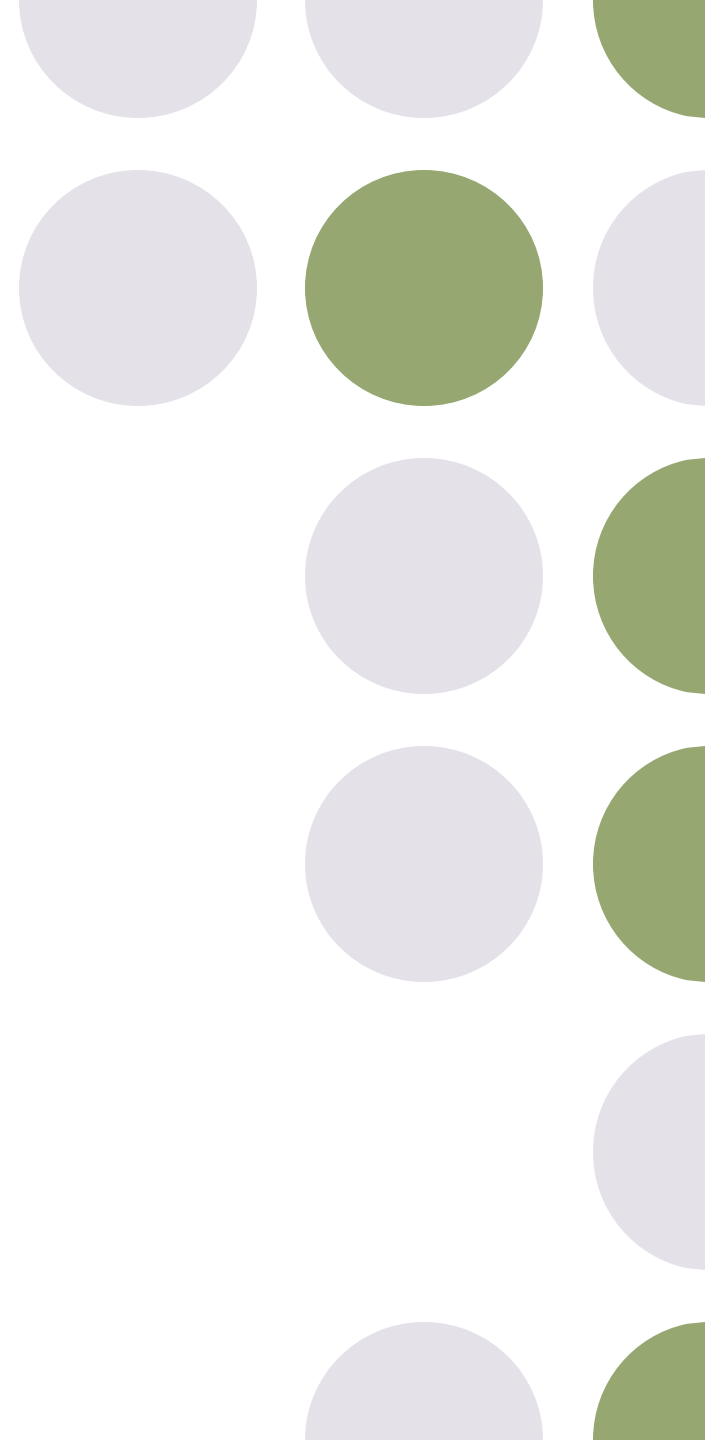


Values and Knowledge for Peace



Safer Space Rules

- This workshop is a discrimination-free and harassment-free zone.
 - Please listen to others and try not to speak on behalf of others.
 - Please present your own views in a respectful manner.
 - Please be mindful that people may be sensitive because of conflicts they have faced. Be respectful and create a positive atmosphere in the discussion.
 - If you disagree with someone, try to raise the matter in a constructive and friendly manner.
 - If the situation feels uncomfortable, please raise the issue, for example, by informing the workshop chairs or the conference organizers.
-



Why Education for Peace?

How is peace delivered in the National Zimbabwe Curriculum?

What courses include peace related content and delivery?
What does this peace content and delivery aim to achieve?

