptions of their ability are particularly sensitive to social comparison information. Learners' evaluations of their ability and feelings toward themselves are more negative when the classroom climate is focused on winning, outperforming one another, or surpassing some normative standard than when children focus on trying hard, improving their performance, or just participating.

REPLICA-PEP assessment activities are designed for assessing learners in collaborative group activities in which they contribute to more open-ended tasks and help others. In such assessment, as in instruction using group approaches, the learner can observe how others reason, act, and can receive feedback on their own efforts. Such socially situated collaborative assessment could have the advantage of encouraging learners to develop and question their behaviours, attitudes and violent acts and competence in class activities.

8.6 Assessment for the subjects of the primary school curriculum: What counts as valid assessment and knowledge?

Teachers' views on how they assess learners in the subjects of the primary school curriculum reflected the predominant use of conventional end of lesson classroom exercises, tests and examinations as reflected in their views below:

> 'I use oral questions in class, give tests, exercises, end of term examinations and continuous assessment through classroom exercises at the end of the lesson or topic'.

> 'By giving them revision questions at the end of every topic to ensure mastery of content of the topic and introduce learners to question answering techniques in the final examinations'.

> 'I assess learners following the unit tests in the text books, at times, I can observe the behaviour of the child and also interview the child, when there is a special case I follow up the child, if not special then I leave the child'.

Explaining the distinction between internal and external assessment one teacher expressed that;

> 'In lower primary pupils are examined by their schools and therefore the tests and examinations are internally set and marked by teachers. In upper primary, they do district and mock examinations, these

external examinations are meant to inform the District Education Office and the schools about the extent of coverage of the syllabus by the schools as pupils' performance and attempted questions in the examinations can relate to the topics covered and they also serve as preparation for final examinations'.

These views represent the privileged position given to the end of lesson exercises, tests and examinations and emphasise symbolic violence notions of intelligence tests as central mechanisms of symbolic violence. These teacher-centred strategies not only serve the purpose of ascertaining learners' levels of knowledge and readiness for the next stage or topic in addition to providing marks at the end of the term or year but they also serve to reflect what the teacher has taught well so that learners' marks reflect well on the teacher's ability and syllabus coverage.

This would not only suggest to learners the learning outcomes that are valued and what counts as valid knowledge by the school authority but limits the integration and use of REPLICA-PEP assessment strategies as teachers continue to use conventional paper pencil tests and examinations which are limited in offering a positive experience of assessment to learners and they are also less suitable for assessing the development of peace related knowledge, attitudes, skills and behaviour and therefore perpetuate the dominance of factual cognitive knowledge reproduced by learners in order to answer the questions accurately according to the teachers' marking guide .

8.7 Challenges and limitations of the use of REPLICA-PEP assessment strategies: The   interplay between contextual challenges and REPLICA-PEP assessment strategies

Teachers, CCTs and DIS gave the following challenges that limit the use of REPLICA-PEP assessment strategies: the one class-teacher system against overcrowded classrooms, inadequate training of teachers, culture of teaching and assessment for examinations. Other challenges include:

> 'Children are always transferring from one school to another as the parents are settling back to their original villages, this makes observations incomplete and inconsistent'.(Teacher)

> 'There is no specific guiding tool for assessing learner behaviour, or checklist for behavioural indicators, and record books for recording the observations, … except for the general observation of behaviour by the teacher, the children are too many to be observed and progressively recorded, such direct but continuous learner observations may work in situations of fewer learners, in the case of such big classrooms it is difficult for the teacher to make any consistent observation of a child's behaviour overtime'.(CCT)

These challenges are not different from the challenges noted by USAID (2008) on the use of continuous assessment in the implementation of the thematic curriculum. Teachers described various difficulties with continuous assessment. They find it impossible to perform continuous assessment meaningfully in the large classes of 90 or where children are restless once the teacher turns his/her attention to anything other than directing the whole class. Teachers also find it difficult to report continuous assessment results to parents who do not understand the value of this practice, given that they feel that in the long run their children are going to be exposed to the norm-referenced approaches in the final examinations at the end of the primary cycle.

In a situation where teachers feel pressure to just live up to the examination standards, without time and space for peace-related activities, there tends to be a lack of reflective and critical dialogue in the classroom. Teachers, district education officials and CCTs noted that

the examination-oriented system does not leave enough room for the integration of peace education into the regular subjects. The DEO explained this in the following words:

> 'Generally in Uganda, an effective school and teacher is determined by the number of learners in the first division in the National Primary Leaving Examinations and not by either being peaceful and exhibiting prosocial behaviours or acquisition of life skills. However teachers can be advised to include questions related to peace education in their respective subjects'.

8.8. Records of assessment: Where and what to record for what purpose?

Examining the development of learners' peace-related knowledge, attitude, skills and behaviour necessitated the analysis of teacher records of learners' participation in classroom activities, concept development, nature of learner interaction, behaviour observed and attitude change. Records that were available in the two schools include: the class registers, end of term marks which are recorded on the report cards and primary leaving examination marks. Although records of reported cases of learners' participation in activities, application of non violence and conflict resolution skills, progress on their development of peace-related knowledge, and guidance and counselling could also have provided evidence of assessment, none of these was available in the schools for analysis.

On the availability of records and what is recorded a CCT expressed that,

> 'Teachers still see themselves as custodians of learners marks and classroom attendance and not descriptive records of behaviour and attitude change'...teachers do not record peace related behaviours observed, in most cases, they give or report on the end of term report cards about the children's performance in terms of marks in the various subjects and pupils' positions in the class'.

More explicitly the DIS noted that,

Records about cases of violence and indiscipline do not exist in schools,...there is a missing link in record keeping, this limits our understanding of learners' progression on the development of positive behaviours in relation to peace, as learners' behaviours are not progressively assessed and recorded'.

On recording learners' behaviour teachers stated that;

'In primary one up to three they record using the thematic curriculum report card for literacy competences. In upper primary there is no clear record there is a space on the report card where you can make a general comment on the learners' conduct'.
'I use term report cards to record learners' performance in the subjects of the primary school curriculum'.

From these views it is evident that progressive records on learners' progression or non progression in the development of peace-related knowledge, attitudes, skills and behaviour are not available in the two schools. Instead a general comment is made about the learners' conduct or behaviour on the end of term report card. This not only limits the use of records in informing teachers about learners' development and progression so as to provide relevant feedback but also undermines the contextual qualitative paradigm of assessment that emphasises descriptive profiles aimed at providing multi-dimensional feedback to foster learning that is recommended by REPLICA-PEP.

These findings are similar to the findings of USAID (2008) and Lynd (2007) which indicated that the basic lack of records at the school level was one of the biggest problems faced by REPLICA in virtually all of the quarterly and final reports. All classroom teachers in the two schools lacked records on learners' development of peace related knowledge, attitudes, skills and behaviour, and school activities on REPLICA-PEP. While recording of pupil progress in the development of peace-related knowledge, skills, attitude and behaviour,

required teachers to keep an observation record of progress, the most available record was the classroom register. This resonates with Buckland (2006) who remarks the general lack of records in post-conflict contexts.

8.9 Summary and discussion: REPLICA-PEP assessment strategies and conventional school assessment: What matters in assessment?

REPLICA-PEP assessment strategies have the potential to develop peace-related knowledge, attitudes, skills and behaviour among learners through the use of interactive, meaningful, group-work and individual activities which are open ended, dynamic, and learner-centred. Such interactive strategies can provide evidence on whether learners have acquired peace-related knowledge, developed attitudes, skills and behaviours as they seek to elicit learners' reactions and behaviours in a natural classroom environment by observing the nature of their interactions during group work and recording their progress from the appropriateness of their role plays, nature of stories, suggestions they make and participation in class activities. This is supported by the thesis that tests and examinations normally used in schools are unsuitable for the evaluation of peace education outcomes because they do not evaluate a state of mind but rather the level of acquired knowledge (Bar-Tal, 2002).

REPLICA-PEP's emphasis on the use of classroom based interactive, contextual and experiential formative assessment strategies integrated with teaching and learning is a clear departure from the conventional school system continuous assessment in which assessment has the prime functions of determining learners' current level of knowledge, skill, or understanding, to diagnose problems they may be encountering, to make decisions about the next instructional steps to take and to evaluate the learning that has taken place in a lesson. However a substantial body of research indicates that integrating formative assessment in

classroom practice improves pupils' learning (Havnes and McDowell, 2008). This strengthens the REPLICA-PEP integrative approach and idea that assessment can actually help learners to learn as the assessment strategies suggest activities that are to be integrated within the learning process. However, observation of teachers' classroom assessment practices mirrored assessment separated from learning and, more specifically, teachers had a separate lesson phase for assessment at the end of the lesson using individualised small exercises which were focused on the primary school curriculum content covered.

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The assessment strategies provided for teachers at the end of each learning area in the teachers' guides (MoES, 2007c, 2007d) and picture quizzes and learners' activities in the learners' books (MoES, 2007a, 2007b) explicitly attempt to relate assessment practices to the principles of experiential and context specific assessment by providing questions which require learners to apply the peace education content learnt in class to outside class experiences. These assessment activities are experiential as they require learners to express themselves through a variety of approaches and modes of response such as telling and retelling of stories, singing, poems, performing and enacting role plays, participating in activities such as: play, observing, listening, sharing, interacting, and making drawings.

These experiential activities are congruent with peace education pedagogy (Bar-Tal, 2002), especially the internalisation of values, attitudes, perceptions, skills and behaviour and therefore requires setting experiential classroom assessment activities, on the contrary, assessment practices observed in classrooms in this study rarely required learners to interact, share, participate in group work and have an opportunity for internalising peace-related knowledge, skills and behaviour.

REPLICA-PEP assessment strategies attempt to meet the different ability needs of learners by suggesting several assessment strategies for each learning area, implying that all learners do not need to be assessed at the same time and in the same way, thus allowing for the possibility of multiple and varied opportunities for learners to demonstrate their achievements. This idea is also reinforced by emphasising that "choices involving assessment strategies are subjective and dependent on the teacher's professional judgement" (MoES, 2007:16). More importantly, a broader range of assessment approaches is needed to capture important learning goals and processes and to directly connect assessment to ongoing instruction. However, the form of classroom exercises given was uniform for all learners given at the end of the lesson. This militates against meeting the different ability needs of learners and denied individual learners an opportunity to demonstrate their competence in relation to their ability and also limited pupils' use of alternative opportunities to demonstrate achievement if they are disadvantaged by classroom exercises and tests, especially in northern Uganda where learners have difficulties in literacy competences.

REPLICA-PEP tasks are open-ended performance tasks to ensure that learners are able to reason critically when answering the picture quizzes and activity questions, create problem cases by using case study activities for learners to apply problem solving skills to solve complex problems, and to apply their knowledge in real-world contexts by requiring learners to give suggestions of how they can apply the knowledge at school, home and in their communities (for example case studies, picture quizzes and activities in tables (3 and 4) and appendices (O and P).

The interactional nature of REPLICA-PEP assessment strategies links to the viewpoint of socio-cultural theories of teaching and learning where assessment is seen as a social process (Broadfoot and Black, 2004) which gives attention to the quality of teacher pupil interaction

during assessment. Assessment is an interactive, dynamic and collaborative process between the teacher and the learners as well as between and among learners. This means that the teacher should not only be interested in what learners can do on their own but what learners can achieve in collaboration with the teacher within their zone of proximal development. This could enable assessment strategies to move from being a stressful, external and formal activity to being embedded within the social and cultural life of the classroom (Gioka, 2008) and within the Vygotskian concept of social mediation of learning. While REPLICA-PEP interactive formative assessment strategies aim at providing 'scaffolding' of learning in the learners' zone of proximal development, teacher support and collaboration during classroom exercises observed during this study was focused on marking those who could finish earlier than the rest of the class and was less than collaborative.

REPLICA-PEP recommends the use of teacher direct observations of learners in a variety of settings which can yield information about their peace-related knowledge, attitudes, skills, and behaviours. Observing learners in the classroom working in small groups would serve to provide information on learners' skills in cooperation and problem-solving, while observations of learners outside the classroom, for example in the playground, would enhance understanding of whether children still use violence when in conflict and their use of conflict resolution skills and strategies to prevent conflict. More importantly, observation can target specific behaviours (both verbal and non-verbal) that capture important aspects of the nature of interactions among pupils (Salomon and Kupermintz, 2002). Moreover, observations allow for direct assessment of behaviour, rather than relying on self-reporting. This was based on the assumption that teachers will keep written observational records. The lack of record books and guidance on what and how to record in observations rendered the use of teacher observation as an assessment strategy not utilised.

The remark from the DIS regarding teacher observations explains a limitation in the use of observations as one of the assessment strategies recommended by REPLICA-PEP;

> 'Teachers do not take keen interest in the observations they make of learners, they do not record or follow up, and when they observe, they do not purposefully make meaning of the observations many times'.

REPLICA-PEP assessment strategies are socially situated because the focus of assessment is not only on the peace concepts development but on the type of interactions, participation and relationships that a learner demonstrates, implying that performance resides not just in the learner but in the relationship between the learner and his/her fellow learners and the teacher. This suggests that development of peace related knowledge, attitudes, skills and behaviour is not treated as academic success/failure or as the exclusive performance of individual learners or of the instruction they receive. It is viewed in "relation" and "between" individual learners and the knowledge, attitudes, skills and behaviours that they and the teacher construct and demonstrate. So, pupil assessment in REPLICA-PEP focuses on the learner as part of the group and the key issue becomes how or whether the teacher interprets the evidence of learners' knowledge construction in terms of sharing experiences, interactions, skills and behaviour.

Although interviews with teachers revealed that they understood the nature of REPLICA-PEP assessment in these terms, their practice in the classroom did not provide enough opportunities for learners to be observed and assessed in terms of peace related knowledge, attitudes, skills and behaviours they construct and demonstrate.

REPLICA-PEP assessment strategies are contextual and their use can reflect the values and priorities promoted by the programme in relation to the context. More importantly, they are open-ended, interactive, and inclusive enough to collect information on the development of peace-related knowledge, attitudes, skills and behaviour through a variety of approaches. Such dynamic and collaborative strategies are integral to the teaching/learning process and can be embedded in the social and cultural life of the classroom. To the extent that REPLICA-PEP assessment strategies are consistent with the peace pedagogy they therefore have the potential to provide a positive assessment experience for learners as well as to assess learners' development in knowledge, attitude, skills and behaviour in relation to peace. However, the use of individual, non collaborative teacher-centred assessment strategies in classrooms affects their potential as the learners' participation in assessment is predominantly reproductive.

As a limitation, REPLICA-PEP makes no direct reference to the foundations of sound assessment practices, other than stating the assessment strategies and providing assessment activities that should be used for every learning area. This has contributed to a lack of clarity of focus as the assessment strategies are not clearly linked to peace education learning outcomes or even clarify what is expected of learners to demonstrate for each learning area. Additionally, less guidance is provided on teacher questioning and feedback during the lesson, yet questioning is an important element in assessment.

Another limitation is that REPLICA-PEP makes no reference to the use of peer and learner self assessment. Peer and learner self-assessment could involve learners as active partners in the assessment process (Havnes and McDowell, 2008) and increase learners' responsibility for their own learning as well as change the social meaning of assessment from an act

performed at the end of learning to an act in the course of learning and from an act by teachers on learners to an act performed also by learners (Shephard, 2000). This can create fundamentally new contexts and class relationships that can alter the vertical relationship between teachers and learners to a horizontal relationship among learners. As Gipps (1999) has suggested, this does not mean that the teacher gives up responsibility, but that rather, by sharing it, the teacher gains greater learner ownership of assessment tasks, less distrust, and more appreciation of the nature of assessment.

In light of these observations, it is not surprising that the potential of REPLICA-PEP assessment strategies in leading to an understanding of the development of pupils' peace-related knowledge, attitude, skills and behaviour and also contribute to the development of learner-centred participatory assessment practices consistent with peace pedagogy was limited by individual classroom exercises, teacher dominated closed questioning and less interactional and participation opportunities for pupils in the two schools. While REPLICA-PEP assessment strategies by their design match with the aims of the programme and are consistent with peace pedagogy, practical and contextual challenges led to their use in classroom to be minimal, and in some lessons non-existent. The classroom exercises observed were predominantly cognitive oriented questions requiring learners either to fill in or to reproduce some of the answers or words used during the lesson and much less on the affective domain and behaviour change.

Chapter 9: Effectiveness of REPLICA-PEP: The Perceived Impact of REPLICA-PEP

9.1 Introduction

A peace education programme can impact on learners and teachers in varied ways and hence there are many different possible takes on the analysis of REPLICA-PEP impact. Moreover,

perceived impact will contribute to understanding programme effectiveness. The aim, goals, objectives and theory of change of REPLICA-PEP (discussed in chapter 6 of this thesis) provide the guidelines for the desirable impact and determine the direction which this analysis will take. This chapter therefore not only examines the experiences and perceived impact of REPLICA-PEP but also explores the congruence between perceived impact and the expected outcomes of programme designers.

To explore the perceived impact of REPLICA-PEP, I will bring together several data sources and examine them for indications of impact: (1) pupils' perception and experiences of the programme. These will be examined in terms of whether pupils have developed both knowledge about peace (cognitive) and for peace (affective and behavioural); (2) teachers' CCTs, DIS, REPLICA and MoES Officers perceptions regarding the impact and sustainability of the programme; and (3) REPLICA documents analysis discussed according the following themes:

- The goal, aim, objectives and expected outcomes of REPLICA-PEP

- What do pupils understand by peace and conflict concepts?

- Pupils' views on peace-related behaviour: Obedient pupil or pupil as cooperative, non-violent and conflict-mediator?

- Perception of pupils on the impact of REPLICA-PEP on their understanding, attitudes, skills and behaviour in relation to peace.

- Teachers' perceptions of the impact of REPLICA-PEP on pupils' peace-related knowledge, attitudes, skills and behaviour

- CCT's perceptions of the impact of REPLICA-PEP on pupils' peace-related knowledge, attitudes, skills and behaviour and classroom practice.

- REPLICA and MoES officers' perception of the impact of the REPLICA-PEP on pupils' peace-related knowledge, attitudes, skills and behaviour

- District officials perception of the impact of the REPLICA-PEP on pupils' peace-related knowledge, attitudes, skills and behaviour

- The perceived impact of REPLICA-PEP: A comparison of pupils, teachers, district, CCTs, MoES and REPLICA officials views.

- Discussion: The congruence between the impact and the expected outcomes

- Institutionalisation and sustainability: What capacity, processes and activities have been developed to foster and support institutionalisation and sustainability of REPLICA-PEP in schools?

- Conventional schooling in a post-conflict context and its influence on REPLICA-PEP effectiveness

- Conclusion: The effectiveness of REPLICA-PEP

9.2.1 The goal, aim, objectives and expected outcomes of REPLICA- PEP are:

The goal of REPLICA-PEP is to institutionalise peace education in schools (MoES, 2007b), with an aim of teaching the youth how to respond non-violently to every day conflicts and to turn conflicts from unpleasant experiences into positive ones. Moreover, REPLICA-PEP also endeavours to facilitate the acquisition of functional and sustainable conflict resolution skills by the youth to enable them become the centre and agents of peace in their respective communities.

In relation to the objectives and expected outcomes of REPLICA-PEP, MoES and NCDC officials indicated that the expected outcomes are pupils that have developed understanding, attitudes, skills and behaviours for non-violence, conflict-resolution, conflict prevention, pro-social and peace-building skills as illustrated in their statements below:

> 'Awareness of the causes and dangers of violence, negative attitudes towards violence, reduction in fighting, aggressive relational behaviour and bullying at school'.(MoES-Official)

> 'Reduction in victimisation of returnees, formerly abducted and over age children which will also lead to a reduction in disaffection and isolation of some learners who feel insecure at school and in their communities'. (REPLICA-Official)

> 'Use friendly and supportive language in place of hate talk and abusive language, peer support and cooperation built as a result of positive relationships, interaction and cooperative group work'. (NCDC-Official)

> 'Use problem solving and non-violence conflict resolution skills to solve their problems and conflicts and help others as peer mediators to solve conflicts without resorting to violence'.(MoES-Official)

> 'Empathetic and caring for those in difficult situations or victims of violence and bullying and development of peace building behaviour such as anger management, living with people that are different and tolerance.'(REPLICA-Official)

In view of REPLICA-PEP objectives and expected outcomes, experiences and views of pupils, teachers, CCTs, and District, MoES and REPLICA officials regarding the impact of REPLICA-PEP are presented and discussed in the sections that follow.

9.3. Pupils' understanding and awareness of the concepts: What do pupils understand by peace and conflict concepts?

The following are examples of pupils' understanding of peace-related concepts as indicated in their descriptions of the word peace in the focus group interview:

Interviewer: What do you think of when you hear the word peace?

Pupil: End of war, no more soldiers, rebels, guns, military tanks, helicopters

Pupil: No more abduction and killing of people by soldiers   and
rebels, no quarrels and fights with people, being friends.

Pupil: You can go anywhere you want any time, at home and to school
with no road blocks or fear of the bus being burnt, abducted or shot by
bullets.

Pupil: People are happy and celebrate end of war, can go to church,
children can play without fear of being abducted or hurt

Pupil: When the peace agreement is signed, there will be peace

Pupil: There is no more fear of being killed, abducted or tortured you can
sleep at home at night, no more sleeping on the verandas of shops in
the town.

Pupil: There will be no more famine and hunger as people will be able to work
in their gardens and the gardens will not be burnt.

Interviewer: And what do you think of when you hear the word conflict?

