




**CHANGING
THE STORY**

EXAMINING INTERPRETATIONS OF CIVIC NATIONAL VALUES MADE BY YOUNG PEOPLE IN POST-CONFLICT SETTINGS (NEPAL AND KENYA)


University of Brighton




UNIVERSITY OF LEEDS


Arts & Humanities
Research Council


Global Challenges Research Fund

THE PROJECT

Complex issues of cultural integration in Kenya laid the foundations for creating ‘Engaged, Empowered & Ethical Citizens’, a national policy for ‘Values’ education (Basic Education Curriculum Framework, 2017). The Kenyan context and its resulting educational policy is situated with the provision of ‘Moral Education’ for the teaching of ‘values’ and ‘civil rights and duties’ in Nepal (Basic Education Curriculum, 2018). Long instability and armed conflict has led this country in becoming a federal state. Educators, Peacebuilders, and Performance Arts groups from Nepal and Kenya have come together with their UK partners to explore the commonalities in their national policies and the possibilities of advancing teaching and learning through these.

This project looks to the key aims and objectives of those policies and works closely with civil service organisations, schools and teachers in Kenya and in Nepal for generating interpretations of ‘civic national values’ made by young people in examination of their post-conflict national contexts.

This project applies a ‘scheme of work’ in the form of four lessons of teaching and learning. These have been written to assist young people in articulating their oral and visual testimonies on living in post-conflict national contexts. It seeks to enable young people to develop critical and reflective thinking in response to the peacebuilding process. Through these communications, the project facilitates the sharing of cross-cultural perspectives between young people, between teachers, and between civil service organisations.

The Kenyan and the Nepalese contexts will apply the same activities involving data collection in schools with teachers and young people.

This project seeks to produce insights on how local interpretations of the national policy can be transformed through education and arts-based methodologies, to inform and advance current and future policymaking at local, national and international levels.

PROJECT AIMS

- 1. To explore how young people in post-conflict settings interpret and communicate civic national values supported by their application of varied performance arts-based tools and techniques.**
- 2. To empower young people in post-conflict settings to develop and advance their thinking about the past, present and future possibilities of peacebuilding through theories of 'reflection'.**
- 3. To examine the perspectives of teachers on civic national values including the varied ways they share these narratives with their learners.**
- 4. To facilitate our research partners to continuously analyse, reflect on and reconceptualise their understandings and shared communications of civic national values for advancing future policymaking through a performance arts-based 'scheme of work', that can be applied locally, nationally and internationally in comparative contexts.**

PROJECT INTRODUCTION SEMINAR TRIVIBHAM UNIVERSITY, NEPAL MONDAY 27 MAY 2019

1500 WELCOME & INTRODUCTION

**Dr Marlon Moncrieffe, Principal Investigator, Senior Lecturer,
School of Education, University of Brighton, UK.**

**Rajib Timalisina, Co-Investigator, Assistant Professor,
Department of Conflict, Peace and Development Studies,
Tribhuvan University, Nepal.**

**Nub Raj Bhandari, Co-Investigator, Programme
Director/Researcher, Janaki Women Awareness Society,
Nepal.**

1515 PANEL: RESEARCH PROCESS AND PRIORITIES

Including the above colleagues:

**David Stephens, Co-Investigator, Professor of International
Education, School of Education, University of Brighton, UK.**

**Ananda Breed, Co-Investigator, Professor of Theatre and
Performance Making, University of Lincoln, UK.**

Rajan Khatiwada, Creative Director, Mandala Theatre, Nepal.

Nar Bahadur Saud, Independent Consultant, Nepal.

1530 BREAKOUT GROUPS

Discussion and responses to research process and priorities.

1600 INTERACTIVE SESSION WITH MANDALA THEATRE COMPANY

**Rajan Khatiwada, Creative Director, Mandala Theatre, Nepal.
Society, Nepal.**

1630 PLENARY AND QUESTIONS

**Dr Marlon Moncrieffe, Principal Investigator, Senior Lecturer,
School of Education, University of Brighton, UK.**

**Rajib Timalisina, Co-Investigator, Assistant Professor,
Department of Conflict, Peace and Development Studies,
Tribhuvan University, Nepal.**

**Nub Raj Bhandari, Co-Investigator, Programme
Director/Researcher, Janaki Women Awareness Society, Nepal**

1700 END

**PROJECT INTRODUCTION SEMINAR
ST PAUL'S UNIVERSITY, KENYA
MONDAY 17 JUNE 2019**

1500 WELCOME & INTRODUCTION

Speakers:

**Dr Marlon Moncrieffe, Principal Investigator, Senior Lecturer,
School of Education, University of Brighton, UK.**

**Dr John Mwangi, Co-Investigator, Lecturer in Peace and
Conflict Studies, St Paul's University, Kenya.**

**Dr Willis Okumu, Co-Investigator, Peacebuilding
Coordinator/Researcher, Anglican Development Services,
Kenya.**

**1515 PANEL: RESEARCH PROCESS AND
PRIORITIES**

Including the above colleagues:

**Ananda Breed, Co-Investigator, Professor of Theatre and
Performance Making, University of Lincoln, UK.**

Antony Ndung'u, Creative Director, Zenn Theatre, Kenya.

1530 BREAKOUT GROUPS

Discussion and responses to research process and priorities

**1600 INTERACTIVE SESSION WITH
ZENN THEATRE COMPANY**

Antony Ndung'u, Creative Director, Zenn Theatre, Kenya.