How is it delivered?

What are the essential knowledges, values and skills transferred to students?

How do you teach peace related content?

What materials do you use?

How do you engage students as you teach peace?

Why it matters for your context (your students and community)

What is the gap you have identified when teaching peace related content and knowledge?



Who is teaching and who is being taught?

Who is the teacher?

Who is the student?

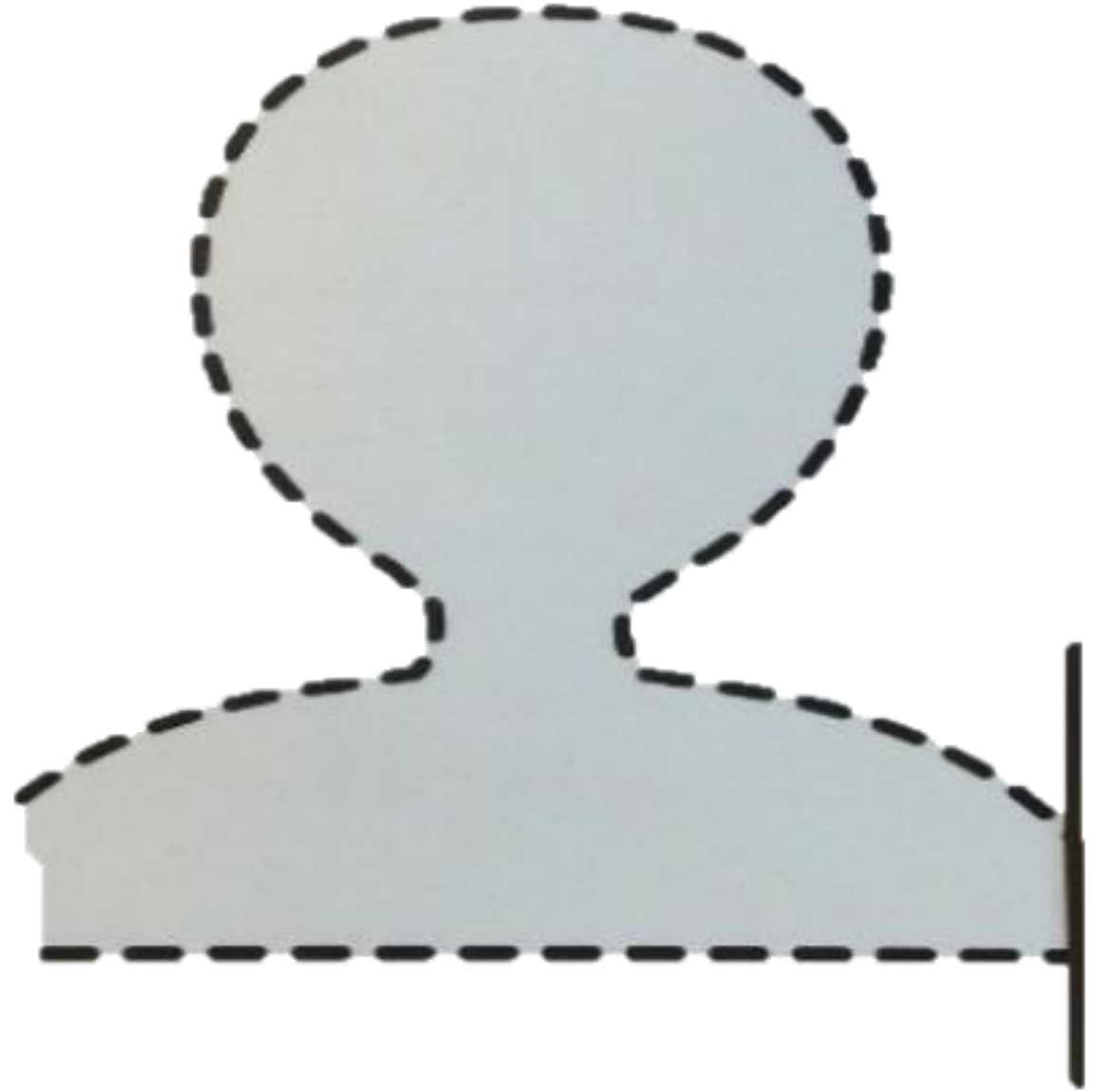




Getting to know your students

- Who are your students?
- What learning skills do they possess?
- What are the resources they are bringing to your classroom?
- What are some of the conflicts they have been through?