Pupil: Fighting, war, killing of people, suffering of people

Pupil: Quarrelling among people and looting or stealing of property

Pupil: Destruction of schools, hospitals and burning peoples' homes and
gardens.

Pupil: The army, soldiers, rebels, fighting using guns, tanks and bombs.

Pupil: Abductions, killing of people.

Pupil: Violence, children cannot play together.

Interviewer, So, what do you mean by violence?

Pupil: Situation of no peace, there is no order, it is chaos.

Interviewer: Do you agree with what your friend has said about violence?

      Pupil: Yes, there is also cutting of peoples' body parts and torture.
      Pupil: When there is conflict there is violence, war causes violence.

Pupils conceptions about peace are that peace is a passive concept, peace as either/or logic or binary opposition between "peace or war and not a pattern of active cooperation, non-violent problem solving and peace-building behaviour.   Pupils also viewed conflict as violence and not a matter of conflicting interests, in pupils' minds war was not seen as one of the violent methods of conflict resolution but as a cause of violence itself. Further, in defining conflict by relating it to war, pupils are more interested and confident in talking about the concrete aspects of war like: guns, military tanks, bombs, fighting aeroplanes and participants of war like the soldiers, army, government, rebels and actions of war such as abduction, killing, military parades, torture, burning houses and much less about the causes of war and violence.

Pupils views about conflict therefore reveal that they have not yet conceptualised the view that conflict is a result of conflicting interests and therefore can either be solved by violent or non-violent means which limits their development of a positive view of conflict.

On whether pupils had experienced any form of violence such as being hurt, kicked, beaten up by peers, chased or threatened by peers or teachers at school, pupils made the following statements:

      Pupil: Yes, but not as much as when I had just joined this school in 2006, sometimes I see pupils fight on the way going home, but it is not common'.

      Pupil: Teachers also give us warnings and promise to punish us when we make noise in class, and when we come late to school or break any school rule.

Pupil: There was a boy who used to threaten us on the way home but he left
          this school.

Pupil: Yes, at times teachers cane us at school, but not all of them, some
          teachers do not beat us, instead they only talk to us,... and do not
          punish us using a cane or threatening language.

Pupil: Some pupils from other schools throw stones during football
          competitions, but at my school I haven't seen any pupil throwing stones.

Pupils' views point to the fact that they still experience different forms of violence from some
of their teachers and peers. While teachers and peers can be an important potential support for
non-violent behaviour unfortunately some teachers and pupils in the two schools still use
violence.

In relation to the above, pupils also indicated that they do not enjoy the following about their
school:

Pupil: The way some teachers talk to us, especially negative
          comments, and responses, late coming and absenteeism by
          some teachers.

Pupil: Being caned by teachers, theft, fighting at school and on the
          way to and from school.

Pupil: Abusive and belittling language used by some teachers and
          pupils.
Pupil: When some children are not punished or given a
          punishment that equals their misbehaviour on grounds that
          they are mature, or are problem cases and have no parental
          care.

Pupil: Provocation to fight by peers especially boys.

These views of pupils about provocation to fight by their peers are reinforced by qualitative
work by Farrell et al., (2008) suggesting that many adolescents experience pressure to fight in
response to peer provocation in order to avoid damaging their status with peers. This

particularly limits the possibility of peer support in the use of non-violence strategies and cooperative problem solving.

In order to verify whether pupils could identify REPLICA-PEP learning areas, pupils were presented with a list of topics and learning areas (Appendix G), some of which are covered by REPLICA-PEP and some of which are not. Few pupils from the focus group interview were able to distinguish between content that is unique to REPLICA-PEP and the content of the primary school curriculum. They all instead agreed that in peace education they learn about peace and non-violence and were not familiar with topics like living with people who have not treated us well, caring for those in difficult situations, anger management, self control/impulse control, fairness, kindness, problem solving, conscience, empathy reconciliation/matto-oput (the Acholi tribal concept for the reconciliation of grievous conflicts). This alludes to earlier evidence in chapter seven of this thesis that several learning areas of peace education are not covered during lessons and therefore pupils could not easily identify REPLICA-PEP learning areas but had a general understanding of peace and non-violence.

More so, pupils had only limited knowledge about conflict resolution strategies and conflict prevention practices not only for conflicts which directly affect them as individuals but also for conflicts that affect their peers as is illustrated in their non-violence and conflict resolution strategies stated below:

Interviewer: You know that sometimes children quarrel or fight at school or on the play ground, or on the way to school and home. What would you do to end the quarrel or fight between two children if you were permitted to decide?

Pupil: Talk to the fighting children, if they do not listen to you, you report to the teacher.

Pupil: If they are young children, and therefore weaker than me, I will separate them and stop them from fighting, because I will be stronger than both of them.

Pupil: If they are older children stronger than me, I will call my friends to separate them and stop fighting.

Pupil: If they are returnees or formerly abducted children, they can be former child soldiers, I will just walk away or even ran, you cannot separate or stop them from fighting, you can also be beaten up. And if you report them and they find out, they will follow you up on the way home.

Pupil: I can report fighting or quarrelling children to the teacher or their parents if I know them.

Pupil: If they are quarrelling, I will need to find out who is right and wrong.

Pupil: It is better to report to the teacher , head teacher or parents of the children.

Pupils preferred the teacher, parent or teacher on duty to intervene when they have conflicts than their peers citing that pupils do not fear or respect fellow pupils because they can't do anything. They also indicated that, if you intervene in pupils' fights and quarrels they can retaliate and gang up with their friends or elder brother to beat you after school, but when you report to the teacher the problem ends at school. Additionally pupils also stated that they would want the teacher to do the following to the pupil that has hurt or quarrelled with them:

Pupil: Punish by caning the pupil or expel the pupil from school for a week.

Pupil: Report the pupil to his parents such that the parent can come and punish the pupil at school.

Pupil: Report and send the pupil to the head teacher.

Pupil: Give the child a punishment that will stop them from hurting others or

quarrelling again.

Pupil: Give the pupil a punishment equivalent to the misbehaviour.

Pupil: Send the pupil out of class.

Pupil: Take the pupil to the disciplinary committee.

These pupils' views reflect non-acceptance of peer intervention in a conflict situation but a preference to sometimes violence and retaliative reciprocity where the punishment to be given is in proportion of the misdeed rather than conflict resolution, forgiveness and reconciliation recommended by REPLICA-PEP. This is in contrast with Lantierri (2001) view that, children who are exposed to peace education are more likely to resolve conflicts effectively, become more aware of creating win-win situations and they perceive their world in a less hostile way.

On what two disagreeing pupils should do to solve a problem, pupils indicated that they should talk about the problem and, if this fails, they tell their teacher or parents about the problem. Although this is a peaceful alternative, pupils were not able to indicate the stages and solutions for problem solving. Pupils also preferred conflicts to be solved in the disciplinary committee than by the guidance and counselling teacher citing that some pupils cannot be changed by simply talking to them, they need real punishments, and by real punishment they meant corporal punishment.

 Conflict resolution was also viewed as a matter of finding out who is right and wrong and not finding out different types of solutions to the conflicts, such as win-lose, lose-lose or win-win solutions suggested by REPLICA-PEP. This suggests that pupils are less confident to use

problem solving strategies, which as a corollary may also limit their ability to use non-violence.

These views revealed pupils' acceptance of non-violence and adult intervention in a conflict situation, however conflict resolution was generally viewed to be sought first by force, for instance, 'I separate them and stop them' or in the authority person (teacher, parent, head teacher, teacher on duty) and not with fellow pupils and hence conflict resolution methods of constraint. Pupils also seem to prefer conflict resolution and prevention strategies that capitalised upon receptive activity rather than active participation in talk and negotiation with conflicting partners. Pupils conflict resolution strategies also depend on the nature of pupils involved in the conflict, for instance pupils suggest different strategies for older pupils, young children and returnees.

Regarding what pupils can do and their friends to live in peace at school and at home, pupils cited the following:

> Pupil: Not fighting and quarrelling or talking in class when there is no teacher.
>
> Pupil: Not stealing other pupils' books, pens, pencils and food or money.
>
> Pupil: Asking for permission to go out or to enter in class when there is a teacher.
>
> Pupil: Reporting the misbehaving children to the teachers.
>
> Pupil: Listening to peace talk programmes on the radio, participation in the peace-club activities at school.
>
> Pupil: Respecting elders and parents in the community.

These peace building strategies cited by pupils are more on reducing violence and creating a safe school than making learners centres and agents of peace at school and in their communities. While reducing the risk factors that exacerbate violence is a step towards peacemaking, developing pupils as agents of peace requires the development of pupils' peace behaviours and skills such as empathy and care for those in difficult situations, co-existence, tolerance, cooperation, social problem solving and reconciliation.

Pupils also said that from peace education they have learnt that violence is bad and how to live and work cooperatively with other people, although they did not indicate that they can care for others in the community or cooperate with peers to solve a conflict as stated below:

> Pupil: I can cooperate with my friends to perform an activity in class or play together.

> Pupil: I have learnt how to make friends, living together with other people, being friendly to people and to forgive.

> Pupil: I have learnt that it is good to help others when there is a problem, being kind to others and asking for forgiveness.

> Pupil: Sharing at break and lunch time with your friends and respect for teachers and adults.

> Pupil: Violence and fighting is bad.

9.3.1. Pupils views on peace-related behaviour: Obedient pupil or pupil as cooperative, non-violent and conflict-mediator?

During the focus group interviews, pupils indicated that a pupil that has learnt about peace behaves in the following ways in class, outside the class and at home:

Interviewer: How should a pupil that has learnt about peace behave?

> Pupil: Is hard working in class and at home, does not talk when the teacher is teaching, is smart in the school uniform.

Pupil: Cooperates with and listens to the teacher, does not fight and steal, or come to school late.

Pupil: Reads books and shares the ideas with other pupils and answers the teachers' questions in class.

Pupil: A good pupil is obedient to God, the teacher and his/her parents and does what the teacher wants.

Pupil: Likes sharing with one another, respects elders and teachers.

Pupil: Humble, kind, obedient, honest, participates in all good work, does not escape from school.

As a common theme, pupils felt that a pupil that has learnt about peace is one who obeys the school rules and regulations and does what the teacher instructs him/her to do, thus relating to the symbolic violence imposition of a vision of legitimacy of the existing social order. This view also points to the idea that pupils perceived peace education to be about school discipline and controlling bad behaviour, especially fighting and stealing, and much less to be about helping others in constructive social problem solving, and being empathetic to the victims of violence.

On whether learners recognise a difference between teachers that integrate peace education in their lessons and those that do not, pupils said that:

Pupil: Teachers that teach peace education do not beat us and are helpful when doing the class exercises.

Pupil: Yes, there is a difference, they are kind, than other teachers and always tell us to be kind to others.

Pupil: They tell us how to be good pupils, and can forgive when you are wrong, while those that do not teach peace education are very tough'.

Pupil: Peace education teachers are happy all the time, they do not only teach the subjects, they also give guidance on issues about living in peace.

Pupil: Those that teach peace education know how to solve our problems,

organise peace-club activities.

Pupils views indicate that there are differences between teachers that teach peace education and those that do not in terms of their interaction and positive supportive relationships. These pupils' views are consistent with the statement from the DIS who stated that,

> 'Although the use of corporal punishments has reduced in most of the primary schools, beating of children is still present, teachers who use positive disciplining are those that were trained in peace education, the heads of the peace-clubs and guidance and counselling teachers'.

On the differences between them and other children who do not study peace education, pupils said that there are differences. It should be noted that pupils commute to school from either their homes or rented units in the town on a daily basis. Every day they play, walk, talk and live with children from other schools, both private and government. They are therefore in position to cite differences between them and other children that have not had peace education in their schools for example:

> Pupil: A few of them respect to do what their parents, elders and teachers tell them to do and want to fight when annoyed especially on the way home.

> Pupil: They do not obey their teachers and do not know that violence is bad

> Pupil: They do not learn how to live together, they sometimes throw stones when we go for music and games competitions.

> Pupil: We know how to cooperate with others, children in peace clubs learn about forgiveness.

On whether they have changed in any way because of peace education pupils expressed that:

> Pupil: Yes, I have changed, because I am kind and i avoid using

> abusive language, I can forgive, share and obey teachers and parents'.

> Pupil: I have made many friends at school since I started learning about peace education, I do not fight any more, use abusive language or abuse my classmates or other children from other schools.

> Pupil: I know how to live with other people peacefully and respond to teachers when called. I can help my friends, teachers and parents.

Pupils are aware of the differences between pupils that have learnt about peace education and those that have not by citing their lack of peace-related attitudes and behaviour. In particular, pupils indicated that they have also changed because of peace education citing their development of negative attitudes towards fighting, abusive language and the acquisition of peace-related behaviours like kindness, forgiving, making friends, knowing how to live peacefully and helping friends.

9.4. Pupils perception of the impact of REPLICA-PEP on their understanding, attitudes and behaviour in relation to peace

By attending lessons in which peace education was taught and peace-club activities pupils reported that they have experienced positive change in their attitudes and behaviour and have developed discipline and good manners. For instance they expressed that:

> 'I had bad feelings for older children in my class, I thought they are all returnees, I used to think that the returnees are bush children so we called them 'olum- meaning bush man or woman, I now love my classmates and can tell their names and villages where they come from'.

> 'I used to fight every week or whenever my book or food was stolen but now we no longer fight or quarrel on the way while coming or going to school more regularly'.

'I used to throw stones at people, birds, animals and using abusive words and language, I no longer throw stones because I now know it is dangerous to me and my friends, I have also learnt to practice good behaviours, such as sharing, forgiving and making friends'.

'I was always caned by teachers for wrong doing almost every day now, I am caned by the teacher once or twice a week at school".

'I now accept reporting the pupil that has annoyed me to the teacher or parents as a way of bringing peace, I do not think about fighting or quarrelling whenever I have a   misunderstanding with some of my friends'.

As stated by pupils themselves, they are aware of the dangers of using violence, non-violent conflict resolution alternatives and have developed positive attitudes towards non-violence and therefore a significant transformation in their personal lives. However pupils' experiences and perceived impact of the programme do not indicate that they can yet practice conflict resolution, problem solving and peace-building behaviours such as negotiation, mediation, mitigating the effects of violence on victims through empathy, healing and reconciliation. This presents a limitation in developing learners skills as centres and agents of peace in the school and the community where they live which is one of the objectives of REPLICA-PEP.

This evidence suggests that pupils have moved from a position of trying to solve conflicts and problems automatically by violence to at least asking those in authorities (for instance the teachers) to solve it for them but they show little competence of being able to engage in peaceful conflict resolution themselves.

9.4.1 Pupils' perceptions of REPLICA-PEP: A comparison of the experiences of pupils that participated in peace-clubs and those that only attended lessons in which

peace education was integrated

Pupils' focus group interviews reveal experiences of differing intensity between pupils that participated in the peace-club activities and those that only attended lessons in which peace education was integrated.

9.4.1.2 Pupils' perceptions of REPLICA-PEP: The views of pupils that only attended lessons in which peace education was integrated

It should be noted that, in the minds of pupils that only attended lessons in which peace education was integrated, REPLICA-PEP was very closely associated with religious education and social studies subjects of the primary school curriculum. This was the starting point for discussion focusing on their experience of peace, conflict, violence and non-violent conflict resolution which are the key learning areas in REPLICA-PEP. Pupils were not able to cite any classroom-based peace education activities they participated in.

For example, pupils stated that,

> 'I have not studied peace education as a subject but some teachers talk about peace, conflict, violence, unity, living together with others and not fighting, stealing and destroying school property during social studies and religious education lessons'.

> 'In class we always study maths, science, social studies and English, some teachers talk about peace education but only for a short time and we continue with class work'.

Pupils' views highlight limited expressive and participative activities in lessons in which peace education was integrated. While the integration of peace education with primary school subjects during lessons was to ensure that learners participate and cooperate in activities while learning both subject content and peace education, pupils views indicate minimum opportunities for participation but instead a more focus on learning the content of the primary

curriculum subjects to the extent that some pupils conceived peace education to be synonymous with social studies and religious education.

9.4.1.3 Pupils perception of REPLICA-PEP: The views of pupils that participated in the peace-club

Pupils that participated in the peace-club perceived a difference in terms of pupil participation and content of discussion between the peace-club and lessons in which peace education was integrated as indicated:

> 'In the peace-club I have learnt more about making friends which is not taught in other lessons'.

> 'I could not speak before the class, not even in debates, but in the peace-club I learnt to peak in the debates, we tell stories, sing and write poems, in other lessons we do classroom exercises in our books'.

> 'In the peace-club we are all called members, everyone is a member and we all talk about what we feel happy to talk about, in class you are only allowed to talk when the teacher has allowed you to give an answer to the question'.

> 'In the peace-club ,we were no longer labelled names or called returnees we became people with real names and friends and had teachers to always look up for in case of any problem'.

> In class you listen to the teacher's story and answer questions about it, in peace-club we tell our stories'.

As stated by pupils, they were able to participate in more varied symbolic and expressive activities (such as art, drama, storytelling and singing) than in lessons in which peace education was integrated. Such activities not only provide an opportunity for pupils to express themselves and construct their knowledge but also assist war affected children to heal from trauma (Bragin, 2004) and extended what was taught in lessons. While the school peace-club provided an opportunity and space for pupils to learn and participate in symbolic

expressive activities, few pupils (in comparison to the school population) from upper primary classes (primary five and six) were the dominant members of these peace-clubs. The lack of in-class peace-clubs limited a broader membership of pupils in lower primary.

9.4.1.4 Peace-club teachers' perceptions of REPLICA-PEP: A comparison of normal lessons and the peace-club

'The participation of pupils in the peace-club activities helped them to 'open up', to reject the passive role, yet in normal lessons pupils find it difficult to talk for fear of giving either wrong answers or there is always limited time for pupil activity'.

'I organise peace-club activities differently to address pupil anxiety, aggressive behaviour and trauma and develop positive attitudes and skills towards non-violence, however in lessons, I organise my work to cover the syllabus topics '.

'The most important thing in the peace-club is the constant contact between members; talking, falling in love, having fun together, telling and retelling stories, sharing, than covering syllabus work which is more important in lessons, therefore peace-club members get an opportunity to learn more about peace in the peace-club'.

'Peace-club members have acquired more knowledge about peace because they participate in various activities in which peace messages are combined'.

Peace-club teachers' views regarding peace-clubs and lessons in which peace education is integrated confirm the differences highlighted by pupils, in particular, peace-clubs provide an opportunity for pupils to open up and reject their passive role, while the constant contact among pupils during the peace-club activities enhances sharing. Unfortunately, in lessons in which peace education is integrated the same pupils take on a passive role. This suggests limited transfer of skills learnt in the peace-club to the classroom because lessons are organised differently for different objectives.

Further still, a CCT pointed out that,

> 'Pupils who have participated in the peace-club activities and debates have learnt how to communicate orally and interact with their peers and teachers more freely, however there are pupils who still show disaffection and aggressive tendencies'.

On the difference between pupils that participate in the peace-club and those that do not the REPLICA-Official noted that,

> 'The children who are participating in the school peace-club activities have strengthened positive values, attitudes and skills. They have gained self esteem as a result of interactions, sharing and participation in peace-club activities'.

This study cannot suggest a causal relationship between the pupil symbolic and expressive activities that took place in the peace-clubs and the pupils' empirical behaviour and attitude change towards non-violence. Nevertheless, it is interesting that peace-club teachers, CCTs and REPLICA-Official affirm that pupils that participated in peace-clubs activities have understood peace education related messages more than those that only attended lessons in which peace education was integrated and it is possible that this understanding could be attributed to the expressive, participatory and symbolic activities of the peace-clubs.

9.4.2. Teachers' perceptions of the impact of REPLICA-PEP on pupils' peace-related knowledge, attitudes, skills and behaviour

The majority of the teachers in this study have been in the northern Uganda region for over ten years and others have been in the region since they were born and can provide comparative and distinctive evidence regarding the impact of REPLICA-PEP as they were in a position to retrospectively share their experiences before and during the programme. Teachers' views ranged from improved relationships, to positive disciplining and personal significant changes. However, they were concerned about some pupils that still had abrupt anger and had failed to develop skills of anger management and control.

For instance teachers indicated that,

> 'Pupils have developed positive attitudes towards non-violence but the failure to control anger, for some pupils is still great and non-violence is elusive as some can all of sudden begin to fight'.

> 'Pupils have developed negative attitudes towards violence….I have seen many of them trying to talk about non-violence, especially when we still organised peace-club debates and activities....but what I have noticed, unfortunately, in the last term is the lack of impulse control, ... I see pupils exploding in anger and not being able to recognise what is triggering those feelings'.

These teachers' views are particularly significant as low self-control exerts an important influence on aggressive behaviour in childhood and adolescence (Finkenauer et al., 2005) yet the relationship between poor emotion regulation and aggression is well documented (Orobio et al., 2005). On positive interactions among pupils, teachers said that,

> 'Talking to pupils about living together in peace and friendship making has promoted positive behaviour change among learners, reduced stigmatisation for the formerly abducted and increased participation in class. More specifically there is personalisation of the formerly abducted and learners becoming empathetic to them, however a few learners accept to play and have long contact with them'.

> 'Boys and girls can interact and play together more freely, boys do not react violently when the girls pick their play materials, and learners are supportive of one another'.

Teachers also said that peace education has restored normalcy, healing to children and a reduction of violence as illustrated in these statements:

> 'Peace education has restored in them hope, especially those heading families'.
> 'They can forgive and there is a noticeable reduced rate of violence amongst themselves, especially physical fights among boys, hate talk and relational aggression among girls'.

> 'Because of the constant advice on completing the primary school, learners now enjoy the school especially the upper primary pupils, there is regular attendance, reduction in late coming.......pupils are able to pay attention in class as they feel more safe'.

Teachers also viewed discipline, obedience and active participation of pupils as a benefit of REPLICA-PEP:

> 'Respect and trust for teachers, improved discipline, and pupils know that once they have lost something, they can be able to find it again by reporting to the teacher'.

> 'It has changed their attitudes and moulded their behaviour, for example, pupils are humble, respectful and obedient to the teachers….and some are committed to doing the classroom exercises, active participation in class, and can share textbooks'.

In terms of improved teacher-pupil relationship a teacher indicated that,

> 'There is reduced tension between teachers and pupils, we are now more close to them and they are close to us, previously there was a big gap between the teachers and pupils, they no longer fear to give wrong answers and they participate in class more actively'.

Citing an example of improved teacher-pupil relationships a teacher retrospectively stated that,

'Before the introduction of peace education when a teacher would call a pupil, the pupil would either ran back home or hide in the bush until the end of the school day, now when a pupil is called by teachers they do come immediately'.

Regarding awareness of the dangers of violence, a teacher expressed that,

'Pupils are now aware of the dangers of violence and non-violence means to resolve conflict, but their attitudes and actions seem to be still influenced by what happens to them during the day, at school and at home, children seem not to relate non-violent conflict resolution to their every day lives'.

Other teachers also noted that pupils' are aware of alternatives to violence by stating that,

'Observations of pupils' behaviour and reactions indicate development of a negative attitude towards violence and behaviour for example, previously children would react either by quarrelling, fighting on the school compound and name calling when confronted or annoyed by their fellow children, but now they try to report such cases to teachers'.

'It has changed pupils' response to violence acts, the level of bullying has gone down, pupils now constantly report cases that they would previously solve themselves through violence means especially after school'.

These teachers' views indicate that pupils are aware of the dangers of using violence to solve problems and conflicts, have developed negative attitudes towards using violence and positive attitudes to non-violence conflict resolution. This has led to reduced violence and bullying among pupils and increased interaction and seeing others as human rather than isolation and victimisation of returnees and formerly abducted.

 These views further imply that pupils are aware of alternatives to violence and accept adult intervention in conflict resolution, more so, it is further evidence that pupils still refer to

teacher authority to solve their conflicts than themselves or their peers and therefore suggests that conflict resolution is still sought in the authority person (teacher, parent). This is also reinforced by pupils' views on who they would prefer to stop a quarrel or fight discussed earlier in this chapter. On the other hand, teachers stated that there are some pupils who are not yet able to control anger, saying that these pupils' actions are still influenced by what happens to them and the failure to relate non-violent conflict resolution to their daily problems and conflicts.

Noting a change in pupil's art work a teacher indicated that,

> 'When they are exposed to drawing their aspirations, their drawings are related to peace compared to previous times when they were drawing guns, now they are drawing life in the camp and after the camp, drawing of guns is minimised'.

Referring to the change in disciplining pupils, teachers indicated that,

> 'I use more positive disciplinary methods than corporal punishments, refer to school rules in a positive language, for instance, I ask pupils to give their views on the right and wrong things through consensus building'.

> 'Peace education will make you the teacher to become peaceful, by using guidance and counselling rather than corporal punishments, degrading or harsh and command language'.

Another teacher shared a story of the most significant change in the use of corporal punishment by stating that,

> 'One day I was walking around the compound with a, caning stick in my hands during break time and then one child told me these words which really made feel like not carrying a caning stick again, ..."teacher, peace, when there is peace there is no beating".

Teachers also viewed REPLICA-PEP impacts in terms of improved pupil discipline; they for instance indicated that,

> 'Few cases of fighting are being reported compared to that time before the programme began. I say so because in my class, there are few cases reported on fighting by pupils or breaking of school furniture'.

> 'There used to be so many stones on the compound which children used to throw as a means of displacing anger, but children are now less destructive and vandalisation of school property has reduced'.

These views indicate the development of positive attitude towards non-violence and improved relationships between teachers and pupils, however they are complicated by the fact that they denote a change in pupils' behaviour in terms of both obedience to authority, respect for teachers, school rules, and reduced violence. This is further manifested in the pupils' views about how a pupil that has learnt peace education should behave, this may reinforce the argument that teachers viewed programme impact more in terms of improved pupil discipline and obedience to authority and much less in terms of non-violence, cooperative values, conflict prevention and resolution. The emphasis among teachers, and to some extent pupils, is more on social control than enhanced awareness of peer non-violence resolution of conflicts.

9.4.3. CCTs perceptions of the impact of REPLICA-PEP on pupils' peace-related knowledge, attitudes and behaviour and classroom practice.

CCTs perceived the impact of REPLICA-PEP in terms of change in teachers' personality, developed teacher experience in new pedagogies, healing of war trauma, and reduction in violence and in use of corporal punishment.
CCTs said that,

'Although the impact of peace education has not been very much observed in the teaching and learning processes in classrooms and schools in general, peace education has generally remoulded the teachers' personalities and pupils' behaviour, there is a reduced rift between teachers and administrators and improved relationships between teachers and pupils'.

'Teachers gained experience in new peace education pedagogical approaches, as well as healing of war trauma for both teachers and pupils…. and the different categories of pupils and ways of handling them'.

As another benefit of REPLICA-PEP, a CCT noted that,

'Peace education appealed to the teachers' violence, and reduced emotional tendencies of teachers in handling children's disciplinary cases, they use more positive disciplinary measures like counselling,... for example, one teacher always advises pupils that,….no one should hold a stick or stones, since teachers also do not now carry sticks'.

Referring to pupils' perceptions about teachers that teach peace education the CCT stated that,

'The pupils themselves prefer teachers who teach peace education because they don't beat them, insult them, call them names or ignore them. The teachers used to be arbitrary about the use of punishment and often condemned the whole class even on simple issues like noise making but now, since the introduction of REPLICA-PEP, some teachers have a more personal relationship and are much approachable than the teachers who did not receive peace education training'.

Referring to both peer support and peace of mind, the same CCT noted that,

'There is improved peer support, pupils can share books easily, discipline in schools is improving, there is team work to recover lost property,… the programme has led to peace of mind and improved concentration by pupils'.

Another CCT noted a reduction in the use of corporal punishment but was not confident about the interpretation of peace education in terms of school discipline and the functionality of the peace-clubs as illustrated by these two statements:

'Reduction in the use of corporal punishment by teachers and reduced incidences of violence from learners, however teacher control, supervision and school rules and regulations are also used as behaviour management strategies'.

'The potential relevance of peace education to pupils' lives beyond school discipline and pupil safety is often not fully exploited by teachers; in many cases, limited connections are being made between peace education and pupils' every day conflicts… school peace-clubs are no longer functioning since project funding ended.'

The CCTs views on the impact of REPLICA-PEP indicate a reduction in violence among pupils and in teachers' use of corporal punishment. Teachers have been equipped with peace pedagogy and ways of handling different categories of pupils which has resulted in improved relationships between teachers and pupils and among pupils themselves. However, CCTs views also indicate the limited accompanying application or change and use of peace education pedagogy in the classroom by teachers, citing a minimalist application of peace education in terms of a combination of positive school discipline and teacher control, rather than the development of pupils conflict resolution and problem solving skills that would enable pupils to manage every day conflicts.

9.4.4. REPLICA and MoES officers' perceptions of the impact of the REPLICA-PEP on pupils' peace-related knowledge, attitudes, skills and behaviour

REPLICA and MoES officials perceived the impact of REPLICA-PEP in terms of a reduction in pupil aggressive behaviour and positive disciplining by teachers as indicated in their statements below:

'There has been a reduction in pupil aggressive/anti social behaviour and an increase in pro-social behaviour, for example direct physical

violence such as hitting, kicking one another and fights, as well as anti social behaviours like ruining other children's games and activities or playing materials. Learners have acquired social behaviours such as sharing, communication, making friends and there are few cases of isolation, discrimination and stigmatisation of returnees and formerly abducted'. (REPLICA-Official)

'Although some children still engage in war like play, children can share books easily without removing the pages of the book, reduced incidences of the use corporal punishments by teachers. However teachers have also reported that there are pupils who need personal approach as they seem to be learning nothing from peace education'.(REPLICA-Official)

Regarding positive disciplining the officials made the following statements:

'Previously teachers while going to class, they used to carry a cane, books and chalk but now teachers only carry books and chalk and there is an improved relationship between the pupils and the teachers, this has led to peace of mind and improved concentration by pupils'. (MoES-Official)

'Replacement of disciplinary committees with guidance and counselling in some schools.....instead of suspending the pupil from school for a week such extreme cases are usually referred to the guidance and counselling teacher first, however many schools prefer to use the disciplinary committee for extreme cases of indiscipline and give corporal punishments'.(MoES-Official)

An MoES-Official also noted the programme benefits in terms of developing teachers peace

education pedagogy and pupil behaviour management,

'REPLICA-PEP training introduced the basics of a learner friendly school and peace oriented pedagogy, led to the development of teachers with extra knowledge and skills to use and advise others on how to develop learner friendly classrooms and handle pupils with behaviour and concentration problems'.

As a benefit of REPLICA-PEP,

'There is a gradual change in pupils' behaviour for example teachers have reported regular attendance by pupils with limited truancy which

has been a result of renewed interest towards education and staying at school'.(MoES-Official)

'Pupils are less violent, many schools report positive behaviour change and cordial relationships between teachers and administrators'. (REPLICA-Official)

REPLICA-PEP and MoES officials perceived the impact of REPLICA-PEP in terms of reduction in violence and aggressive behaviour among pupils, development of a cadre of teachers equipped with peace pedagogy, replacement of school disciplinary committees with guidance and counselling committees and a gradual shift from peacekeeping to peace making, especially by teachers who have been trained in peace education, and a renewed pupil interest in attending school.

9.4.5. District officials' perceptions of the impact of the REPLICA-PEP on pupils' peace-related knowledge, attitudes, skills and behaviour

The District officials viewed the benefits of REPLICA-PEP more in terms of the introduction of peace education pedagogy, psychosocial healing and pupils' positive attitudes towards the school:

'It is assumed that the REPLICA-PEP methodology should translate into changes in classroom practice from a teacher-centred pedagogy to a learner-centred pedagogy and lead to democratic participation by pupils, however teachers seem to be more aware of it than put it into practice.'(DIS)

Another DIS viewed the REPLICA-PEP impact in terms of pupils' positive attitude towards the school,

'In the few schools where teachers have embraced peace education in terms of interaction with learners in class and out of class, it has helped to reduce psychosocial stress not only among pupils but also among teachers, improved classroom atmosphere and as a result pupils have developed positive attitudes towards school'.

In terms of reduction in violence the district officials noted that,

> 'Displacement of anger through violence has reduced as pupils are less destructive to school property, which can also be observed in the reduced stones on the roofs of school buildings and teachers use positive disciplinary measures other than corporal punishment, respect for teachers, few cases off absenteeism'.(DIS)

> 'During football, music and athletic competitions there used to be a lot of stone throwing, fights, abusive singing and language especially between the winners and losers to the extent that these competitions had been suspended in our district, however with the introduction of peace education in schools this level of violence has gone down although there are some violent acts that are still reported in these competitions'.(MEO)

The District officials view the impact of REPLICA-PEP more in terms of developing teacher awareness of a peace education pedagogy than its application; a reduction in violence among pupils and psycho-social stress for both teachers and pupils; reduction in pupils destructive tendencies as means of anger displacement; respect for teachers and positive disciplining which has led to pupil positive attitudes towards their school and few cases of absenteeism.

9.4.6. The perceived impact of REPLICA-PEP: A comparison of pupils, teachers, district, CCTS, MoES and REPLICA officials views

Pupils' views on the impact of REPLICA-PEP varied in terms of those who attended the peace-club activities and those who only attended lessons in which peace education was integrated. Pupils indicated awareness of the dangers of violence, developed negative attitudes towards the use of violence and an acceptance of non-violence conflict resolution alternatives with support of an authority person rather than peers or active engagement. Pupils also suggested strategies for conflict resolution depending on the category/nature of pupils involved in the conflict and are able to tell the difference between teachers and pupils that have been exposed to peace education by their behaviour.

For teachers, the impact of REPLICA-PEP is perceived in terms of pupil awareness of the dangers of violence and non-violence conflict resolution alternatives which has led to positive attitude development towards non-violence, a reduction in violence (fighting, bullying and victimisation), a reduction in destructive anger displacement, improved discipline and obedience to teachers.

Teachers also viewed REPLICA-PEP impact in terms of their transformation from use of corporal punishment to positive disciplinary methods, which has not only led to improved relationships between teachers and pupils, but also regular attendance by pupils, participation in class and co-curricular activities. Absent in teachers' views is perceived teacher transformation in acquisition, use or change towards a peace-oriented pedagogy in their classrooms.

However teachers also stated that some pupils have not yet developed anger management and self control skills citing abrupt fights among pupils resulting from failure to control their impulses and feelings when confronted, and the limited competence of pupils in relating peace and non-violent conflict resolution to their every day conflicts.

While teachers cited improved relationships between them and the pupils, pupils cited the following aspects that they do not enjoy about their school: negative comments and responses from teachers, abusive and belittling language used by some teachers and pupils, being caned by teachers, theft, fighting at school and on the way to and from school, provocation to fight by peers especially boys, discrimination in punishment especially for returnees and over age pupils. This indicates that pupils still experience violence at school both from teachers and fellow pupils.

On the other hand, CCTs perceived the impact of REPLICA-PEP in terms of reduction in the use of corporal punishment by teachers, reduced incidences of violence from pupils, development of teacher experience in peace education pedagogy, awareness of the categories and nature of pupils and ways of handling them, which has led to improved relationship between teachers and pupils, improved discipline and concentration on class activities by pupils.

However, CCTs pointed out that, though teachers were trained in peace pedagogy they do little to enact it in their classrooms. They also stated that teacher control, supervision and school rules and regulations are still being used as behaviour management strategies. CCTs also stated that in many cases, limited connections are being made within schools between peace education and pupils' every day conflicts, and were concerned about the efficacy and functionality of the school peace-clubs since project funding ended.

District officials perceived REPLICA-PEP impact in terms of a reduction in violence, reduction in pupils anger displacement destructive tendencies, and a gradual shift to positive disciplining by some teachers. They specifically indicated that, in some few schools where teachers have embraced peace education in terms of interaction with learners in class and out of class, it has helped to reduce psychosocial stress not only among pupils but also among teachers. There is an improved classroom atmosphere and as a result pupils have developed positive attitudes towards school, respect for teachers and there are fewer cases of pupil absenteeism. However, they noted that teacher awareness of peace pedagogy has not translated into peace-oriented classroom practice.

REPLICA and MoES Officials perceived the impact of REPLICA-PEP in terms of a reduction in pupil aggressive/anti social behaviour and an increase in pro-social behaviour, for example reduced direct physical violence such as hitting, kicking one another and fights, as well as a reduction in anti social behaviours like ruining other children's games and activities or playing materials. Pupils have acquired social behaviours such as sharing, communication, making friends and there are few cases of isolation, discrimination and stigmatisation of returnees and formerly abducted. They stated that, although some pupils still engage in war like play, they can share books easily without removing the pages of the books.

They further perceived REPLICA-PEP impact in terms of development of a cadre of teachers equipped with peace pedagogy, replacement of school disciplinary committees with guidance and counselling committees in some schools, and a gradual shift from peacekeeping to peace making especially by teachers who have been trained in peace education and a renewed pupil interest in attending school.

On the whole, teachers, CCTs, District, REPLICA and MoES officials perceived the programme as having reduced violence and aggression among pupils, improved relationships among pupils and teachers. Their views also converged regarding the difference between teachers that were trained in peace education and those that did not receive training, especially in terms of creating positive relationships with pupils and positive disciplining. CCTs, District, MoES and REPLICA officials also shared the same views about the introduction of peace education pedagogy by REPLICA-PEP and its limited use and application in the classroom by teachers.

This evidence points to a difference in REPLICA-PEP perceived impact between teachers who related it only to pupil behaviour and attitude change, and CCTs, District, MoES and REPLICA officials who perceived programme impact both in terms of pupil attitude and behaviour change, school system pedagogy transformation towards a peace orientation, and learner participation and attendance at school, suggesting that teachers had little understanding and responsibility in using a peace-education pedagogy to develop peace-related knowledge, attitudes, skills and behaviour among pupils, leading to gap in the implementation of REPLICA-PEP theory of change.

9.4.7. Discussion: The congruence between the impact and the expected Outcomes

REPLICA believes that by institutionalising peace education in primary schools in Northern Uganda, through an integrated whole school approach using learner centred methods, reinforced by peace-clubs, school assemblies, learner-friendly school environment, talking compound with peace messages, positive disciplining and teachers as role models practising peace behaviours, pupils will develop awareness for the causes and dangers of violence, develop negative attitudes towards violence, and develop a positive view of conflict and non-violence and therefore reduce violence and bullying in schools. Pupils will also develop problem solving and conflict resolution skills, conflict prevention strategies, discipline and good values. REPLICA-PEP also believes that through the use and application of these skills pupils will mitigate the effects of violence on the victims and also become the centres and agents of peace in their schools and communities.

This REPLICA-PEP view is based on the assumption that pupils' moral development can be enhanced by appropriate curricular, teaching methods, relationships in the classroom and the school as a whole, and pupils will see violence as an unacceptable option and choose non-violent ways to resolve conflicts (MoES, 2007a). This is reinforced by earlier promising

studies showing that the developmental trajectory of youth violence may be altered (Lantieri 2001; Stoolmiller et al., 2000), studies demonstrating that aggressive behaviour can be reduced by altering the social environments at school (Farrell & Meyer, 1997; Grossman et al.,1997).

The results presented above indicate that the REPLICA-PEP as a whole was able to achieve many, though not all, of its objectives. Regarding the aim of institutionalising peace education in schools, the programme has targeted both key people and more people for example, MoES and District Officials, CCTs, teachers and pupils so as to cause not only individual change, but also whole school system change. This is consistent with Anderson's (2003) view that, in order to be successful, programmes must affect both the individual and the socio-political (structural-institutional) level; they must also affect key stakeholders as well as a critical mass of the population. However targeting three teachers per school in the Training of Trainers workshops and use of the cascade model of training limited the possibility of a whole school wide approach. Changing individuals and whole school practice would have been easier if all teachers in the school had been trained at the same time.

Such small numbers of staff are faced with the problem of cascading, moreover significant educational change requires whole school training as the few teachers trained have less authority to change every one in the school (Harber and Stephens, 2009). Interviews with teachers and CCTs during this study revealed that there was little firm evidence that those that had been trained passed on their understanding and skills to other teachers in the school and this possibly undermines the effectiveness of REPLICA-PEP.

The views and perceptions of teachers, pupils and CCTs suggest that REPLICA-PEP led to pupils' awareness and understanding of general knowledge about peace, non-violence and

alternatives to violence however with less competence in the application of conflict resolution skills such as negotiation, dialogue, reconciliation; conflict prevention strategies, problem solving and anger management, This is not surprising as pupils were hardly given an opportunity to practice the personal, social and conflict resolution skills in structured settings like classroom or real situations in the playground or outside school through the use of REPLICA-PEP enrichment activities which were meant to provide pupils an opportunity to practice and use the peace education knowledge and skills at school and in the community.

Although the views and experiences of pupils, teachers, and CCTs indicated general awareness and understanding of peace, violence and non-violence as the key ideas in REPLICA-PEP, pupils' views and attitudes expressed in both the peace poems and focus group interviews did not highlight empathetic attitudes towards the returnees, formerly abducted, victims of bullying at school or victims of war or any form of violence. This indicates a limitation in the development of pupils' attitudes and behaviour in terms of mitigating the dangers of violence on the victims of violence and may contribute to the continued disaffection, isolation and aggressiveness of the victims of bullying and violence.

From this evidence, it is possible to suggest that the impact of REPLICA-PEP was more on the cognitive awareness dimension, reduction in violence, disaffection and aggressive behaviour and negative attitude development towards violence and much less on the development of social skills and attitudes such as, living and working cooperatively with other people and caring for others in the community, tolerance, and conflict resolution and prevention skills, problem solving, and reconciliation which are necessary for making learners centres and agents of peace. This would also suggest that, although pupils learned some concepts of peace, conflict, violence and non-violence, they are less able to apply them.

This finding is consistent with other studies that have found a significant increase in pupils' knowledge with less use and application of conflict resolution and prevention strategies (Cremin, 2002). This trend is also complicated by Rosen and Salomon (2010) finding that peace education programmes in the context of intractable contexts such as northern Uganda succeed mainly in affecting more peripheral beliefs, which are more easily changeable, less consequential, and have a far weaker connection to actual behaviours. Nonetheless, Reardon (1988) points out that relatively more peripheral attitudes and beliefs, can serve as an important step toward more general strategies that address violence.

REPLICA-PEP does not appear to have led to pupils' acquisition of anger management/ impulse control skills leading to emotional regulation deficits and peer relationship difficulties evident from provocation tendencies and abrupt angers cited in teachers' views about the impact of the programme. Owing to the fact that some pupils can still provoke or incite others into violent behaviour pupils' peace-building behaviours are not yet fully developed.

There does appear to be strong beliefs among pupils supporting non-violence responses and behaviour, however pupils' are limited in applying the strategies of non-violence due to deficits in developing cooperative social problem solving, conflict resolution and prevention skills, leading pupils to prefer conflict resolution by authority rather than by peers or themselves.