Activity 1: Form your student profile



MAT1510 - Precalculus mathematics

Motivation for studying:

Wants to be a teacher and needs to be able to teach this subject. Is doing a BEd. This module is part of the teaching diploma. Will have better work prospects with Maths

Name:

Anja

Age:

21

Educational background & experiences:

Straight from school to UNISA, but with a 4-year gap between leaving school and starting uni. Doesn't like Maths much but has to do it. 4-year gap in her Maths education: rusty.



Occupation:

Admin clerk

Nationality:

South African:
Afrikaans as 1st language

Study skills strengths and weaknesses:

Has forgotten how to study. Needs to get better at time management. Doesn't know where to start with materials or what the different guides are. Can use Facebook but is afraid of forums (apprehensive). Feels out of her comfort zone.

Expectations for the course:

This is a bridging course and some topics are already familiar to her from school. As a result she thinks it will be easy and wants to pass with distinction. She only needs the first year to get where she wants to be.

MAT 1581 - Mathematics I (Engineering)

Motivation for studying:

This employer (a preschool) noticed he is bright and that he wants to study. They encouraged him to sign up with UNISA and are supporting him financially, but he has to pass. Getting the Engineering qualification will help him find an engineering job which was better prospects than his current work.

Name:

Noah

Age:

30

Educational background & experiences:

Noah is a refugee. It was difficult for him to get to South Africa. He last studied Maths 12 years ago and there is a big gap in his educational experience. He is enrolled on a diploma in Engineering



Occupation:

Security guard/
handyman

Nationality:

Burundian
(living in South Africa)

Study skills strengths and weaknesses:

Noah has practical Maths experience but struggles. He only has a cell phone with pre-paid access. No computer, and can't get to Learner Centre easily (only on Saturday)

Expectations for the course:

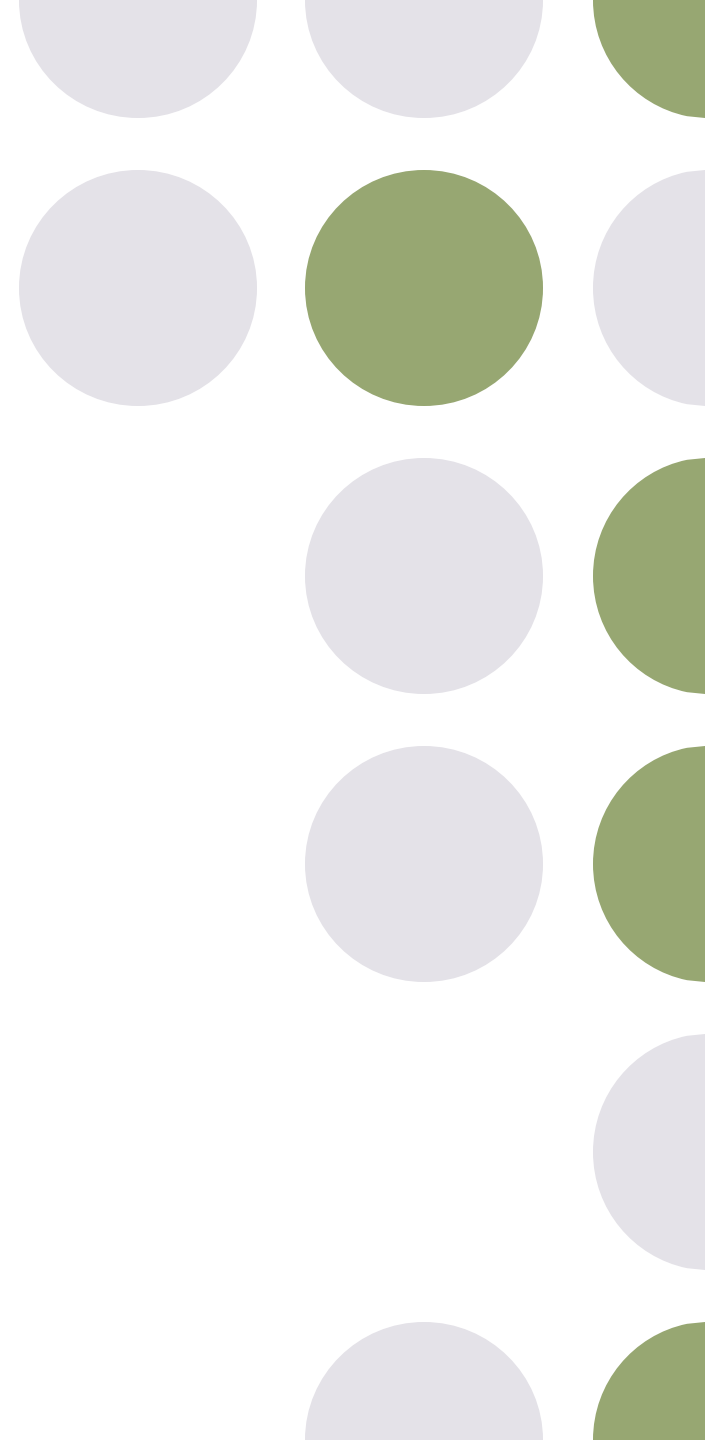
He believes that if he works hard he will be successful. This is his life experience to date. It doesn't matter to him how long it takes