The acquisition of problem solving skills and non-violent conflict resolution strategies was limited by the reproductive nature of a teacher-centred pedagogy. This is consistent with (Bush and Saltarelli, 2000) observation that curriculum packages that promote tolerance will

have little impact if they are delivered within educational structures that are fundamentally intolerant, moreover, peace education cannot succeed without measures to tackle the destructive educational practices that fuel hostility. Although, REPLICA-PEP attempts to address the school pedagogy by introducing teachers to peace pedagogy and positive disciplining measures, as a benefit of the programme teachers became aware and conscious of their disciplinary measures and pedagogy. However, changing from a teacher-centred to pupil-centred peace pedagogy and positive disciplining still poses a challenge. This principal difficulty that teachers face is explained by Bush and Saltarelli (2000) that it is easier to add new educational initiatives than to change old ones, because the change of educational practice is a fundamentally political threat in the sense that it challenges structures of authority, dominance and control.

Noting that the objectives of peace education can only be achieved by imparting specific values, attitudes, beliefs, skills and behavioural tendencies that correspond with the objectives of peace education. Imparting values of peace is of particular importance as these values influence specific beliefs, attitudes and behaviour. In addition peace education emphasises the acquisition of peaceful behavioural patterns, as changes in behaviour ultimately signal the achievement of peace education objectives (Bar-Tal, 2002). REPLICA-PEP was able to develop pupils' understanding of the dangers of violence and a reduction in violence, however there is a limitation in the development of peace behavioural patterns, symbolic cues, and salient symbolic social models that would reinforce the development of a peace culture among pupils in the schools.

Although it appears that school-wide implementation of REPLICA-PEP for three years produced positive changes in terms understanding of peace, conflict, violence and non-

violence, reduction in violence and bullying, it was not sufficient to develop competency and skill related changes among all pupils. The dominant teacher-centred teaching/learning strategies and symbolic co-curricular activities like assemblies, school system asymmetrical relationships and the challenges of conventional schooling in a post-conflict context may have been responsible for the limitation in the development of behavioural outcomes.

9.5. Institutionalisation and sustainability: What capacity, processes and activities have been developed to foster institutionalisation and sustainability of REPLICA-PEP in Schools?

It is important to note that REPLICA-PEP support and funding ended in December 2009 (MoES, 2006b), however the integration of peace education was supposed to continue. Since the goal of REPLICA-PEP is to institutionalise peace education in schools, it is also important therefore to explore what capacity in terms of personnel, processes and activities have been developed by REPLICA-PEP to enhance institutionalisation and sustainability. Moreover, significant lasting effects on hearts and minds require sustained educational investment and a supportive social climate (Bar-Tal and Rosen, 2009). Examination of REPLICA-PEP sustainability can provide an understanding of what structures have been created or personnel trained, and what skills have been improved upon that will allow for the continuation of the programme in the schools and the sustainability of the new capacities.

On sustainability of the programme, a REPLICA-PEP official stated that,

> 'REPLICA-PEP integrative approach to the teaching of peace education through subjects of the primary school curriculum is to ensure sustained, ongoing and long-term teaching and learning of peace education in primary schools'.

Another REPLICA-Official said that,

> 'REPLICA attempts to sustain the changes by institutionalising the use of peace-clubs and advising schools to develop a supportive school environment with peace messages and teachers that constantly remind pupils about non-violence'.

Citing the role of Peace-clubs in the institutionalisation and sustainability of peace education in schools, a CCT noted that

> 'The peace-club Patron and Matrons through the school peace-clubs will ensure sustainability by continued peace-club activities in the school on weekly basis'.

Further, as indicated in the REPLICA Programme Evaluation Report USAID (2008), REPLICA components interacted positively with programmes from outside REPLICA, such as PIASCY for health messages in the community; the BEPS teacher education activities with a focus on cooperative learning; the guidance and counselling component and the primary school curriculum, subjects especially religious education and social studies, and that the teaching of these subjects can enhance the sustainability of peace education in the schools.

Noting the value of the existing structures, an MoES-Official noted that,

> 'The programme works through the existing structures and involvement of system personnel, such as DIS, DEO, MEO, CCTs, and teachers has helped to integrate REPLICA philosophy and practice in schools through routine interaction and monitoring to ensure sustainability of peace education in schools beyond the project funding period'.

However a MEO suggested that institutionalisation of peace education was not effectively carried out because,

> 'Not enough teachers were trained in primary schools and those teachers that were trained find it very challenging to influence the many teachers who were not trained or received inadequate training and the peace-clubs are no longer functional since the end of project funding'.

The problem of inadequate training of teachers affects both programme implementation and sustainability. While REPLICA and MoES officials are of the view that REPLICA-PEP can be sustained by using existing school structures, it still remains a challenge as the school structures are authoritarian and perpetuate symbolic violence through pedagogic actions within the context of power and relationship asymmetries that exist between teachers and pupils. CCTs, on the other hand, indicated that having peace education resource rooms and functional peace-clubs will lead to sustainability of the programme, however they were concerned about the inadequate training of teachers. Programme sustainability is particularly significant as the need for continuous intervention, with ongoing reinforcements of the changes attained, is necessary, especially where those changes are under constant threat of being nullified by ongoing violence, as well as by the general belligerent social atmosphere that opposes such changes (Bar-Tal, 2002).

9. 6. The post-conflict context and its influence on REPLICA-PEP effectiveness

In addition to conventional schooling and post-conflict challenges discussed earlier in chapters (6, 7,8) of this thesis, teachers, CCTs, District, MoES and REPLICA officials cited the following as the challenges to pupil development of peace-related knowledge, attitudes and behaviour and sustainability of REPLICA-PEP:

> 'The peace building efforts in the schools are washed away by the existing violence in the communities where children live especially domestic violence, and current national issues like corruption in public offices, regional imbalances and inequalities'. (Teacher)

> 'Contradiction between the peace messages given to pupils at home and at school. Pupils are advised to be strong enough to be able to fight back or ran away when attacked or abused, yet at school we tell them not to do so. This creates a dilemma in pupils' decision of what is the most appropriate conflict resolution alternative'.(CCT)

Uncoordinated peace education programmes in the region,

> 'There are very many peace education programmes in the region which are not coordinated at all, to the extent that some teachers have attended different workshops on varied approaches of teaching peace education'.(CCT)

Additionally, uncertainty about peace in the region was cited as key challenge as illustrated in the statement below:

> 'Although, the municipality is peaceful, there is uncertainty about peace in the villages'.(DIS)

The divide between private and government primary schools in terms of provision both materials and training of teachers for peace education as expressed by these illustrations by a REPLICA-Official,

> 'Although all the government primary schools received free materials, the private primary schools were to buy these materials, this is compounded by the fact that teachers from the private schools were not given an opportunity to participate in the training for REPLICA-PEP'.(REPLICA-Official)

This not only widens the gap between private and governments schools regarding provision of peace education but also renders the programme to what Anderson (2001) refers to as doing harm to the private schools and perpetuates the structural and resource inequalities that characterise private and government primary schools in Uganda.

9.7. Conclusion: The Effectiveness of REPLICA-PEP

The findings from this study point to the conflict between REPLICA-PEP principles and practice and conventional schooling by identifying contradictory features, processes and practices. The effectiveness of REPLICA-PEP is mediated by the conflict between conventional schooling and peace education, constraints imposed by the pedagogic environment of the schools and the post-conflict educational context in which the programme is implemented. In particular, the evidence reviewed herein appears to suggest that REPLICA-PEP effectiveness is influenced by the following:

REPLICA-PEP design factors such as; the use of English in lower primary school books, even though pupils study in local language; cascade training and limited support for teachers; citing only titles of primary school reference topics for integration in REPLICA-PEP books; an indirect model of peace education; lack of learning outcomes indicators and competences for learning areas and using the same school system structures which have embedded symbolic and physical violence.

Conventional schooling challenges include: educational system mandates and control in terms of syllabus coverage and national public examinations which influence teachers to use more teacher centred pedagogies than peace-related pedagogies; coverage of more examinable subject content and less REPLICA-PEP content; use of primary curriculum books rather than REPLICA-PEP books; use of individual tests and exercises to test cognitive subject knowledge and less multi-model REPLICA-PEP assessment strategies; and hierarchical relationships between teachers and pupils.

Post-conflict context challenges are: The effects of war that culminated in learners with several special and learning needs in inclusive classrooms; a belligerent environment that reinforces varied forms of violence; poverty; lack of school meals; pupils with less interest in learning leading to dropout and truancy; early marriages; large class sizes; teacher attrition to peaceful areas; less teacher commitment, creativity and professionalism, schools missed out on instructional materials that were supplied during the conflict period; limited funding for peace-club activities; movement and transfer of pupils with no records stifling efforts to record behaviour change and loss of study time on the school time table.

Taken together, the challenges to the effectiveness of REPLICA-PEP highlighted in this study demonstrate how the effectiveness of peace education in a post-conflict context such as Northern Uganda is regulated by both contextual factors within and outside schools, school system symbolic and actual violence and the pedagogic prescriptions of the official curriculum. Contextual factors at the school and education system levels posed more challenges to the integration of peace education, manifesting considerable tensions and conflicts between the realities of conventional post-conflict schooling and what REPLICA-PEP prescribes.

Drawing on experiences from South Africa and Namibia, Chisholm and Leyendecker (2008) argue that local cultural and contextual realities and capacities are usually overlooked while legislating for learner-centred practices in sub-Saharan African countries yet the broader cultural context in this region constrains learner-centred practices along with material constraints on implementation. Yet the long history of teaching and learning in Africa does not support pupil participation and inquiry, stifling efforts to introduce progressive pedagogies (Rowell and Prophet, 1990).

Chapter 10: Conclusion and Recommendations

10.1 Introduction

The main purpose of this research was to gain insights into the effectiveness of an on-going peace education programme, particularly in the context of schooling in a post-conflict region. For this purpose the overall research investigated theoretical and practical aspects of the programme, explored key issues regarding the principles and practice of peace education in a post-conflict context; conducted an empirical study of a peace education programme and its implementation in schools; and explored the conditions of conventional schooling in a post-conflict region as a context for peace education. In the light of the findings from the research, this section restates the research questions, and considers how the research has contributed to answering them.

Overall Research Question:

10.2 How effective is REPLICA-PEP in the achievement of its Aims and how is this affected/influenced in practice by conventional schooling in a post-conflict context?

Research Questions:

10.2.1 What are the objectives of the REPLICA-PEP?

10.2.2 To what extent do REPLICA-PEP content, educational materials and methods match its aims?

10.2.3 How do teachers integrate and use REPLICA-PEP content, educational materials and methods to achieve these aims?

10.2.4 To what extent do REPLICA-PEP assessment strategies match its aims and how do teachers use REPLICA-PEP assessment strategies to achieve these aims?

10.2.5. What is the perceived impact of REPLICA-PEP?

10.2.6 What is the influence of conventional schooling in a post-conflict context to

REPLICA-PEP effectiveness?

10.2.1 What are the goal, aims and objectives of REPLICA-PEP?

In REPLICA-PEP textbooks (MoES, 2007a ,2007b, 2007c, 2007d), the goal of REPLICA-PEP is to institutionalise peace education in schools in the conflict affected areas with an aim of reducing violence and bullying by teaching pupils non-violence conflict resolution and peace-related knowledge and skills . REPLICA-PEP also endeavours to facilitate pupils' acquisition of problem solving, conflict resolution and prevention skills to enable them become the centre and agents of peace in their respective communities. In the interviews and REPLICA-PEP documents, REPLICA-PEP emphasised the need for pupils to understanding the dangers and causes of violence, develop a negative attitude to the use of violence and to develop awareness of non-violent conflict resolution alternatives and skills, recognising that pupils in such a post-conflict setting have had no alternative exposures to solving problems and conflicts other than violence which has conditioned pupils to accept and use violence as a norm and yet formal schooling does not offer an opportunity for non-violent alternatives, and instead is violent itself and perpetrates violence too.

In order to address school violence REPLICA-PEP also aims to promote and improve the nature of relationships among pupils and teachers so as to develop a child-friendly environment in schools and classrooms using peace education pedagogy to develop pupils' peace-related social skills and dispositions such as respect, empathy, forgiveness, reconciliation, dialogue, cooperation and tolerance.

REPLICA-PEP considers that pupils' behavioural problems and poor participation in learning are caused by their struggle and experiences of a violent conflict which has caused them to develop negative views of themselves, others and their schools expressed in violent

behaviours, absenteeism, drop out, truancy and lack of interest in learning. Therefore REPLICA-PEP aims to make schools more child-friendly so as to enable learners to participate in their own learning and to benefit from Universal Primary Education.

By exploring the REPLICA-PEP theory of change, goals, aim and objectives the study recognises that REPLICA-PEP is more than a universal violence prevention programme implemented by all staff for all pupils, focusing on individual attitude and behavioural change at the personal, relational levels, but also incorporates an on-going long-term strategy to alter the system structure and culture of the entire school that perpetuates violence. However, teachers' understanding and views of peace education and its aims and objectives illuminated a view that responsibility for change lies with learners and less about teacher and school system change to eliminate teacher and school system perpetuated violence (page 135). Therefore REPLICA-PEP faces a challenge as it threatens the structures of authority, dominance and control in the education system controlled by symbolically violent ideologies of the dominant group thereby limiting programme effectiveness.

10.2.2 To what extent do REPLICA-PEP content, educational materials and methods match its aims?

REPLICA-PEP provides peace-related content, peace education books and methods of teaching guided and influenced by peace pedagogy in a unified framework which enhances compatibility between all the three aspects of educating about peace (through content), in peace (learning context and methods) and for peace. In educating about peace (through content), REPLICA-PEP provides relevant content about negative peace (reduction in violence and bullying) and positive peace (cooperation, empathy, impulse control, living together, conflict resolution and prevention), that addresses the pupils' needs, interests and,

challenges of formal schooling in northern Uganda and the learning areas are compatible with the existing primary school curriculum. As a limitation to effectiveness, few learning areas of REPLICA-PEP were covered as teachers struggled to cover the primary school curriculum topics of the examinable subjects and therefore curricular content was narrowed in favour of tested subjects to the detriment or exclusion of non-examinable subjects like peace education.

REPLICA-PEP methods take into account the learning processes required for the development of peace-related knowledge, attitudes, skills and behaviour. REPLICA-PEP provides specially structured teaching/learning resources (in terms of books) designed according to peace education pedagogic principles, with appropriate, organisation, design, sequencing and methodology. The books address the various objectives of REPLICA-PEP within a coordinated framework, so that the cluster of knowledge, attitudes, skills and behaviour, and messages of peace are developed systematically over the years of schooling. REPLICA-PEP books also contribute to school resources in a region suffering from a dearth of learning and instructional materials.

The materials are adaptable and compatible with the existing primary school curriculum, age appropriate, culturally suitable and sensitive, incorporating gender and context perspectives. However, there is a language incompatibility between REPLICA-PEP lower primary books and the thematic curriculum books for lower primary. The relevance, appropriateness and comprehensiveness of the materials was limited because only titles of themes and sub themes were cited rather than detailed content from the primary school curriculum which meant that teachers had to juggle between various books for subject matter content and peace education when planning lessons.

This may have led to limited use of REPLICA-PEP books by teachers in the setting of lesson objectives, selection and organisation of content, appropriate methods and enrichment activities for pupils. The limited use led to relative unfamiliarity with REPLICA-PEP books by both teachers and pupils as observations and interviews revealed that much less effort was made by teachers to familiarise themselves with the books or have pupils use them independently as readers or curriculum support material in various subjects.

Additionally, REPLICA-PEP provides guidance on approaches and methods of teaching peace education. In this vein, REPLICA-PEP introduces a learner-centred pedagogy where the learner is at the centre of the teaching and learning process and learners' experience is a resource for learning. Moreover, REPLICA-PEP teaching and learning procedures and enrichment activities suggest learner-centred methods such as role play, group and pair work, storytelling and sharing of experiences, field work, guided discussions, demonstrations, simulation games on dialogue and persuasion, ensongment using peace themes, drawing, brain storming, consensus building, use of a resource person, pictures and illustrations. From the interviews and documentary analysis, REPLICA-PEP believes that use of these methods and enrichment activities will not only provide a positive experience of learning but will also develop pupils attitudes, understanding, skills and behaviour in relation to peace.

Moreover REPLICA-PEP attempts to develop a whole school approach to peace education by training first three teachers per school, and all teachers using cascade model of training, the use of school assembly, peace talking compound, peace education resource room and peace-clubs.

10.2.3 How do teachers integrate and use REPLICA-PEP content, educational materials and methods to achieve these aims?

The use of the integration approach led to a fragmentation of peace education concepts in all subjects and a lack of cohesion in the educational experience of the pupils, since different teachers worked in relative isolation to integrate and incorporate peace education learning areas or messages into their lessons and activities as reflected in the lesson plans (appendix J) and lessons observed (appendix K).

REPLICA-PEP intended that teachers use structured experiential activities to involve pupils actively in thinking about and developing positive attitudes, non-violence and conflict resolution skills while practicing the application of what they have learned. Overall, the dominant form of teaching that was observed suggested that teachers still used more traditional, teacher-centred forms of pedagogy. The lesson plans represented the teachers' espoused theories of integrating peace education using learner-centred methods, but the dominant model of teaching observed in the lessons was incongruent.

Although teachers demonstrated much enthusiasm for peace education during interviews and claimed to practice peace education oriented pedagogy, lesson observations only partly substantiated their accounts. This suggests that the peace education pedagogical reform permeated classrooms to a lesser extent than alleged by teachers. It seems that peace education was embraced unevenly among the two schools and classrooms of the same school. While some teachers undertook substantial changes, especially the Peace-club Patrons and Matron, and practised various aspects of peace education pedagogy, many others managed only modest, formalistic revisions and others did nothing about it.

10.2.4 (a) To what extent do REPLICA-PEP assessment strategies match its aims and how do teachers use these strategies to achieve these aims?

Interviews, documentary analysis and observations suggest that REPLICA-PEP assessment strategies have the potential to: develop peace-related knowledge, skills and behaviour among pupils, and contribute to an understanding of their progression and development. The strategies introduce learner-centred participatory assessment practices consistent with peace pedagogy as they are multi-modal, interactive, meaningful, group and individual activities which are dynamic and open ended. These assessment strategies attempt to meet the different ability needs of learners by suggesting several assessment strategies for each learning area, allowing for the possibility of multiple and varied opportunities for learners to demonstrate their competence and achievements. However, the lack of explicit learning outcomes indicators, record books and guidance on what and how to record in observations rendered the use of teacher observation as an assessment strategy not utilised.

Additionally, individual classroom exercises, teacher dominated closed questioning and less interactive and participatory opportunities for pupils in the two schools limited the potential of the strategies as teachers struggle to cover curriculum content in order to prepare for summative examinations which perpetuated the dominance of national primary leaving examinations (PLE) and syllabus coverage as a means of curricular control. Teachers use of subject knowledge assessments rather than REPLICA-PEP assessment for learning resonates with Bourdieu and Passeron (1991) notion of intelligence tests which test the 'cultural arbitrary'.

While REPLICA-PEP assessment strategies by their design match with the aims of the programme and are consistent with peace pedagogy, their use in classroom was minimal, and

in some lessons non-existent. The classroom exercises observed were predominantly cognitively-oriented questions requiring learners either to fill in or to reproduce some of the answers or words used during the lesson and there was much less on the affective domain and behaviour change as reflected on pages (244, 245, and 246).

10.2.5. What is the perceived impact of REPLICA-PEP?

The evidence from this study suggests that school-wide implementation of REPLICA-PEP using an integrative approach for the three years produced positive changes in terms of pupils' attitude change to non-violence and awareness of non-violence conflict resolution alternatives. This led to a reduction in violence, bullying, improved discipline and relationships between teachers and pupils. However, pupils have not developed competences and skills for active problem solving and conflict resolution which limits their ability to become 'centres and agents of peace' in the school and their communities.

REPLICA-PEP has led to the development of a cadre of teachers potentially equipped with peace pedagogy, replacement of school disciplinary committees with guidance and counselling committees in some schools, while in some the two exist together, and a gradual shift from peacekeeping to peace making, especially by teachers who have been trained in peace education, and pupils' renewed interest in attending school. However, the introduction of peace education pedagogy has not translated into classroom practice. This study also finds that, in a significant minority of cases, REPLICA-PEP has led to curricular content expansion to include peace education, the integration of peace education content, and some pupil centred, cooperative pedagogies observed in some of the lessons.

10.2.6 What is the influence of conventional schooling in a post-conflict context to REPLICA-PEP effectiveness?

The findings of the study suggest that the nature of conventional schooling in a post-conflict context presents practical and contextual challenges for programme effectiveness. Despite the recommendations of REPLICA-PEP, the findings of this study suggest that conventional schooling encourages curricular alignment to tested subjects, teacher-centred methods of teaching that enhance cognitive knowledge acquisition and less interactive and inclusive modes of assessment. Thus this study highlights three different, interrelated types of curricular control and conflict between peace education and conventional schooling operating within the framework of school symbolic violence and schooling as violence itself:

(i)   control and conflict in terms of content,

(ii)   control and conflict in terms of educational materials and methods

(iii)   control and conflict in terms of assessment strategies

Additionally, post-conflict challenges continue to restrict REPLICA-PEP effective implementation and impact. Such challenges include: overcrowded classrooms; limited teacher professionalism and motivation; various categories of learners (over-age, returnees, formerly abducted, visually and physically impaired, orphans, children heading families), physical and psychological forms of violence; denial and redirection of educational materials during the war; the belligerent post-conflict environment, lack of pupil monitoring data and records.

10.3 Limitations of the study

Several potential limitations of this study should be noted. First, relying on self-reports from pupils. However, reviews of the literature have suggested that, under proper circumstances, adolescents tend to be reasonably truthful in reporting rates of problem behaviours (Johnston et al, 1995; Oetting and Beauvais, 1990; Johnston, 1985). Considerable efforts were taken to obtain valid self reports and the use of implicit questions and elicitive questions (indirect questions which neither inform the pupil of what is being assessed nor request self-report concerning it) about behaviour change. Although school based data such as observed and reported violent and aggressive behaviours could provide objective evidence, such data are often difficult to obtain in post-conflict contexts as schools lacked records not only on pupils' progression in REPLICA-PEP learning areas but also on the REPLICA Programme in general. Moreover, school-based data such as reported incidents of fighting are fraught with potential problems (Farrell and Meyer, 1997) as not all fights or violence take place on school grounds during school hours and not all of these come to the attention of school officials.

However, including all primary five and six pupils in the focus group interviews and retrospective interviewing resulted in a design in which all pupils that had participated in the programme from the beginning of the project funding to participate, as at the start of the programme these pupils were in primary two and three respectively and were therefore able to reflect on their earlier experiences.

Another limitation of ascertaining the impact of REPLICA-PEP earlier noted by (USAID 2008; Lynd, 2007) was that the lack of quantifiable and reliable indicators which limited the collection of a substantial body of monitoring data that could provide many useful insights

into project successes and difficulties in addition to the little empirical data with which to reliably measure project impact.

10.4 Implications for theory and contribution to knowledge

Bourdieu and Passeron's (1977) theory of symbolic violence seems to remain highly relevant for effectiveness of peace education in conventional schooling in post-conflict contexts in Uganda today, even though it was proposed for a relatively stable peaceful context of the French school system 33 years ago. In particular, the theory illustrates how the educational system is used as the vehicle by which the power of the dominant groups is legitimated and preserved through symbolic violence. This symbolic violence is accomplished through pedagogic action by agents (teachers) in schools, This study contributes to knowledge by bringing new evidence to confirm Bourdieu and Passeron theory and indicating the progress made since then, however little.

On a confirmatory note, this study has shown that despite the need, optimism and acceptance to implement REPLICA-PEP, schools continue to commit symbolic violence: by promoting more cognitive subject based objectives than REPLICA-PEP peace-oriented affective and behavioural objectives; privileging and preference to cover primary school curriculum topics (the cultural arbitrary) and less of REPLICA-PEP learning areas therefore promoting the dominance and superiority of the examinable subjects over others like peace education which are not examined; the dominant use of teacher-centred pedagogies (pedagogic actions) than REPLICA-PEP learner-centred pedagogies; limited use of REPLICA-PEP books in preference for the primary school curriculum textbooks; and use of individual cognitive classroom assessment exercises and much less of REPLICA-PEP multi-modal strategies.

All these factors confirm Bourdieu and Passeron arguments that in schools symbolic violence is performed through curricular choices and pedagogical techniques which impose within the school the power relations of the larger society. In terms of curriculum, the definition of "knowledge" is the first step in symbolic violence; the methods used to communicate and assess this knowledge are central components of pedagogic action. In addition school authority and pedagogic authority legitimatise the school's role in perpetuating and perpetrating actual violence such as caning and verbal threats in terms of teacher communication as techniques of coercion

The dominance of the most powerful group (in this case the MoES through the teaching staff) is reflected in the pedagogic action (curriculum objectives, content, educational materials and assessment strategies) that promotes the culture of the dominant group. According to Bourdieu and Passeron (1991) the primary function of the school is to secure a monopoly of symbolic violence and in this way control powerless groups (pupils). Performance related assessment and curriculum coverage specifications serve to secure a monopoly against non examinable subjects like peace education which pose a threat to the structural and cultural ethos of the school.

On a progressive note, although these arguments are useful, they must not be allowed to overshadow some changes. The reduction in violence, the development of pupils positive attitudes towards non-violent conflict resolution, the mainstreaming of the peace-clubs, the peace-oriented work of the peace-club Patrons and Matrons, the replacement of the disciplinary committee with the guidance and counselling committee, the introduction of the peace pedagogy and training of a special cadre of teachers in peace education. Although pupils have not developed non-violent conflict resolution skills and competences and there is

only limited translation of the peace pedagogy in the classroom and whole school practice there is a gradual change towards a peace oriented culture in the schools.

As discussed in this research, the school plays a central role in legitimating, perpetuating and transmitting this knowledge and in the selection of valid knowledge through the agents' (teachers) pedagogic actions. The importance of this lies in the fact that symbolic violence is embedded in the pedagogic actions to legitimise and preserve the system of domination and reproduction. Understanding this conflict and control makes it easier to determine what kind of programme features, critical peace education spaces for pupils and teacher training in terms of peace pedagogy to enable them change from agents of an authoritarian culture to facilitators of a peace culture to improve peace education programme effectiveness. In short Bourdieu and Passeron theory remains highly/ largely significant today but will need to be updated and monitored over time.

10.5. Some recommendations for peace education programme effectiveness and high impact model

While it is difficult to make recommendations based on one piece of research of a peace education programme and its effectiveness in two schools, some of the research findings may reflect situations and issues which are commonly found in peace education programmes in schools in Uganda, post-conflict contexts and peaceful parts of the world. Therefore, the following comments are provided as possible agendas for further considerations of practice and research in peace education.

Regarding practice, this investigation identifies the real obstacles to peace education in post-conflict regions and the conflict between conventional schooling and peace pedagogy

manifested in terms of curricular control and post-conflict context conventional schooling challenges. On one hand, consistent with the main goal of peace education which focuses on positive behaviour attitudes and skills in relation to peace it is recommended that effectiveness of peace education programmes can be enhanced by adopting a holistic perspective that recognizes relevant influences within the broader systemic and school settings that currently reinforce symbolic violence so as to align these to the envisaged peace education curricular changes. This resonates with Sieburth's (1992) call for greater sensitivity to and more systematic analysis of, the total context of education, particularly in developing countries.

Issues of school authoritarianism and symbolic violence could be addressed through a holistic perspective to changing the perceptions and central beliefs (doxa and habitus) of whole school staff as this change potentially can lead to change in other constructs such as readiness for altering the hierarchical structure, power and status asymmetries that exist between pupils and teachers and exacerbated by conventional schooling as violence itself and a belligerent post-conflict environment non supportive of the efforts of peace education.

The goals of peace education can only be addressed successfully under special conditions but more importantly by addressing the school structures and activities that perpetuate both symbolic violence, power asymmetries and actual violence in the forms of verbal insults and caning. Although important progress has been made by REPLICA-PEP, further progress requires a multilevel programme approach than a universal approach. The multilevel approach would incorporate universal, selective and targeted components.

Effective peace education requires a whole school approach to teacher training for adoption and sustainability, re-orienting the school staff using a normative re-educative approach for change by ensuring that school administrators and all teachers, parents are sensitised to peace education. The whole school approach can be reinforced by building a core-programme development team at school and creating an expanding network of participating schools and teachers especially through the use of peace-clubs and peace-club patrons. The core team can develop peace education materials, and provide ongoing support to fellow teachers within the school and in an expanding network of schools.

This study recognises the difficulty of adopting principles and methods of peace education in hierarchical school structures therefore teachers need special training in the use of experiential methods and activities and support since it is often difficult for them to take on the role of facilitator in a context of hierarchical teacher pupil relationships. Such training could facilitate skills development, value orientations and attitudinal changes needed for positive behavioural learning outcomes for peace education.

This study notes that the school time table is a big challenge as it is already overcrowded, leaving little room for effective and meaningful participation of pupils in peace-club activities, and suggests creation of time and space for pupil's participation in peace activities in order to develop the required knowledge and skills.

 As part of sustainability strategy, there is need to recognise and mainstream peace-clubs and their activities in schools as an integral part of the school system and the co-curricular timetable that would promote teacher and pupil agency. This will not only enable peace-clubs to benefit from school timetabling and Universal Primary Education funding for co-

curricular activities, but will make them functional so that they can be used to develop peer support systems for pupils and provide extracurricular opportunities for pupils to participate in 'real' issues, such as the school debates, guidance and counselling committees to alter their social roles, from relatively passive learners to relatively active leaders and problem-solvers. The school assembly should be used to bring out issues affecting pupils as well as provide practical solutions to solve them rather than being used by teachers to communicate only school disciplinary issues.

Schools can be places not only for indoctrination or socialisation but also for empowerment and self transformation, since children are not necessarily passive receivers of information but actively construct knowledge through interaction and learning. Schools should guide and facilitate learners to develop story banks by constructing their own stories, peace poems, testimonies and experiences as this is one of the many ways children can use to collect data and store information on peace and conflict using poems, newspaper cuttings, stories of significant change, articles, drawings, testimonies development of an archive of stories for educational purposes, relating to pupils' experiences of the conflict and the peace process and in the process create a space and safe environment for expressing a variety of thoughts and feelings and open learners' ability to construct peace knowledge for peace action. This can be supported with teacher made activity cards, peace posters, tolerance posters, and messages, puppets, masks, worksheets and a sample of pupils 'appeals' to provide pupils and teachers with a variety of ideas for activities. Classroom based storage is also required if REPLICA-PEP textbooks are to be used regularly**.**

The study also recognises that development of higher-level skills and values requires structured activities and guided experiential activities, therefore there is need for an

earmarked period allocation of not less than one period per week during which teachers provide:

a)Stimulus activities that involve pupils personally in behavioural exercises or skills practice, and facilitate discussion of the skills, values and concepts learned throughout the period of schooling.

b) Structured educational activities to build skills and values needed for conflict resolution and competencies using participative experiential approaches and facilitated storytelling and dialogue led by specially trained teachers preferably with its own title and identity. An alternative is an earmarked period within a 'carrier subject', such as social studies, religious education or moral education, with its own identity.

There is need to reconsider how teachers recognise and record any improvement in both a narrow range of outcomes based competences that explicitly address each REPLICA-PEP learning area desired knowledge, skill and attitude and also a broader range of outcomes in the form of pupils' peace-related knowledge, skills, attitudes, behaviour, values and enjoyment of learning that teachers can evaluate as part of assessment for learning. This also relates to the need to create project specific indicators of impact for each of the objectives of REPLICA-PEP so as to articulate verifiable measures of change. Verifiable indicators need to be articulated at three levels: both at individual, group and system level; and short, medium, and long-term change.

There is also a need to address the potential future causes of conflict such as: land disputes arising as a result of resettlement from IDPs, integration of returnees, perceptions of loss of

culture, potential return of Kony and the LRA and the incomplete peace process, poverty, reparations, quality of education and other essential services, regional imbalances and perceived marginalization of the northern region, corruption, local tensions and issues within and between groups (e.g. Karamoja cattle raids), increased militarization and fears of 2011 post-election violence.

Further research in post-conflict formal schooling contexts needs to focus more on strategies to facilitate and promote pupil peace-building activities such as peace-related pupil voice, documentation and action, and how student-teachers in Primary Teachers' Colleges are currently being prepared to integrate peace education in primary schools.

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Appendix A1: A description of the content REPLICA-PEP Teachers' Guides

The teachers' guides for lower and upper primary contain advice for teachers in terms of: objectives; content (i.e. main learning ideas/ key learning points and reference topics) ; teaching/learning resources; methods and procedures; enrichment activities; and assessment strategies.

Explicitness of the goals, aims and objectives of the teachers' guides: An introduction, goals, objectives of the programme which sets out the philosophy and justification for peace education in a post-conflict formal schooling context is provided (page iv), philosophy and rationale for the use of learner-centred teaching/learning approaches suggested (page v) and background (page 1).

Structure of the REPLICA-PEP Teachers' Guides: The upper primary Teachers' Guide consists of eleven leaning areas and the lower primary guide has nine learning areas. Each learning area provided includes specific advice on:

- General and specific objectives of the learning area;
- How the teacher will need to prepare to teach it;
- Main learning ideas (key learning points)
- Teaching/learning resources required; suggested teaching /learning resources are local materials, low cost and some could be handmade by both teachers and learners.
- The way the lesson should be introduced: teaching procedures and examples are included to foster a peace-oriented pedagogy in class.

The nature of content and integration: Specific peace education learning areas with matching reference topics from the primary school curriculum subjects (i.e., English, social studies, science, mathematics, and religious education) for primary classes one up to primary five for the three school terms in the academic year) are provided. The reference topics from the

primary school curriculum include their units (theme), sub units (sub-theme) and page numbers to clearly guide the teacher where to find the content and an emotional vocabulary.

Matching content with methods and objectives: Introduction of peace education methods of teaching and enrichment activities: The guides suggest participatory, experiential, inclusive and active classroom methods and enrichment activities that are supposed to provide learners an opportunity to practice the peace knowledge and behaviour outside the class to develop learners' peace attitudes and behaviour. For example, suggestions on how to teach the lesson and activities learners might be asked to do in terms of suggested enrichment activities (MoES, 2007d:13, 15, 16).

The Teacher's Guides consciously combine content (peace education learning areas), with pedagogy (teaching /learning procedures and enrichment activities) to ensure matching of objectives, content, pedagogy, and assessment. This could enable teachers to use appropriate methods of teaching that match the content and objectives of the lesson and also enable them to include learners' experiences which transcend specific learning areas and require learners to practice the behaviour outside the class.

Reinforcements and reminders: Linking one learning area with another for example, (on page 34 of the lower primary teachers' guide, the teaching procedure in learning area 8 makes reference to learning area 3 illustrations, page, 25), and learning area six (self-control/impulse control) of the upper primary teachers guide links with learning area four (empathy) of the same guide.

Assessment strategies: A variety of formative assessment strategies are suggested for each learning area (MoES, 2007c; 2007d). The strategies target the development of learners' cognitive, affective and behavioural practices through teacher observation, recording and checking for understanding of the concept.

Appendix A2: A description of the content REPLICA-PEP learners' books

Goals and objectives of the books: An introduction, goals, objectives of the programme which canvases the philosophy of peace education for a post-conflict formal schooling context is provided in the foreword (page iv), preface (page v) background (pages 1-4).

Organisation and structure of the books: The books are organised in relation to: peace education content, pupil activities, illustrations, figures and pictures, and picture quizzes.

Nature of Content and its structure in the books: Peace education content broken down into key learning/reading points for each learning area. Use of local examples for example, "Matto-Oput" (a local reconciliation strategy used in northern Uganda to forgive and integrate the former rebels by the community in contrast to civil courts).

Using contextualised examples and names from northern Uganda, for example, Aye and Larema, Atim. Okello, Opio, and contextualised activities like farming. This makes the content and examples culturally appropriate.

Self control mottos, affective or emotional vocabulary and peace related glossary of words to be used is included in the learners' book for upper primary (MoES, 2007a:14,19,31).

- Pupil activities: Active/participative/experiential stimulus activities:
    - Physical activity to stimulate active learning for example games focused on playing together developing friendship and sharing.
    - Music, dance, artwork , drawing, story telling
    - Brainstorming, pair work and group work focused on working together and understanding of peace education concepts,
    - Role plays, skits, dramas, community service and helping others,
    - Advocacy activities on girl child education, stop war, peace talks,
    - Affirmation and inclusion of all pupils
    - Illustrations and pictures

Appendix A3: The school peace pledge

In addition to out of school activities, REPLICA-PEP recommends that schools should compose a peace pledge as its commitment to spread peace and support a culture of peace (MoES, 2006a). Both schools did not have a peace pledge. However they had school missions and visions and school development plans as quoted below;

1. Lulu Primary Teachers' College Demonstration Primary School

School Mission**:** Striving to provide quality learning to the learners through effective
                   teaching and supervision.

School Vision**:** Producing functionally competent, literate, articulate, value-driven, service
                 oriented quality citizens committed to national development.
                 The school did not have objectives and development plan for the year.

2. Paci Public Coordinating Centre Primary School

School Vision: Provision of quality education

School Mission: To provide quality education and develop a child's potential as a full
                 citizen, spiritually, intellectually, physically and emotionally.

School objectives and development plan

By the end of the year 2009, we should be able to:

1. Build three permanent houses for teachers

2. Furnish the staffroom and offices properly

3. Improve and maintain very good teacher parents' community working relationship

4. Design a nice school compound

5. Fence up the school

6. Build two more drainable pupils' latrine

7. Have all stakeholders responsible for the school in all ways

8. Ensure that discipline is maximised

9. Have improvement in the sanitary system of the school

10. Excel in all outdoor and indoor activities

In order to implement effective peace education in schools, schools need to identify priorities for implementing school-based peace education. Although both schools used as part of the overall case study had mission statements, vision and objectives, they were not sufficient to allow teachers and learners to obtain a view of the school's philosophy with regard to peace education. Additionally, in the school where the school development plan was available it did not explicitly present the school's position on peace education and therefore the peace- club activities were not scheduled or time tabled in the school programme of activities.

The lack of a peace education school pledge, the omission of peace education in the school missions and visions as well as in the school development plans and programme of activities leads to an interpretation that implementation of peace education activities is unplanned, nor given priority and therefore lacks clear direction. Such an omission in effect affects the integration of peace education activities as the school philosophy is not explicit regarding peace education.

Appendix A4: Teacher and pupil made peace education materials

In addition to the REPLICA-PEP books REPLICA-PEP suggests the following teaching and learning resources to be developed by teachers together with learners (MoES, 2007c5-20; 2007d); pictures, posters, flash cards, objects, newspaper articles, fruits, objects in the class, bible, materials for drawing and modelling, wall chart showing sharing, bible pictures, bible verses, magazines, charts, wall charts, sentence flash cards, illustrations, equipment for indoor games, resource person and materials within the local environment.

Noting the role of the school peace messages in nurturing and developing peace knowledge, attitudes and skills, REPLICA-PEP recommends that schools should create a peace nurturing environment, in which peace education messages should be reflected in the materials in the classroom and on the school compound through the 'peace talking classroom' and 'peace talking compound' (MoES, 2006a). While such materials could effectively communicate peace messages if they were purposefully and evenly displayed in classrooms and on the school compound there were few peace education materials observed, the few available were not interactive in the presentation of the peace messages.

Materials actually observed in the classrooms were mostly handmade charts for the primary curriculum subjects made by teachers. Other materials observed include play materials like: balls, ropes, dolls made out of local materials like banana fibres, clay materials, newspaper cuttings, number cards and pictures cards in lower primary classes. Examples of messages displayed in classrooms of the two schools include:

1. You are, I am, so we are the change agents in society, together everybody achieves more.
2. Violence is bad (written in faint letters on a yellow background but displayed on
   at a very high level on the wall that children at the age of primary two could not easily

read it).

3. Curriculum reform for meaningful learning, thematic curriculum promotes integrated learning.

4. A truly educated person is the one who has learnt to change.

5. A child can only learn to read by reading, child-centred method is the best method for learning.

6. A journey of a thousand miles begins with the first step.

7. Once a teacher always a teacher.

8. The child learns better in the language he /she understands.

9. Aids kills.

10. How many hands can do the work better?

11. Forgiveness is the best revenge.

12. When you give to the poor, it is like lending to the Lord.

13. Nobody is nobody, everybody is somebody.

14. Do not be selfish learn to share.

A few classrooms had a display of pupils' work. The pupils work included peace poems (Appendix Q) and drawings hung in one of the corners. Not surprisingly, some of the pupils still had drawings of the army, the life in the camps, fighting helicopters and burning homes.

The classrooms of the two schools visited as part of the larger case study had materials displayed especially in lower primary, a practice that was absent in upper primary classes. A few teachers had some materials that they had generated. However, they were hung too high on the wall for lower primary pupils to read them with comfort. Teachers explained that they hung materials above the height of children so that they do not spoil or steal them. Some materials hung in the lower primary included letters of the alphabet, words of three and four letters and number cards. There were no emotional cards or charts that related to the affective and behaviour dimensions of learning. Materials were organised in specific subject centres, for example, science centre, social studies centre, religious education centre, mathematics

centre and interesting corner and were focused on the development of the learners' cognitive knowledge rather than the skills and values of peace education. The quality of the materials demonstrated a minimal level of resourcefulness and creativity on the part of the teachers as they were not attractive and engaging enough for the pupils, and lacked pupils' activities in them.

In all observations, teachers taught with no reference to any displayed materials or the peace education teachers' guide or learners' book. Indeed, in most cases teachers had most materials like cards and charts tucked away in a cupboard in the corner where they were kept quite new from lack of use. This was an issue that was also cited earlier by USAID (2008:78).

> "Teachers have understood the requirement for displaying materials in the classroom to mean simply that. They recognize no connection between the curriculum content and the content of the materials, even where the latter is evidently relevant to the sections of their lessons".

Appendix A5: The school compound messages

The school compound messages observed from the two schools that formed part of the programme case study ranged from peace messages to many other cross-cutting issues in education and in effect addressing various societal and school problems. Few specifically peace education materials, especially signs, were observed on the school compounds for both schools. Signs that were displayed provided positive messages about a variety of topics including peaceful resolution of conflicts, HIV/AIDS, religious education, school rules and regulations (Appendix M). The signs were small and written in a non-friendly language, some had faded words due to exposure to sunshine, dust and rain while others were about to fall off. While the concept of developing classroom and compound messages was adopted by teachers, the quality and proportion of peace messages and signs in classrooms and on the

school compounds of the two schools could not allow an effective communication of peace messages so as to develop learners' knowledge, positively influence their attitudes, and lead to behaviour change.