Activity 2: What are the challenges & difficulties that students bring in to the classroom

- What are the conflicts & issues that students bring in to their classroom?
- What are the difficulties about talking about some of these conflicts in the classroom?
- What are the ethical concerns regarding these conflicts?
- Why?

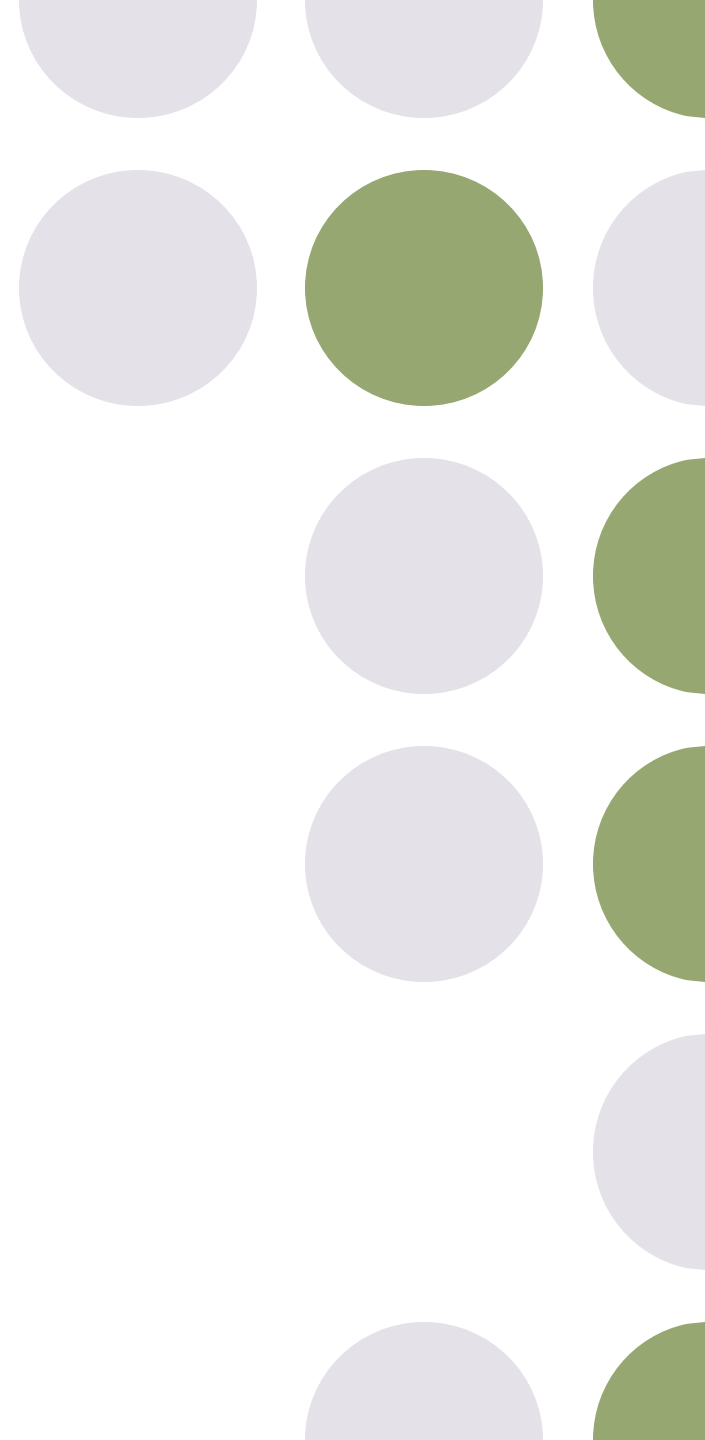
Activity 3: How about teachers?