Appendix A6: The peace education resource room

Observation of the peace education resource rooms in the two schools showed an attempt to develop, use and store peace education materials. The resource rooms also served as guidance and counselling rooms at both schools due to general inadequacy of space. The resource room in Paci Coordinating Centre Primary School had a few charts with statements discouraging child labour and others encouraging teamwork and peaceful resolution of conflict, guidance and counselling. In Lulu demonstration primary school, the resource room was a dark abandoned room for storing charts and old books, there seemed no peace education or guidance and counselling activity taking place and the room was not in use. While a peace education resource room is to serve as centre for peace education resources for both learners and teachers for instructional resources, schools had not yet developed well-resourced functional peace education resource rooms.

Appendix B1: Interview guide for teachers

The interviewee will be informed about the topic, nature and purpose of research conducted by the interviewer. He/she will be assured that all information that will be received within the interview would be treated confidential. No names will be mentioned in documents, which will be presented to a wider public. Furthermore the interviewee will be informed about the intention of the interviewer to document the interview via a digital recorder and written transcripts. The content of the interview may be used within the research and may be documented within the final thesis of the interviewer. Length of interview: Approx. 30-45 minutes.

1.Personal information

(a)Name/Sex
(b)Period of stay in Gulu or Northern Region
(c)Teaching experience
(d) Level of education

Social Political Context and the REPLICA-Peace Education Programme
2. How do you characterize the situation of peace in the northern region from your perspective?
3. How does this situation impact on teaching and learning in your school?
4. What do you consider to be the obstacles and challenges to formal primary schooling in your school in relation to peace education?
5. What are the different categories of learners you have in your school?
6. What forms of violence do learners in your school experience?
7. How did you get involved in the REPLICA-Peace Education Programme?

Objectives of REPLICA-Peace Education Programme
8. What does peace education mean to you?
9. Why is peace education taught in your school?
10.What are the objectives of REPLICA-Peace Education?
11. How do you integrate the objectives of REPLICA-Peace Education in your teaching?
12. How is the achievement of these objectives affected in practice by conventional schooling?

REPLICA-Peace Education content, methods of teaching and educational materials

13. What learning areas of REPLICA-Peace Education have you taught to your class? How do you integrate the content of peace education with other subjects in the teaching/learning process?
b. Do the learning areas of REPLICA-Peace Education closely match with the suggested reference topics in the Primary school curriculum?

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14. Do learners enjoy learning the content of the REPLICA-Peace Education ?
    Why do you think so? How do you know?

15. How relevant and suitable is the content of the REPLICA-Peace Education in the
    development of peace values among learners?

16. How relevant is the content of REPLICA-Peace Education in addressing violence in your
    school? Why do you think so?

17. What REPLICA-Peace Education methods of teaching do you usually use in your
    classroom?
b. Do the methods of teaching recommended in REPLICA- Peace Education
    match with the methods of teaching that you usually use in the classroom ? How do use
    the teaching procedures in the REPLICA-Peace Education Teachers' Guide?

18(a) How applicable and easy to use are the methods and teaching procedures in the
    REPLICA Teachers' Guide?

   (b) What methods do you usually use while teaching the other subjects of the primary
       school curriculum? Why?

19. What REPLICA-Peace Education materials do use with your class?

 b.   What REPLICA-Peace Education teaching/learning materials do the children
       usually read or use? Do they actively engage with the teaching learning materials?
      What makes you think so?

20. How do the knowledge, skills and values of REPLICA- Peace Education influence
    your teaching and learning process, in terms of methods of teaching, content,
    educational materials and assessment of learners?
b. What peace education out of class activities are learners engaged in?

REPLICA-Peace Education Assessment Strategies
21.What REPLICA-Peace Education assessment strategies have you used? And Why?
 b. Do these assessment strategies enable you to observe and record learners' development
      in knowledge, attitudes, skills and behaviour in relation to peace? Why do you think so?

22. How do you use REPLICA- assessment strategies to observe and record learners'
    development in knowledge, attitudes, skills and behaviour in relation to peace?

23. How do you usually assess the learners' development in knowledge, skills, attitudes and

behaviour in the other subjects of the primary school curriculum?

Conventional Schooling and REPLICA-Peace Education

24. What differences or similarities exist between REPLICA-Peace Education
    methods of teaching, educational materials, assessment strategies and ;
(a) the way teaching and learning is carried out in your school and class?
(b) the way assessment is carried out in your school or class?

25. How does conventional schooling affect the integration of:
(a) the objectives of peace education in your lesson?
(b) the content of peace education in your lesson?

26. How does conventional schooling affect the use of :
(c) REPLICA- Peace Education methods of teaching in your lesson?
(d) REPLICA-Peace Education materials in your lesson?
(d) REPLICA- Peace Education assessment strategies?

27. What impact or influence do you think REPLICA-Peace Education has had on your
    pupils?
(b) What changes have you noticed?

28. How can REPLICA-Peace Education be effectively integrated in the teaching/
    learning process and out of class school activities?

29. How can REPLICA-PEP be sustained in schools?
Thank you.

Appendix B2: Interview guide for CCTs, District, MoES and REPLICA officials

The interviewee will be informed about the topic and nature of research conducted by the interviewer. He/she will be assured that all information received within the interview will be treated confidential. No names will be mentioned in documents which will be presented to a wider public. Furthermore the interviewee will be informed about the intention of the interviewer to document the interview via a digital recorder and written transcripts. The content of the interview may be used within the research and may be documented within the final thesis of the interviewer.
Length of Interview: Approx. 30-45 Minutes.

1.Personal information
(a)Name
(b) Sex
(c) Period of stay in Gulu/ Northern Region

Social Political Context and REPLICA-Peace Education
2.What are the challenges of formal schooling in Northern Uganda?

3.What forms of violence and conflicts exist in primary schools in Northern Uganda?

4.What are the underlying assumptions of REPLICA- Peace Education Programme?

b.Why does REPLICA think Peace Education is needed in schools?

5.How and in which way is the REPLICA-Peace Education Programme design
   influenced by the post-conflict context? Where do you see the line between the two?
   Examples

Objectives of REPLICA-Peace Education
6.What is, according to you, the overall aim of REPLICA-Peace Education?

7.What forms of violence do learners in schools in Northern Uganda experience?

8. How appropriate are the objectives of REPLICA-Peace Education in terms of
   pupils' and teachers' needs in Northern Uganda?

REPLICA-Peace Education content, methods of teaching and educational materials

9. According to you, what are the most important elements of REPLICA-Peace Education?

10. How relevant and appropriate is the content of REPLICA-Peace Education in the development of peace values among learners in the primary schools?

11. How do teachers integrate the learning areas of REPLICA-Peace Education and the primary school syllabus reference topics?
 b.   Do the learning areas of REPLICA-Peace Education Programme closely match with the suggested reference topics in the Primary school curriculum? Why do you think so?

12. How relevant and appropriate are the educational materials of the REPLICA-Peace Education Programme in enhancing learning and participation of learners?

b. How do teachers use REPLICA-Peace Education materials in the teaching and learning process?

12.a. How are the methods of teaching used in schools similar or different to those specified by the REPLICA-Peace Education Programme (Examples)

b. If not what alterations do teachers make and why?

13. How does REPLICA-Peace Education address the violence experienced by children at school?

14. How should teachers integrate peace education;
(a) in the teaching/learning process?
(b) out of class school activities?
(c). How can peace education be effectively integrated in the teaching/ learning process and out of class school activities?

REPLICA-Peace Education Assessment Strategies
15.What assessment strategies are recommended by REPLICA-Peace Education ? And Why?

16. How relevant and appropriate are the assessment strategies of REPLICA-Peace Education in enabling teachers to observe and record learners' development in knowledge, skills and positive behaviour in relation to peace**?**

17.a. How do teachers use the assessment strategies specified by REPLICA- Peace Education Programme?

b. What alterations do they make and why?

18. How do teachers assess learners in the other subjects of the primary school curriculum?
 b. How do teachers record the learners' development in knowledge, skills and positive behaviour in relation to peace**?** And what do they record?

Conventional Schooling and REPLICA-Peace Education

18. What differences or similarities exist between REPLICA-Peace Education methods of teaching , assessment strategies and;
(a) the way teaching and learning is carried out in the schools?
(b) the way assessment is carried out in schools?

19. How does conventional schooling affect the integration of:
(a) the objectives of REPLICA- Peace Education by teachers in the teaching/learning process
(b) the content of REPLICA- Peace Education by teachers in the teaching/learning process

20. How does conventional schooling affect the use of :
(a) REPLICA- Peace Education methods of teaching
(b) REPLICA-Peace Education materials
(c) REPLICA- Peace Education assessment strategies

21. What do you perceive to be the impact of REPLICA-Peace Education Programme?
(a)What are the expected outcomes of REPLICA-Peace Education Programme?
(b)What evidence do you have that the REPLICA-Peace Education Programme has had an impact on the knowledge, attitudes and behaviours of pupils in relation to peace ?
(b) What other changes (impact) have you noticed as a result of REPLICA-Peace Education Programme introduction and implementation in schools?

23.How can REPLICA-PEP be sustained in schools?

Thank you.

Appendix C: Focus Group Interview for Pupils of Primary Five and Six (Upper Primary)

1.What do you think of when you hear the word peace?

  b) And what do you think of when you hear the word conflict?

1.Do you enjoy (like) peace education lessons or lessons in which the teacher also

  taught   about peace education? YES/NO

 If you did, can you tell me something you particularly enjoyed (liked)?

 If you didn't, why not? Can you tell me something you particularly didn't enjoy (like)?

2.What do you and your classmates do well during lessons?

3.What have you learnt from Peace Education?

  b) Did you learn anything that will be useful for you in class or in the playground?

4. How does a pupil that has learnt something from peace education behave in class, outside

  the class and at home?

5. Have you been involved in a fight or quarrel in the last six months?With who? What

  caused it?

6. Do you think that teachers that teach peace education are different from those that

  do not teach peace education? If so how?

7. Is there any difference between you/ or your friends and pupils from other schools who do

  not study peace   education?

8. Have you learnt something which will be useful for you during class and playing

  time? If so, What is it?

9. Have you changed in any way because of peace education?

10. Are you a member of the school peace club? YES/NO

If so, What do you do in the peace club?

What attracted you to join the peace club?

I would like you say YES or No to these questions

11. Fighting and use of violence is definitely wrong YES/NO

    When can it be wrong to participate in a fight, quarrel or use of violence?

12. Use of violence is definitely right under certain conditions YES/NO

    When can it be right to fight, quarrel or use violence?

14. One day when Omona, Opolot, Akelo and Achen were out in the school garden, Akelo

    kicked Achen on purpose. What should Omona and Opolot do?

    What should each of these children do?

15. You know that sometimes children quarrel or fight at school, on the playground, on the way coming to school or going home. What would you do to end the quarrel or fight between two children if you were permitted to decide?

16. If you fight or quarrel with another boy or girl, would you like if a teacher/pupil came and

    stopped it? YES/NO. Why?

17. What would you want the teacher or pupil to do?

18. What can two disagreeing people do to solve a problem?

19. What can you and your friends do to live in peace after disagreeing?

20. Any other comments?

Appendix D : Lesson observation guide

Lesson objectives

1. How motivating and inviting is the lesson introduction?

2a. How do the lesson objectives set by the teacher reflective of the development of positive behaviour in relation to peace among learners?

b. Are the lesson objectives the same as those specified in REPLICA-Peace Education guides? If not what lesson objectives are set?

Content of the lesson

3 What learning area of REPLICA- Peace Education is integrated in the lesson?

b. Is the learning area taught the same as that specified in the REPLICA-Peace Education Teachers' guide? If not what is taught in the lesson?

4. What enrichment activities of REPLICA-Peace Education are integrated in the lesson?

b. Do learners enjoy the enrichment activities of REPLICA- Peace Education?

5. Is the learning area integrated with other subjects or taught separately?

6. How are the concepts discussed in the lesson related to the experiences of learners?

7. What local examples are used to enhance the conceptualisation of concepts by the learners?

Methods of teaching used

11. How does the teachers' teaching style and methods of teaching enhance the development of cooperative skills and experiential learning among learners?

12. How do the methods of teaching used by the teacher promote respectful dialogue and cooperation among learners and between the teacher and learners?

13. What problem solving approaches are being used to enhance the development of critical thinking skills among learners?

14. How does the teacher make learning enjoyable and affirm the worth of each learner?

15. What forms of teaching /learning activities are learners engaged in the teaching and learning process?

16. What forms of communication exist between the teacher and learners, and among learners themselves?(authoritarian, two way or one way)

17. How do the methods used by the teacher enable learners to explore the various forms of violence they face and how are learners critically guided to alternatives to violence?

18. How is dialogue enhanced in the lesson?

19. Do learners offer discussion points or they just answer questions?

Educational materials used

20a. What REPLICA-Peace Education materials does the teacher use in the lesson?
 b.   What messages and values of peace are reflected in the educational materials used by the teacher in the classroom?

21. How engaging are the education materials used by the teacher? Do they elicit learner participation?
b. What other teaching learning resources recommended by REPLICA does the teacher use?

Assessment mechanisms

22a. What REPLICA-assessment strategies does the teacher use in the lesson?

b.   Are the assessment strategies used the same as those recommended by the REPLICA-Peace Education Programme? If yes, How does the teacher use them in the lesson?
    If no, what assessment strategies does the teacher use in the lesson and Why?

23. How does the teacher record the observations of learners' behaviour?
    How does the teacher use the questioning approach? Are learners encouraged to ask questions?

23. What forms of feedback in form of comments and remarks are given by the teacher?

24. How democratic and participatory is assessment in the class?

25. How are classroom expectations set/is there a democratic boundary setting of classroom expectations?

End

Appendix E: School compound observation guide.

1a. Availability of school mission and vision

   Available   ☐   Not Available☐

 b. How does the school mission reflect the development of positive behaviour in relation to peace?

 c. How does the school vision reflect the development of positive behaviour in relation to peace?

2. How is the school mission and vision in line with the objectives of REPLICA-Peace Education?

3. What forms of messages and values of peace are reflected in the school environment?

4. What peace related messages are displayed on the school compound and school notice board?

5. What REPLICA-Peace Education materials are displayed and used;
  (a) in the classrooms   (b) on the school compound
  © on the notice board   (d) in the Staffroom

6. How do they promote the development of learners' positive behaviour in relation to peace?

7. How are learners' voices represented in the REPLICA-Peace Education materials displayed in the classroom and on the school compound?

8. Availability of children's work displayed
(a) Sections of children's work in the classroom ☐
(b) Children's contribution in the classroom displayed on the chalkboard ☐
© Children's messages displayed on the school notice board ☐
(d) None above   ☐

9. How does children's work displayed in the classroom reflect peace related concepts?

10a. Does the teachers' work displayed in the classroom reflect peace related messages and concepts? Yes ☐   No☐
b. What peace related concepts and messages are displayed?

11. What features of the school environment are welcoming and nurturing?

12. What features of the school environment reflect a general peace consciousness?

13. Does the school have a school counsellor? Yes ☐   No ☐
  b. What are the roles of the school counsellor?

14. Availability of the peace club
    Available ☐   Not available ☐

b. What are the observable activities of the peace club?

15. What forms of learners' assessment are available in the school?

  b. What Peace Education records are available in the school?

End

Appendix F: Documentary analysis guide

Analysis of the objectives
1. What are the objectives and purposes of the books?
2. What is the organisation and structure of the books?

Content analysis
3. What content of peace education is included in the REPLICA-PEP books?

4. What forms of violence do the REPLICA-PEP books address?

5. What alternatives to violence do REPLICA-PEP books suggest?

6. What peace keeping, peacemaking and peace building strategies are reflected in the books?

7. Does the content of REPLICA-PEP books match with the suggested reference topics in the primary school curriculum?

Methods analysis
8. What methods of teaching are recommended by the REPLICA-PEP books and how

do they enhance participation of learners in their learning?

9.How do these books address the various multiple intelligences of learners and invoking different styles of learning?

10. What messages and values of peace are reflected in the REPLICA-PEP books?

11.How are the REPLICA-PEP books inclusive of local input and cultural context?

12.What forms of assessment are included in the   REPLICA-PEP books and how do they match with the objectives of the programme ?

Appendix J: Lesson Plans

Lesson Plan 1

Date	Subject	Primary Class	No of pupils	Primary School
16.04.09	Physical Education	Four	98	Paci Public CC

Theme:　　　　Local games
Topic:　　　　Locomotion
Subtopic:　　 Juma-Juma & mingling game
Objectives: By the end of the lesson the pupils should be able to
　　　　　　　i.　　Stay peacefully with others
　　　　　　　ii.　React peacefully among themselves
　　　　　　　iii.　Play peacefully with others
　　　　　　　iv.　Know how to solve problems in a peaceful way
Methods:　　Demonstration, explanation, practical
Apparatus: Whistle
Reference Books: (No reference was indicated).

PROCEDURES

Time	Phase	Detail/Teaching points	Organisation/ formation
5 Minutes	Preliminary	i.Pupils take off their clothes and shoes ii.Pupils line up and run to the field	Multiple file formation

5Minutes	Warm-up Running around, clapping overhead	i.Pupils run in opposite direction Boys ⟶ ⟵ Girls ii.Jump up as the arms swing up the leg and splitted and as the arms are brought down the leg is also brought back to its original position	Scattered formation
5Minutes	Juma-Juma	i.Pupils make four lines two for boys and two for girls then the teacher starts the song, "Juma-Juma…", as the pupils jump in lines forward, sideways and backward.	Linear formation
10 Minutes	**Mingle game**	Pupils form a circle then the teacher starts the song, "mingle, mingle x 2" children will respond "mingle" as they move in lines, when the teacher says any number, the pupils should get themselves in that number to form groups of 4, 5, 6, 7 and the remaining without groups sit down	**Circular formation**
5Minutes	Warm down, Running around, Swinging hands, Breathing in and out Lining up, Going back	Teacher will tell learners to stand in an open space where there is enough space. Pupils will be told to breathe in and out. Oxygen is taken and carbon dioxide is released Teacher will tell learners to make two lines, one for girls and one for boys and go back to class.	Scattered formation Scattered formation Linear formation

Self-Evaluation: The lesson was taught successfully because pupils were able to play peacefully among themselves

Researcher Observation.
Peace related objectives were incorporated, and learner centred methods and learners' activities in the lesson plan. While learners participated in the lesson activities, there was no learner initiative. All the songs and activities were initiated by the teacher. The learners simply responded to the teacher's instructions or observed the teacher and acted in the same way. The learners' activities in this lesson were reproductive in nature. Though, peace related objectives were incorporated in the lesson plan, no objective, skill and content of the theme of local games was indicated. This content would have linked both the peace objectives and the carrier theme of local games to enhance integration. Additionally a plenary session in which the theme, objectives, concepts, content and activities of the lesson would have been introduced to the learners and a debriefing session at the end of the lesson to establish whether the learners have enjoyed and developed understanding of concepts, or developed skills and attitudes or to summarise the lesson would have enhanced the effectiveness of this lesson in developing both aesthetic skills and peace related attitudes, skills and values.

LESSON PLAN 2

Date	Subject	Primary class	No of pupils	Primary school
07.04.09	Religious Education	Six	97	Paci Public CC

UNIT: EVIL AND SUFFERING
TOPIC: JESUS' EXAMPLE
SUTOPIC: HOW CAN WE SHARE IN THE SUFFERING OF OTHERS
OBJECTIVES: By the end of the lesson the pupils should be able to
          i.   Mention ways of how we can share in the suffering of others
METHODS: Brain storming, guided discussions, explanation
TEACHING/
LEARNING AIDS: **A chart showing a girl assisting a boy who has fallen down, pupils'**
               text book, chalkboard
REFERENCE: Good News Bible LK 10:25-37, 2cor 1:5-6
           MK Standard Religious Education Pupils Book 6, page 30-31
LESSON DEVELOPMENT
INTRODUCTORY PHASE
Through brainstorming, pupils mention three ways how Jesus shared in the suffering of others
EXPECTED ANSWERS
    i.   The story of a woman caught in adultery
    ii.   Jesus visited the sick and ate with them
    iii.   Jesus raised Lazarus from the dead
EXPERIENCING PHASE
Pupils mention the ways how we can share in the suffering of others
OUR EXPERIENCE
Suffering is part and partial of human life and started with Adam and Eve. But because we are God's children, God helped us to get out of suffering
Ways in which we can share in the suffering of others
    i.   To pray for those people who are suffering
    ii.   To nurse people who are suffering
    iii.   To offer guidance and counselling to those who are suffering
    iv.   Provide medical care and treatment
    v.   Advocating for the rights of those who are being denied justice
GOD'S MESSAGE
God wants us to work with him to share with and help those who are suffering (Luke 10:25-37; John 11:32-44)
OUR RESPONSE
Pupils discuss what they can do to bring happiness to people who are suffering
EVALUATION PHASE
Pupils do written exercise and hand in their books for marking.
EXERCISE
    1. Identify three ways in which we can share in suffering of others
EXPECTED ANSWERS
Praying for those who are suffering
Nursing people who are suffering
Advocating and protecting the rights of those being denied justice
LESSON EVALUATION
STRENGTH: The lesson was participatory, and the lesson objectives were achieved.
WEAKNESS: There was poor time management because of the school programmes.

Way Forward (No suggestion indicated by the teacher)
RESEARCHER OBSERVATION
Peace related objectives indicated and a clear integration of religious education content and peace education indicated. The learners exercise at the end of the lesson was a rewriting and transfer from chalk board to learners' notebooks of the teacher's expected answers raised during the lesson. There appear to be a potential in the integration of peace education with religious education as the objectives and content closely match. However this potential is limited when learners activities are only reproductive in nature.

LESSON PLAN 3

DATE	SUBJECT	CLASS	NO OF PUPILS	SCHOOL
14.04.09	ENGLISH	PRIMARY CLASS THREE	98	PACI PUBLIC CC P/S

ASPECT: OUR ENVIRONMENT
SUB-ASPECT: Changes in the environment through human activities.(Vocabulary)
MAJOR SKILLS: Listening and speaking
MINOR SKILLS: Reading and writing
CONTENT: New words (build, graze, cut, plant)

> **Structures**
> i. What will you do when you go home
> ii. I will build my house
> iii. I will graze some animals
> iv. I will plant my maize
> v. I will cut some trees

OBJECTIVES: By the end of the lesson pupils should be able to:
   i.   Read the new words
   ii.   Construct sentences using the new words
   iii.   Use the new words to fill in blank spaces
METHODS: Oral approach, demonstration, question and answer
TEACHING/LEARNING AIDS: Chalkboard use, drawn pictures
REFERENCE: Thematic curriculum book 3, Page 20.
PROCEDURES

Time	Phase	Teachers Activities	Pupils activities
5 Minutes	1	The teacher introduces the lesson by asking the pupils to sing a song which encourages children to be together, study together up to University level

The teacher will introduce the lesson by reading the new words to the class | The pupils sing the song together while holding one another by hands

The pupils will listen to the teacher reading the new words |
| 5 Minutes | 2 | Then the teacher will withdraw herself and leave the children to read as she points to the new words

The teacher will ask any of the willing learners to come up and read out the words | The pupils read the words being pointed to by the teacher

Some few learners will come forward to read |

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		loudly	the words out loudly.
5 Minutes	3	The teacher will introduce the structure to the class by asking them to read any word they can read

The teacher will then read the whole sentence to the class, then ask the class to read after the teacher | The learners will try to read the words in the sentence |
| 5 Minutes | 4 | The teacher will invite any willing pairs to come and read the question, then give the answer to the question | Any willing pairs will stand up to do the given task |
| 10 Minutes | 5 | The teacher asks the class to sing a song on creating new friends as she writes the exercise | The learners sing the song and then begin to do the exercise and hand in for marking |

Exercise:
1.When I go home I will …….some maize.
2.When I go home I will…….. some trees
3.When I go home I will……..my house
4.When I go home I will ……..some animals
REMARKS
The lesson was successfully taught because most of the pupils were able to do the written exercise correctly.
Researcher Observation
The learners' written exercise was a fill in exercise using the words given by the teacher at the beginning of the lesson.

LESSON PLAN 4

Date	Subject	Class	No of pupils	School
18.04.09	Peace building	Primary class five	113	Paci public cc p/s

TOPIC: CONFLICT
SUBTOPIC: WHAT IS A CONFLICT?
OBJECTIVES: By the end of the lesson pupils should be able to;
      i.   Explain what conflict is
      ii.   Name different types of conflict
      iii.   Copy notes about conflict
TEACHING/LEARNING RESOURCES: Peace Education Teachers' Text Book and
                                     Learners' Book.
SKILLS PRACTISED: Listening, speaking, reading and writing.
LESSON DEVELOPMENT: The teacher introduces the lesson by asking oral questions;
    i.   Have you ever had disagreements with anybody? For example, your father, mother, brothers, sisters or friends
    ii.   Have you ever seen any two people who are arguing and both of them do not want to understand one another?
    iii.   Have you ever heard your parents quarrelling or having disagreement?
EXPERIENCING PHASE: The teacher will bring in some new ideas that misunderstanding which comes as a result of disagreements, argument and lead to conflicts

The teacher will tell the pupils that we are going to discuss conflict and its causes.

SHARING PHASE: The teacher together with the pupils discuss what conflict is by first of all defining conflict as, A state of being in disagreement with another person/group of people. Or a state of being in opposition with another person/group of people

WHAT CAUSES CONFLICTS?
Pupils name some of the causes of conflict in our school or societies. Conflict can be caused by several factors such as;
An argument between opposing groups, Differences in political ideas,Differences in interests Differences in culture

HOW CAN WE HANDLE CONFLICTS? CHILDREN RESPOND
Through negotiation, mediation, Adjudication, reconciliation
Use of force(Friction, beating, bullying, fighting, using abusive words)

HOW CAN WE CONTROL CONFLICTS?
There are several ways through which conflicts can be controlled examples include;, negotiation compromise and building friendship, playing and working together in harmony, tolerance of differences, views, using laws

EVALUATION PHASE
Pupils are given notes about conflict on the chalkboard to copy to the exercise books.

LESSON PLAN 5: CREATIVE ARTS AND PHYSICAL EDUCATION (CAPE)

Date	Subject	Class	No of pupils	School
15.04.09	Cape 1	Primary class four	114	Paci public cc p/s

ASPECT: Singing, listening, reading
TOPIC: African Traditional Folk Song .
      Song Title: "Cani wai deg kolo".

CONTENT: CAPE 1 (Music, Dance and Dramma)
      The text (words) of the song.
      Category of the folk song, descriptive song

COMPETENCES: Definition of CAPE 1
      Tell the story of the song
      Explain the categories of the folk song

METHOD: Rote method, role play, discovery, problem solving, practice

ACTIVITIES: Defining CAPE1
      Listening and answering questions
      Explaining categories of the song
      Accompanying the song with musical instruments

TEACHING/LEARNING RESOURCES: Drum, stick beater for the drum, song
                        written on the chalkboard

LIFE SKILL AND VALUES: Appreciation, respect, self-reliance, togetherness, creative
                    Thinking, effective communication

REFERENCE: CAPE 1 Syllabus page 14, CAPE 1 Teachers' Guide page 23.

LESSON PRESENTATION AND TEACHING STEPS
STEP I :
Review by singing the primary four song. Clapping to the rhythm, sing the French rhythm of the song, clap and sing the song.
STEP 2:
The teacher guides the learners to define what CAPE stands for and learners in their own words give the definition of CAPE. CAPE stands for Creative Arts and Physical Education. The teacher will explain to the learners that, CAPE is divided into three parts CAPE 1 which is music, dance and drama, CAPE 2 is physical education and CAPE 3 is art and technology. The teacher will write the song on the chalkboard
STEP 3:
The teacher will allow pupils to read the song written on the chalkboard, and tell the story about the song in Luo language (local language). Pupils will listen attentively, after explaining the will ask questions concerning the song
    i.   What was the behaviour of Agika?
    Expected Answers: fighting, robbery, stealing, quarrelling
    ii.   What good things should we do in order to be at peace?
    Expected Answers: Don't fight one another, Do not steal, Do not abuse anybody,
                    Respect one another, love your friend and pray.
STEP 4:
The teacher summarises the above answers in English and in Luo.
STEP 5:
The teacher will read the song and pupils will repeat after. The teacher will sing the song several times while learners listen attentively.

The song "Cani wai deg kolo, Agika",
        (If you have problems, you should not quarrel or fight)
        "Cani rac deg kolo"
        (problems do not solve problems)
        "Oneko labura ma lake tar calo buru, Agika"
        (fighting has killed a robber who has a **white** teeth like an ash)
Having a 'white teeth' is a proverb in Luo meaning "A person who cannot get satisfied with what he has".
The teacher will allow the learners to sing with her while she withdraws slowly
The teacher will listen attentively to the pronunciation of the words by learners and correct them
The teacher will divide the class to sing in parts to develop rhythm in the song
The teacher will allow the class to clap to the rhythm and later introduce the drum to accompany the song
The teacher will allow the learners to sing the song on their own as well as the drumming.

STEP 5
The teacher will introduce the song, "God's love is so wonderful' to summarise the above lesson.
Remark:
 The lesson was successful and pupils were interested to sing in parts when divided. They were able to relate the lesson to peace as a solution to problems.

LESSON PLAN 6: SCIENCE

Date	Subject	Class	No of pupils	School
15.04.09	science	primary class five	78	Lulu demonstration p/s

THEME: Managing change in the environment
TOPIC: Types of Changes
OBJECTIVES: By the end of the lesson, learners should be able to:
      i.   Define natural changes
      ii.   List examples of natural change
      iii.   Mention the effects of natural changes in the environment
METHODS: Guided discussion, brainstorming, problem solving
REFERENCE: Understanding integrated science book, page 23-24.
Introductory phase
The teacher asks children to mention the changes that take place in the atmosphere as taught previously, for example weather changes
Experiencing phase
The teacher guides and leads children to discuss about natural changes as below:
Natural changes are those changes created by God, examples of natural changes may include:
Change from day to night from night to day, growth, from birth to maturity, earthquakes, i.e, when the earth changes from calm to shaking, eclipses of the moon and the sun, change in weather, growth of finger nails, hair and teeth, growth in plants
Effects of natural changes
Strong roofs blow off roofs of buildings and break plants
Lightening damages buildings and trees and even claim people's lives
During wet seasons, plants grow well and animals get enough food and grass to eat
Drought makes grass and other vegetation to dry up leading to lack of grass for animals to eat and causes famine among the human population due to lack of food
Sharing of experiences phase
Children answer the following question
- What can we do to avoid draught?
Evaluation phase
    4. What are natural changes?
    5. List four natural changes in the environment
    6. State any three effects of natural changes
Remarks: Taught as planned and exercise was given.

LESSON PLAN 7

Date	Learning area	Class	No of pupils	School
16.04.09	Drawing	Primary class two	89	Lulu demonstration p/s

THEME: Peace and Security
SUB-THEME: Importance of peace and security
CONTENT: School resources and pictures
COMPETENCES: Drawing, colouring, shading

METHODS/TECHNIQUES: Discussion, demonstration, question and answering
INSTRUCTIONAL MATERIALS: Art papers/books, slates showing pictures, coloured
Pencils
LIFE SKILLS AND VALUES (INDICATORS) Sharing, forgiveness, confidence,
Creativity
REFERENCE: Thematic Primary School Curriculum for Primary Two, Page 137
Teachers' Guide

TIME	STEP	TEACHERS' ACTIVITIES	LEARNERS' ACTIVITIES
5Minutes	1	Introduce the lesson through a story about peace Ask relevant questions Give clarifying answers to children's questions	Listen to the story Answer relevant questions about the story Ask questions
15 Minutes	2	Teacher sings a song about peace, love and decoration Teacher shows pictures on a slate of people, greeting one another, hugging and a flower	Pupils sing after the teacher Pupils perform actions while singing
10minutes	3	Teacher asks pupils to get out the drawing materials and draw pictures of people, greeting one another, shaking hands, hugging and a flower	Pupils get out writing materials and draw pictures of people shaking hands, hugging, greeting one another and a flower

SELF EVALUATION
Strength: Pupils participated
Areas of improvement: Some pupils were very shy and did not participate
Way forward: Pupils should be encouraged to participate.

LESSON PLAN 8

Date	Learning area	Class	No of pupils	School
16.04.09	Drawing	Primary class one	52	Paci Public

THEME: God's Love
SUB-THEME: God's greatest gift
CONTENT: Mother, Father, Sister, Brother, baby, Jesus
COMPETENCES: Drawing, colouring, shading
METHODS/TECHNIQUES: Guided discussion and explanation
LEARNING AIDS: A chart showing the picture of Jesus
LIFE SKILLS : Effective communication, interpersonal relationship

REFERENCE: (No reference was indicated)

STEP 1:
 The teacher explains to the learners the greatest gift God has given to us

STEP II:
 The teacher asks pupils to tell the greatest gift in a home
STEPIII:
Teacher asks the learners to sing a love song about Jesus
STEPIV:
Teacher asks the learner to draw the picture of Jesus in their exercise books and below it write the name Jesus, God's greatest gift to us
SELF EVALUATION
The lesson was taught successfully because the learners were able to contribute effectively.

LESSON PLAN 9

Date	Learning area	Class	No of pupils	School
15.04.09	Mathematics	Primary three	100	Luru demonstration p/s

THEME: Environment and weather in our sub-county/Division
SUB-THEME: Air and the Sun
CONTENT: Subtraction of two digit number without borrowing
LEARNING COMPETENCES: At the end of the lesson the pupil should be able to:
   i.   Subtract two digit numbers without borrowing properly
   ii.   Subtract from right to left
METHODS: Demonstration, practical, discussion
LIFE SKILL AND VALUE: Critical thinking, problem solving and appreciation
LLEARNING AIDS: Chalkboard illustrations
REFERENCE: Thematic Primary School Curriculum Book 3, Page 23
 Teaching Steps;
1.The teacher introduces the lesson by asking the pupils if they know about borrowing and how to borrow
2.Pupils will answer by saying that borrowing is getting something from your friend, using it and later replace it or return it.
3. The teacher will then say that is correct but our subtraction today we shall not borrow anything from anywhere.
4.The teacher will then give examples such as:

$$\begin{array}{ll} \text{i.} \quad \begin{array}{r} 94 \\ -\ 34 \\ \hline 62 \end{array} & \text{ii.} \quad \begin{array}{r} 82 \\ -\ 72 \\ \hline 10 \end{array} \end{array}$$

5.The teacher will explain that with these two examples we carry out subtraction beginning from right by subtracting 4-2 =2 and then 9-3=6 in that order.
In example two we follow the same order by subtracting 2-2= 0 and then 8-7=1.

Evaluation: The teacher will give an exercise for pupils to do
Exercise:

$$\begin{array}{llll} \text{i.} \quad \begin{array}{r} 48 \\ -\ 34 \\ \hline \end{array} & \text{ii.} \quad \begin{array}{r} 55 \\ -\ 03 \\ \hline \end{array} & \text{iii.} \quad \begin{array}{r} 70 \\ -\ 40 \\ \hline \end{array} & \text{iv.} \quad \begin{array}{r} 95 \\ -40 \\ \hline \end{array} \end{array}$$

SELF EVALUATION:

The lesson was successfully taught because the pupils were able to subtract the two digit numbers correctly and to subtract from right to left.

Researcher observation:
Well planned lesson with clearly stated learning objectives, methods of teaching and peace related life skills. The teaching procedures do not reflect the methods cited in the lesson plan. No peace education content or message is included in the content. The teacher's evaluation is focused on the knowledge level of the cognitive domain and nothing on the affective and practical aspects. Sharing learners' experiences about borrowing in real life situations would have enhanced the development of critical thinking, problem solving and appreciation skills of learners.

LESSON PLAN 10

Date	Learning area	Class	No of pupils	School
15.04.09	English	Primary two	100	Luru demonstration p/s

THEME: Human body and health
SUBTHEME: Sanitation
CONTENT: Vocabulary: sweep, collect
          Structures: i.What do you do every day?
               ii.Every day I...................
               iii.What are you doing?
                 I am ....
COMPETENCES: Reading words and sentences,
                Writing words and sentences,
                 Drawing pictures
METHOD: Whole word, whole sentence, direct substitution approach
ACTIVITIES: Reading, pronouncing, matching, writing
INSTRUCTIONAL MATERIALS: Word cards, sentences cards, real objects, broom, rubbish
LIFE SKILLS AND VALUES: Fluency, confidence, intonation, stress.
REFERENCES: Thematic curriculum primary two, Teachers' guide primary two

Time	Step	Teacher's Activity	Pupils' Activity
		Whole class-Introduce the lesson with a song "when my........	Pupils sing the song
10minutes	2	Introduce the new vocabulary by demonstrating in front of the class how to sweep the floor. What are you doing? I am..... The uses the same method for the second vocabulary (collect) Teaches the structure "what do you do every day?" Every day I.......... Using the vocabulary learnt the	Observe and listen attentively Use the structures and vocabulary with teacher assistance as a class, group and individual. Respond using the new vocabulary learnt as a class, group and individual Sing using the vocabulary learnt while demonstrating the

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| | | teacher encourages pupils to love, play and work in groups, help their friends and parents etc.

Guide pupils to use the vocabulary using a song "This is the way i sweep the floor...

Teacher moves around to encourage the shy ones to come forward and sweep the floor | actions |
|---|---|---|---|
| 10minutes | 3 | Individual work, ask pupils individually to draw pictures of themselves sweeping the floor and collecting rubbish | Draw pictures of themselves in their exercise books and complete sentences |
| 5minutes | 4 | Move around the classroom encouraging and marking pupils' work.
Conclude with a song "Give me five minutes more" | Sing the song |

SELF EVALUATION
The lesson was good because most pupils were able to participate actively and the demonstration by the teacher made the lesson more interesting.
Area for Improvement:
A few pupils need more assistance in pronouncing words, reading and writing

Appendix K: Examples of observed lessons March/April 2009 and Febuary, 2010.

Lesson 1: Physical Education
Class: Primary Three
Paci Public Primary School

Classroom context: All learners seated on desks, teaching /learning aids hung on the walls of the classroom, many of them above the height of the learners. The teaching/learning aids are for mathematics, science, religious education and social studies and an interesting corner which is filled with newspaper cuttings. Learners' work displayed in one of the corners, with drawings of soldiers on a frontline and fighting planes and burning trees and houses.

Teacher: Instructed learners to move out and go to the school play ground
Learners: Started shouting as they moved out of the class heading to the school play ground
Teacher: Order, Order, where there is peace there is order
Teacher: While in the playground, the teacher started singing a song, 'make circle' x2
Learners: Responded, circle
Teacher: Mingle, mingle
Learners: Responded, 'mingle'
Learners: Mingle and make groups of 2, 5, 7, the remainders sit down.

Teacher :   Make groups of 2, 5 and 7 and mingle
Learners: Made groups of 2, 5 and 7 as the teacher had instructed them
Teacher: Make two lines, boys one line and girls one line
Learners: Lined up in two separate lines. Boys alone and girls alone and walked
            back into the classroom.
 Researcher Observation

In this physical education lesson, learners were instructed by the teacher through all the activities of the lesson, no song or activity was initiated by the pupils. Although, this was a lower primary class, all activities were in English, no learner contributed any song. Although a few teachers would move out with sticks in their hands to control the learners, this teacher did not have any. Whereas the teacher made statements about peace and order, i.e., "when there is order there is peace" the lesson was too far from the integration of peace education concepts, values, however, from observing the level of participation of the learners in the activities children enjoyed the lesson.

Lesson 2: Taught by the Matron Peace Club (Paci Public Coordinating Centre Primary School)

Topic: Drawing
Class: Primary Two

Classroom context: All learners seat on the floor. The classroom has hanging teacher handmade reading cards on four strings attached on the window.
Teacher: Greeted learners in the local language
Learners: Responded in the local language
Teacher: Writes on the chalkboard the following sentence:

"Goyo Cail/Drawing"

"Kuc ki ber bedo/peace and security

Teacher: Uses an inviting and caring language

Teacher: Writes on the blackboard more sentences:

- Cal ma kelo mar/drawing that shows peace

-Cal ma kelo bedo/drawing which shows good neighbourhood

Teacher: Aah, selects one learner among the many raising up their hands
Learners: Kuc
Teacher: Cal ma kelo kuc/Drawing which shows love (teacher write on the
          chalkboard)
Learners: Ribe
Teacher: Cal ma cello ribe (drawing that shows unity among people)
Teacher: Introduced a song
Learners: Followed and sang after the teacher, while clapping as the teacher showed

the charts showing the following verbs

Kuc/peace

Kuc/peace

Mar/love

Teacher: Introduces another song about peace and love and demonstrated by
          embracing two children
Learners: The children also embraced each other as they sang the song, they also
          danced according to the rhythm of the song together with their hands
          holding one another, holding the shoulders as they sang the song together
          with the teacher

As the lesson progressed one of the learners (a boy) started crying
Teacher: Asked, why are you crying?
Learner : Replied, Okello beat me at break time
Teacher: Called both the crying child and Okello to come forward in front of the class.
Learners: Both children moved in front of the classroom, the teacher told okello
          to ask for forgiveness
Okello: Please can you forgive me
Acan :   Refused by shaking his head negatively in refusal
Teacher: Acan, why can't you forgive her
Acan: Kept quite
Class: The whole class laughed at them loudly
Teacher: Okello can you ask for forgiveness again?
Akello: Asked for forgiveness again
Acan: Shook his head negatively again
Teacher: Can you forgive Acan
Acan: Shook his head positively indicating that he had forgiven her
Teacher: Have you forgiven Okello?
Acan: Shook his head positively
Teacher: Ok, both of you can go back and seat
Teacher: Class can you clap and thank Acan and Okello for forgiving and asking for
          forgiveness.
Learners: Clapped
Teacher: wrote a fill in activity on the chalkboard

Go cal ma:
   1. Kelo mar (   )
   2. Kelo Kuc (   )
   3. Deyo ot (   )

Researcher observation
The teacher made use of teacher made materials to teach peace education, however in this
lesson the teacher would have tried to find out why the children fought during break time so
as to explain the root cause of the fighting before letting the learners ask for forgiveness or go

to the stage of conflict resolution. A good lesson could have used this as an important learning experience to explain the causes of violence and insecurity among children by highlighting what makes children fight at school or what creates misunderstandings among children. An opportunity for integrating peace education experientially was lost. Many opportunities for integrating peace education are lost because teachers are not aware of how and when to integrate and use experiential learning. The teacher used a separate subject approach to the teaching of peace education.

Lesson 4: Taught by the headteacher Lulu demonstration primary school
Subject: English
Topic: Letter Writing(Functional writing)
Classroom context: All learners sit on desks however they are too crowded for the class and squeezed on the desks, taht both writing and sitting space on the desk is inadequate about 10 learners per desk. The class has no windows and shutters. There are eight teaching learning aids displayed in the class. None of them is for peace education.