- What are the conflict and difficulties teachers bring to the classroom and schools?
 - E.g. not being welcomed by the community
 - Not being respected by the community
 - Not being paid on time.
 - How do these challenges interact with the difficulties student bring to the classroom?
-



What should we teach about peace?

- Values?
 - Knowledge?
 - Good practices?
 - Bad practices?
-



An overhead view of several children sitting around a large sheet of paper on the floor, drawing and coloring. The paper is covered with various drawings, including a peace symbol, a lightbulb, a fish, a person, and plants. The children are using colored pencils and markers. The background is a plain floor.

ACTIVITY 4:

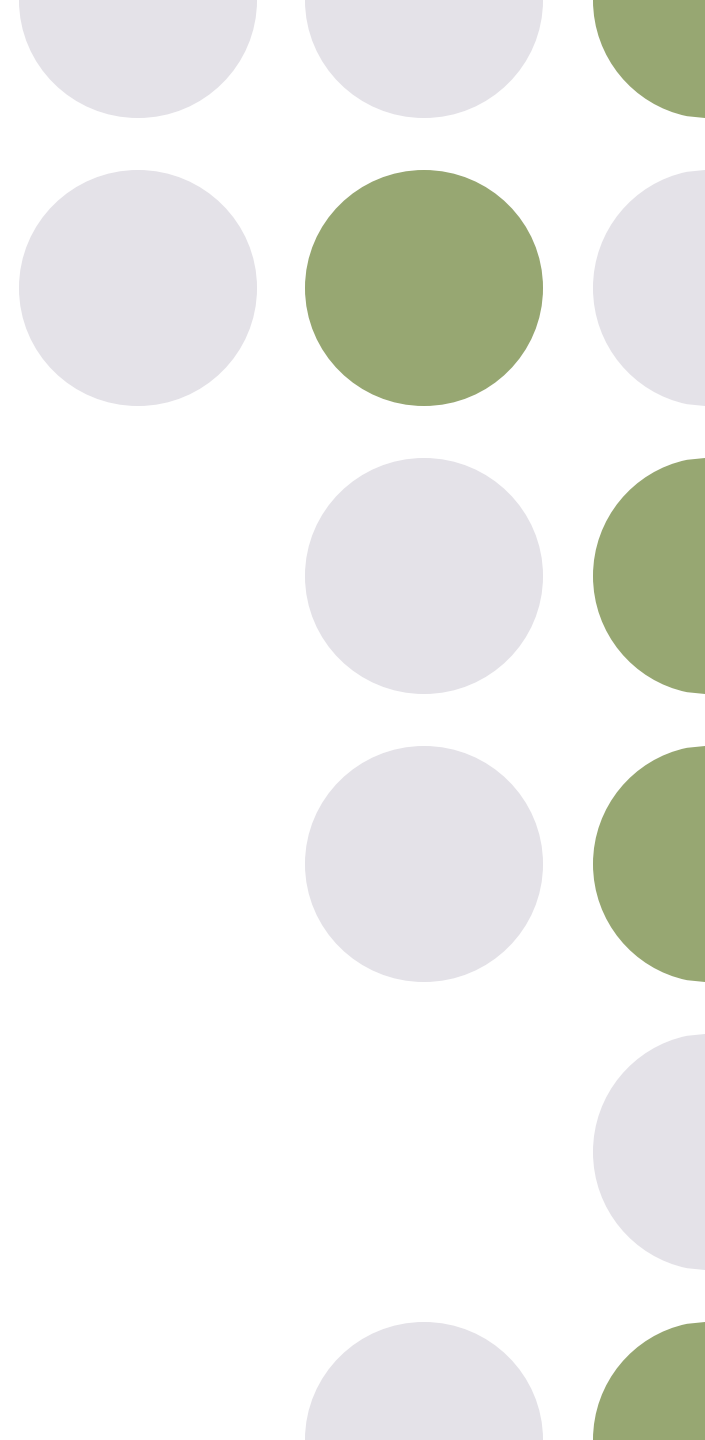
What are the peace and knowledge values you bring to the classroom as teachers?

What are the peace and knowledge values your students bring to the classroom?

What are the peace and knowledge values your colleagues bring to the classroom?

Activity 5: L's Story

- It happened that one of us was the women had a miscarriage. Everyone was looking at her while she fights for her life. So I stepped up and said dear women, are we going to continue looking at this one us of until she died? I then said why not we contribute some amount of money since we are all doing petty trading in order to take her to the hospital? I later went to each of the women's house and none of them go against what I said. Then we do not have any women leader at the camp. I put together the money that was contributed and I used it to take her to the hospital as well, offset her medical bills. Thank God she became well. So when I return from the hospital, the remaining women came together to tell me that what I did was commendable and for that reason, they want to appoint me to be their leader.
-



Now read this excerpt again and identify four words that you think the women saw as necessary for a leader

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-

Values

- Stepped up
 - Contribute
 - None of them go against what I said
 - What I did was commendable
 - Thank God she became well
 - Initiative/ proactivity
 - Altruism
 - Ability to bring people together
 - Service to the community
 - Past success
-

Knowledge Acquired

How to navigate the cultural terrain (women have always shown leadership qualities even within the context of social limitations and cultural expectations).

Bringing something needed by another person brings peace.

When one person is in trouble, the whole society is in trouble. Peace can only reign in that society if everyone enjoys peace, (Ubuntu). This moral basis is what pushed all the women to contribute when asked to.

Unity of purpose leads to the achievement of objectives and to a peaceful society.

Activity 6: Your turn

- There is a scenario presented from an interview with teachers in Zimbabwean context.
 - In groups, Identify the values and knowledge essential for peace
 - Identify the challenges and difficulties? Why have you identified these?
 - What do they signify for you?
 - How do you connect with this story? Does it reflect your experience as a teacher?
-

Case 1 from Zimbabwe

- Justice is very expensive. Conflicts arise when people are hustling for survival. If a person does farming for sustenance then in process goats eat the produce eg vegetables or thieves. Recently a thief stole vegetables destroying the whole plant. This causes conflicts. Cheating at mines especially here in Zhombe eg mine owners or other bigwigs such as the chiefs, headmen who abuses offices and take control of the mines. In some cases if on a mining syndicate when 100 grams of gold is acquired the bigwigs corruptly cheat the workers giving them little money. Conflicts arise on how the matters are solved either by security forces or courts. Recently a boy was beaten 3 times by a hammer but the perpetrator walks freely. The perpetrator moves around boasting, so this causes anger to the relatives of the victim. There are victims of artisanal miner's violence but nothing is done to the perpetrators which makes the victim heartbroken and bitter. This makes people to seek revenge. Yesterday one miner was defeated whilst fighting then others mocked him till he sought revenge. He made knobkerries from bow mill iron then beat the opponent on the head till he died. So if the law does not take its course conflicts arise.
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