Tr: Goodmorning primary seven class
Lnrs:Goodmorning Master
Tr: What did we cover last week?
Lnrs: Some raise their hands
Tr: Picks on different learners to give answers
Tr: Thank you
Tr: Writes a sentence on the chalkboard
Tr:Instructs learners to read the sentence loudly , using whole class loud reading and calls out some learners to underline the tense
Lnrs: Three learners move forward and underline the tenses
Tr:Thank you, now, who can give me a sentence using "has"
Lnrs: construct various sentences using "has"
Tr: Thank you, and starts to distribute textbooks, one textbook per desk of three and some four pupils (Longman, English textbooks for primary seven.
Lnrs: Started talking andscrambling for books
Tr: Can you keep quiet and listen to me, you must be good listeners
Tr: Open Page ….and select atype of letter which we should cover today
Lnrs: One of the learners opens the textbook while the rest are looking on
Lnrs: Two learners selected the letters they wanted to cover(both were for applying for jobs)
Tr: agreed and wrote the letters on the chalkboard and guided learners to read the letters loud
Tr: You should make sure that you complete your primary cycle especially girls, because if you do not you will not be able to apply for any job. Have you seen this message in the school compound?
Lnrs: yes
Tr:Asks learners the type of official letters
Lnrs: Letters for paying school fees, applying for vacancies for study places, applying for jobs, apology letters.
Tr: wrote these answers on the chalkboard
Tr: when writing formal letters you should show honest, respect and humility to the person you are writing to.
Tr: Who can write for me an apology letter on the chalk board
Lnrs: Three learners came out and tried out the letters

Tr: Pointing to one letter one by one, asked the whole class whether the letters were correct by asking "Is this the correct format, and words for a formal letter?

Lnrs: Some would say Yes and some No,

Tr: Why? Picked up some learners to tell why some of the mistakes in the letters written by their fellow pupils

Tr: Write a letter of apology

The homework question read as follows:

You have been playing in your classroom and you break the school wall clock. Write a letter to your class teacher requesting him/her to allow you study while your parent tries to buy a new one for the school within two weeks. In your letter promise not to play in the class again.

Tr: Share ideas with your classmates to be able to write a good letter

Researcher observation

There was no lesson plan or scheme of work available for this lesson. Basic method used was question and answer. Teacher used local examples

Lesson 5 (Lower Primary-Thematic Curriculum)
School: Lulu Demonstration Primary School
Class: Primary Two
Learning area: Arithmetic
Topic: Addition
Classroom context: Although majority of the learners were seated on chairs, around twenty-five (25) children were seated on the floor, because the desks were not enough. The learners seated on the desks were so close to one another that the body movement of one of them would make the neighbour not to be able to concentrate.

Various teaching learning aids were hanged in the classroom, they were all for the four learning areas of the thematic curriculum, and non had any peace message.

The teaching/ learning aids included drawings by learners.

Tr: greets learners in the local language and introduces a song and instructs learners to
    sing after her while standing up

The content of the song was "if a visitor comes, what shall we do?, we give him or her seeds, greet the visitor and lead him or her to his/her seat"

Tr: ok sit down

Tr: Picked drinking straws from a corner in the classroom and started counting them from one up to ten.

Tr: Class can you count with me

Tr: Demonstrated how to count from one up to ten using the straws as the learners
    repeated the numbers after her

Tr: Akello can you come and count for me from one up to ten using these drinking straws

Akello: Moved forward and started counting the straws accurately

Tr: Good!

Tr: Class can you clap for Akello

Lnrs: Clapped

Tr: Wrote the an addition number on the chalkboard i.e 2 + 3=………

Tr: Adungo can you come and try out this number on the chalkboard

Adungo: Walked forward to the chalkboard and wrote 2+3=5

Tr: Excellent!

Tr: Can you clap for Adungo

Researcher Observation: The teacher used a welcoming and motivating local language during the lesson, with positive reinforcements to the learners she had selected to try out the numbers and to count.

Tr: Wrote an exercise on the chalkboard, the exercise was as follows

1+2 =,   3+4= 7+ 2=

Lnrs: Started talking amongst themselves

Tr: Keep quiet, then she moved around as she distributed learners' exercise books and pencils

Lnrs: Started copying the exercise from the chalkboard individually in their books

Tr; Moved around the classroom as she marked and provided support to individual children as they worked out the exercise.

Lesson 7: Paci Public Primary School
Class: Primary Four (Transition Class)
Classroom Context: The Class has no desk at all. All learners sit on the floor. There were various teacher made teaching and learning aids hanged, majority of them poorly placed on the wall and some torn.

There were no teacher made peace education materials nor learner materials

There was no teacher in the class, as the class teacher, was sick. Therefore the children missed the lessons the whole day. Some children were having their books in their hands; others decided to stand up when I entered the class.

Lesson 8: Lulu Primary Teachers' College Demonstration Primary School , Class: P5, Topic: Natural Changes

Classroom context: Five to six learners were seated on one desk, A few teaching learning materials in the classroom, with learners' work for art and craft hanged on the walls. The charts on the wall were for Religious education, social studies, science and mathematics.

The teacher was reviewing the previous lesson on "changes in the atmosphere" Each desk of four to five learners had one textbook. The textbook was Understanding Integrated Science textbook.

Tr: Started reading sentences from the textbook loudly and told the learners to read after her

Lnrs: Read after the teacher in whole class reading

Tr: Wrote notes on the chalkboard and left gaps for learners to fill in

Researcher Observation
Whereas reading from one book would encourage sharing and cooperative skills among learners if group activities had been used in this lesson, there was little effort to ensure that learners cooperate and read from the textbook which was on their desk. So the learners who were in the middle of the desk monopolised the textbook, since the text book had to be put in the middle of the desk for the rest of the desk members to share in reading.

Lesson 8 Lulu Demonstration Primary School
Class: P7

Time: 2:30
The teacher was making corrections with the learners for a previous maths paper from the district which they had done.

Lesson 9: Paci Public Coordinating Centre Primary Primary School
Class:P.6
The learners were copying notes from a science textbook, there was no teacher in the class. One girl was beating the head of another girl with a book

Lesson 10 Paci Public Coordinating Centre Primary School
Topic: CAPE
Class: P5
Classroom context: Majority of learners were seated on desks and a few of them sat on the floor. Various instructional materials were displayed for the different learning areas for example Music, Physical Education, Art and Crafts, Religious Education, Science, Mathematics, Social studies but none on Peace Education. All these were teacher made teaching learning aids. The class also had a list of names of pupils who have bad handwritings and those who dodge exercises displayed. Children's art drawings were displayed, the drawings were cups, chairs and tables

Tr: Greeted the learners and told them to sit down as she wrote the topic on the chalkboard.
Tr: What does CAPE mean? The teacher selects two learners a boy and a girl from a class which was quite to tell what CAPE means
Lnrs: All quite
Tr: CAPE means Creative Art and Physical Education
Tr: write on the chalkboard CAPE means creative Arts and Physical Education
Tr: CAPE 1 is Music
      CAPE 2 is Physical Education
    CAPE 3 is Art and Technology

 Tr: Today we are going to study CAPE1 which is music
 Tr: Asks learners, Can we sing our song
 Lnrs: Started singing
 Tr: Stop, can you get the right "key"
 Tr: Wrote on the chalkboard   Can we clap
                              Can we snap
                              Can we jump
                              Can we greet
 Tr: Class can you sing this stand up and sing this song while clapping an shaking
      each other's hands
      " Mimi is my best friend $\times$ 2
        My best friend is in P4 my class
Lnrs: Stood up and stared singing following what the teacher tells them to do.

Tr: Introduced another song
      "Taa Taa   Tee Tee Taa
Tr: Now we are going to clap our hands without singing, demonstrated and guided
     the learners on the rhythm of clapping

Lnrs: Following the teacher clapped according to the teachers' rhythm and guidance

Tr: Introduced a fourth song and wrote it on the chalkboard, the song was in the
    local language

    "Cani wai deg kolo, Ajika
     Cani rac deg kolo
     Oneko labura ma lake taa
     Calo buru , Ajika

Tr: This is a traditional folk song, and we are going to learn about "Ajika", a child
    who refused to listen to his parents, when Ajika was advised by parents to stop
    fighting, stop stealing, stop going on streets, Ajika could not listen, the parents
    warned him that he will get problems one day if he does not stop the bad
    behaviours.

Tr: What does Ajika want to do?

Lnrs: Three learners gave chorus answers, stealing, fighting, robbing

Tr: Have you seen how the people beat up a thief in your home or in the town

Lnrs: All of the said Yes, and they all laughed

Tr: Thieves when caught are usually beaten to death either by stoning, caning and
        taken to police , so we should avoid stealing

Tr: What should we do so as not to be like Ajika?

Lnrs: Respect parents, avoid fighting

Tr.   We have been in war, was that situation good? When our minds were not settled?

Lnrs: All responded No

Tr: Ok, so let us learn and sing this song "Ajika"

Lnrs: Started singing the song again

Tr: can two volunteers come and role play the behaviours of Ajika?

Lnrs: Two learners moved forward and started to behave like they were fighting

Tr: Thank you go back and seat

Tr: If you quarrel and take away other peoples' things forcefully there can be no
        Peace, can there be peace?

Lnrs: No

Tr: Introduced a fifth song and guided learners on how to sing after her

Lnrs: Sang after the teacher

Tr: Guided the boy to sing only one word, "Ajika" in base and the girls to sing the
    rest of the parts of the song in soprano and divided the boys and girls to sing
    separately

Tr: Introduced the drum and started drumming to accompany the singing by the class

Tr. Ok, that is very good of you, however we can only go for national music competitions
when there is peace, we can only sing well when there is peace

Tr: Today the message of the lesson has been that we should not fight and we should
    respect our parents. Let us conclude this lesson with the song "God's Love is so
    wonderful"

Lnrs: Sang after the teacher.

Researcher Observation

This lesson was a music lesson in which all the songs were introduced by the teacher and
when the learners and introduced a song the teacher told them to stop because the "key" was
not good. Instead of guiding the children on how to sing this song well, the teacher instead

introduced another song. Whereas the songs had peace messages in them, the example of beating up thieves was no appropriate since learners were no helped to learn other alternatives to not beating the thieves. Ensongment seems to be one of the main integration mode used by teachers during lessons to integrate peace education. However there is no link to the Peace education guide books, as teachers plan lessons without use of these books.

Lesson 14: Paci Public Coordinating Centre Primary school
Class: Primary two

Classroom context: Whereas in other classes some learners were sitting on the floor, in this class all learners were sting on desks. Learners work was displayed in the classroom showing pictures of old women holding sticks to support themselves

Tr: Can you stand up?
Lnrs: All learners stood up
Tr   Introduced a song and told learners to sing after her the song went as follows " When teacher calls me, this is what I say, here Iam coming and quickly I obey "
Lnrs: Sang after the teacher.
Tr: Asks, Do you love your teacher?
Lnrs: Yes
Tr: If you love your teacher then put away everything and look at me
Lnrs: Removed all the books and pencils they had on top of the desks and put them inside the desk store and were still talking amongst themselves
Tr: Ok, Can you point to the chalkboard, when you are not looking at the teacher, the teacher is not happy. I want you to listen to the teacher but I can see only one person, "he is the devil"
Tr: Wrote the word "sweep" on the chalkboard
Tr: Oryem is not going to be a good boy because he is not facing on the chalkboard and me
Oryem: Turned and looked at the chalkboard and the teacher
Tr: Oryem is a good boy
Tr: Let us sweep the floor
Tr: Started sweeping the floor using the broom, while saying "Iam sweeping the floor" and asked learners, "What am I doing?
Lnrs: Sweeping the floor
Tr: Who can come and sweep the floor?
Lnrs: Several children put up their hands
Tr: Chose one child to come forward and sweep the floor
Tr: Asked, Boys, what is Aine doing?
Boys: Aine is sweeping the floor
Girls: Aine is sweeping the floor
Tr: Can we thank Aine
Lnrs: All clapped their hands
Mubarak: Ran out of the class
Tr: Mubarak come back, why are you running out of the class?

Tr: Can you sweep the floor

Mubarak: Swept the floor

Tr: Ok, you can now go

Tr: Our classroom will now be clean always

Tr: Introduced a song " This is the way I sweep the floor, early in the morning", as she swept the floor.

Tr: Do you enjoy sweeping?

Lnrs: Yes

Tr: When we sweep our parents become happy and when we are going to school they give us pan cakes, those who refuse to sweep are not given

Tr: A good boy quickly sweeps their home and rushes to school early such that he is not late for school.

Tr: Wrote on the chalkboard a new word "collect"

Tr: Read the sentence loudly for the learners, "Collecting rubbish, can you repeat after me

Lnrs: Repeated after the teacher "collecting rubbish"

Tr: Our ears (attention getting mechanism)

Lnrs: All hearing

Tr: Atim can you come and collect rubbish from the class

Atim: Moved forward to demonstrate to the class how to collect rubbish

Tr: What is Atim doing?

Lnrs: All learners responded, Collecting rubbish

Tr: Introduced another statement and wrote it on the chalkboard The statement was "every day I sweep"

Tr: Do we have a thief in this class? While holding one shoe in her hands?

Akello: Was crying that one of her shoes had been taken by Mubarak

Mubarak: Threw the shoe infront of the class

Tr: ok, Atim get your shoe and keep quite

Tr: Introduced a song "….."

Tr: Can we read the statement again, pointing to the chalkboard

Lnrs: Read the statement again "every day I sweep"

Tr: Abalo, What do you do every day?

Abalo: Responded , "Every day I sweep

Tr: This row alone, what do you do every day?

Lnrs: Every day I sweep

Tr: Whole class what do you do every day?

Lnrs: Every day I sweep

Tr: Acen, what do you do?

Acen: Every day I sweep

Tr: Oryema, What do you do ?

Oryema: Every day I sweep

Tr: Wrote all the three sentences once again on the chalkboard and told learners to read all of them one by one

Lnrs: As the teacher was writing the three sentences, on the chalkboard one learner hit her fellow learner on the head with her palm, when the one hit started crying the teacher intervened and told the child who had beaten the other not to do it again and the one beaten to stop crying.

Tr: Gave an exercise at the end of the lesson, the exercise was
       as follows draw a picture of yourself and write what you do
       every day, she drew the following illustration on the chalkboard
       for the learners to follow as they write their exercise
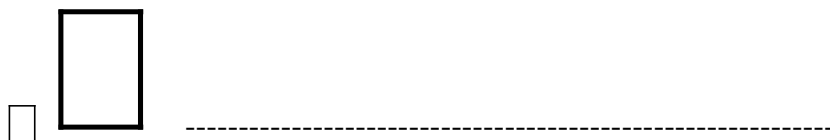
 Tr: I want to mark the one who finishes first, and moves around the classroom to
        mark as she told them to draw the pictures of themselves
Lnrs: Did their work individually in their exercise books

Researcher Observation
The teacher used both Luo and English while teaching this lesson, using a friendly
 language and voice projection

Lesson 17: Paci Public Coordinating Centre Primary school
Class: P6 Tr: Mrs Theresa Akello Odok
Learning Area: English
Topic: The mixed tense
The subtopic: Present simple tense

Tr: Good afternoon primary six class
Lnrs: Collectively, good afternoon teacher as they all stand up
 Tr :   Ok sit down
Tr: Writes on the chalkboard, words we use to mean actions which take place
       everyday
 Tr: Can you name these words?
Lnrs: Put up their arms and the teacher selected one by one, they mentioned the
         following words; Always, sometimes, daily, once a week, once a year
 Tr: wrote all the words given by the learners on the chalkboard as the learners
       mentioned them.

Researcher observation
Whereas a few classrooms had relevant peace education messages displayed, no teacher
referred to them or used them during the teaching and learning process. Although the Peace
Education Teachers' guide book has reference topic from the primary school syllabus with
which to integrate the learning areas of peace education. No teacher used or referred to these
topics or used them in their lesson planning and teaching.

Lesson 18   observed on   8/02/2010
Class: Primary Two
Learning area: Arithmetic from Lower Primary Thematic Curriculum
Topic: Addition

Classroom context: Majority of learners were seated on desks, around twenty-five (25) children were seated on the floor as the desks were not enough. The learners seated on the desks were so close to one another that the body movement of one of them would make the neighbour not to be able to concentrate. Various teaching learning aids were hanged in the classroom, they were all for the four learning areas of the thematic curriculum, and non had any peace message. The teaching/ learning aids included drawings by learners which were hanged in one of the corner of the classroom.

Teacher : Greets learners in the local language and introduces a song and instructs learners to sing after her while standing up. The content of the song was "if a visitor comes, what shall we do?, we give him or her seeds, greet the visitor and lead him or her to his/her seat"
Teacher: Ok sit down
Teacher: Picked drinking straws from a corner in the classroom and started counting them from one up to ten.
Teacher: Class can you count with me
Teacher: Demonstrated how to count from one up to ten using the straws as the learners repeated the numbers after her
Teacher: Akello can you come and count for me from one up to ten using these drinking straws
Akello: Moved forward and started counting the straws accurately
Teacherr: Good!
Teacher: Class can you clap for Akello
Learners: Clapped for Akello
Teacher: Wrote an addition number on the chalkboard $(2 + 3=\dots\dots)$
Teacher: Adungo can you come and try out this number on the chalkboard?
Adungo: Walked forward to the chalkboard and filled in $2+3=5$
Teacher: Excellent!
Teacher: Can you clap for Adungo
Teacher: Wrote an exercise on the chalkboard, the exercise was as follows
 i. $1+2 =$........... ii. $3+4=$.......... iii. $7+2=$.................
Learners: Started talking amongst themselves
Teacher: Keep quiet, then she moved around as she distributed learners' exercise books and pencils to the learners
Learners: Started copying the exercise from the chalkboard individually in their books
Teacher: Moved around the classroom as she marked and provided support to individual children as they worked out the exercise individually.

The teacher used a welcoming and motivating local language during the lesson, with positive reinforcements to the learners she selected to try out the numbers and to count. In this lesson there were almost no teacher questions, but learners were called out to count the straws in front of the classroom which learners enjoyed. However when learners started talking when an exercise was given to them the teacher instructed them to keep quite. Therefore learners worked out the exercise quietly and individually by filling in the answers in the blank spaces.

Appendix Q: Pupils' Peace Poems Developed During the Peace Club Activities from

Paci Public Primary school

Learners' Peace Poem One

My name is Charles,

 I am in primary six,

Mmy name starts with letter C,

Tthe fourth letter in the word peace,

 I want to be a good boy at school and to other children in the lower class,

 I also want other children like me, because I come very early to school,

At school I read my books and I like peace, because peace is good for everyone.

Teachers comment about the poem: Excellent, Well done.

Learners' Peace Poem Two

My name is Ace Jeneth, my name starts with letter A,

P is the first letter of the word peace,

E is the second letter in the word Peace,

 E stands for example,

 I want to be a good example for all other children to see,

When young children see good behaviours from me, they will want to be like me,

When I grow up, I want to be a peace maker,

Examples of words that start with letter A, C and E,

1.Animal	1.Cow	1. Exercise
2.Ajok	2.Class	2.English
3.Akello	3.Country	3.Exercise book
4.Abong	4.Chair	4.Expenditure
5.Apiyo	5. Convey	5. East
6.Adjusters	6.Child	6.Even

Teachers' Comment about the Poem: Good, Now write poems using these words.

Learners' Peace Poem Three.

My name is Nancy Apio,

The second letter of my surname is letter P,

The word peace starts with letter P,

When I grow up I want to be a Peace Maker,

A peace maker at school, home and in my village,

E is the second letter in the word peace,

It stands for Example,

I want to be a good example for all other children to see,

When other children see me doing good things, they will aspire to be like me.

Learners' Peace Poem Four

My name is Walter,

I am in Primary six,

C is the fourth letter in the word peace,

When I meet people,

I wish them peace,

Because walter is for peace,

I have learnt that peace is a good thing,

Everyday i will try to be nice to other people,

Because peace is good, Peace means friendship.

Learners' Peace Poem Five

My name is Denis Okot, I am in primary six,

O is the second letter in the word peace,

I have learnt that peace is a good thing,

Every day i will try to be nice to other people,

When i meet people, i wish them peace,

Because peace is good, Okot is for peace,

Peace is my friend, peace means friendship.

Learners' Peace Poem Six

Kony come back home,

We welcome and support Juba Peace Talks,

Let's stop war, let's talk peace,

Peace in our lives, we should learn to share with our neighbour,

We shoul learmn to live together peacefully,

We should learn to forgive our enemies,

We pray for peace,

We need peace,

Learners' Peace Poem Seven

My name is Concy,

C stands for the fourth letter in the word peace,

When I meet people, I wish them peace,

Because Concy is for peace.

Learners' Peace Poem Eight

My name is Acen,

A is the third letter in the word peace,

When I meet people, I wish them peace,

Because Acen is for peace.

Pupils' Peace Poem Nine

Peace, Peace, Peace, Where are you hiding?

That you left us to suffer in this way,

Peace Peace Peace,

All our fathers, mothers, brothers, sisters are dead or missing

Those who are alive have a missing body part,

We are begging you now to return to us

Bring us happiness, joy, freedom and love

Pupils Peace Poem Ten

Peace, peace peace

Who are you?

Why have you left Northern Uganda

Our brothers, sister, parents, teachers and soldiers are dying,

Peace Peace Peace, Children are crying for you,

Their parents are also crying for you,

We want to live in our homes sure that we will wake up alive, Peace Peace Peace

Come to us now, We want peace, development and education.