1630 PLENARY AND QUESTIONS

Speakers:

**Dr Marlon Moncrieffe, Principal Investigator, Senior Lecturer,
School of Education, University of Brighton, UK.**

**Dr John Mwangi, Co-Investigator, Lecturer in Peace and
Conflict Studies, St Paul's University, Kenya.**

**Dr Willis Okumu, Co-Investigator, Peacebuilding
Coordinator/Researcher, Anglican Development Services,
Kenya.**

1700 END

SCHEME OF WORK

The Scheme of Work (below) is shaped for young people to REFLECT on their life experiences - to RECORD their thoughts - to bring their thoughts to life through PERFORMANCE - to share these through CROSS-CULTURAL EXCHANGES as their interpretations of civic national values. This process is for young people to advocate their communication of the peacebuilding process in their post-conflict national contexts.

During the processes of this knowledge production, the young people will use iPads as digital diaries to continuously reflect on and record their learning.

Four lesson plans are to be facilitated by teachers and performance arts organisations:

Lesson one and Lesson two both encourage young people to reflect on their locality; to articulate and record their experiences of community; cultural and ethnic differences and similarities; and cultural identity and citizenship. These lessons develop thinking, discussion and shared articulation on values such as ‘tolerance’ and ‘mutual respect’ at a micro community level.

Lesson three helps young people to turn their ideas from Lesson one and Lesson two into action and performance facilitated by professionals from performance arts organisations. The performances generated by the young people are to be captured on film.

Lesson four uses the film made in Lesson three as a basis of cross-cultural exchanges. The ideas from the films will be shared between young people in different parts of their country. This is to facilitate thinking, discussion and shared articulation on how young people’s interpretations of civic national values can be advanced further towards a sense of connection and belonging with national identity at a macro community level.

Lesson 1 Facilitated discussion, reflection and recording

Time	Aims	Questions/Learning Outcomes	Approaches, Resources, Activities, Classroom Organisation	Assessment & Evaluation
40 minutes	<p>To make interpretations of the term: community</p> <p>To explore and discuss understandings of the terms: tolerance and mutual respect in relation to experiences in the local community.</p>	<p>What is meant by community? Young people show different understandings of what community means to them</p> <p>Who are the people in your community? Young people produce an oral list of the three most respected members of their community</p> <p>What are the good things about your community? Young people</p> <p>Who belongs to this community? What is meant by tolerance? What does tolerance look like in your community? What is meant by mutual respect? What does mutual respect look like in your community?</p>	<p>Circle time set up with artefact (possible stimuli) to trigger thinking is passed around for young people's responses</p>	<p>Assessment refers to ways & evidence of student learning Evaluation refers to ways & evidence of teachers' teaching-learning. e.g. 'What is meant by community?'</p> <p>Assessment: Young people produce orally different interpretations of 'community'</p> <p>Evaluation: The teacher/us? Evaluate how the teaching of the concept 'community' worked e.g. Did the young people just listen to the teacher's interpretation or did they produce their own?</p>
20 minutes	<p>To reflect on discussion and to record ideas</p>	<p>Reflective Digital Diary entry 1 What I have I learnt from this activity?</p>	<p>Paired activity taking turns with iPad to diary their thoughts; their questions and their learning</p>	

Lesson 2 Reflection and Recording

Time	Aims	Questions/Learning Outcomes	Approaches, Resources, Activities, Classroom Organisation	Assessment & Evaluation
40 minutes	<p>To reflect on and to record via illustration interpretations of 'tolerance' and 'mutual respect' in relation to experiences in local community.</p> <p>To transform oral testimonies of 'civic national values' and represent them as visual testimonies</p>	What does your ideal community look like?	<p>Graffiti wall of responses. Use felt pens/crayons to illustrate via storied examples, critical moments, insights of either mutual respect and tolerance occurring in your community? i.e. tolerance between difference of faiths, respect between men and women.</p> <p>Create an individual piece of artwork for exhibiting as part of a group mosaic of differences and similarities of mutual respect and tolerance.</p>	Assessment of the transfer from work in lessons 1 to 2. Identify process factors as they work e.g. acceptance of difference/collaboration? Indications of emergence of 'civic nation values' Common national icons and symbols used?
20 minutes	To reflect on illustrations created.	<p>Reflective Digital Diary entry 2</p> <p>What did you learn about yourself? What did you learn about others?</p>	Paired activity taking turns with iPad to diary their thoughts; their questions and their learning building on previous entry	

Lesson 3 Performing

Time	Aims	Questions/Learning Outcomes	Approaches, Resources, Activities, Classroom Organisation	Assessment & Evaluation
Part 1 60 minutes	To transform oral and visual testimonies of 'civic national values' and actively represent them as visual testimonies	What is meant by community? Who are the people in your community? What are the good things about your community? Who belongs to this community? What is meant by tolerance? What does tolerance look like in your community? What is meant by mutual respect? What does mutual respect look like in your community?	Facilitated by performance arts groups Take ideas from Graffiti wall of responses i.e. young people's storied examples, critical moments, insights of 'mutual respect' and 'tolerance' occurring in your community. Generate performances as articulations of these made by young people.	Assessment of the transfer from work in lessons 1 and 2 to 3. Observe, record and examine how young people's discussions, reflections and recordings and reified in performance. What are the common themes in performance? Evaluating the varied interpretations and articulations of the varied terms and discussions based on different perspectives/contexts. What are varied non-verbal illustrations of community/tolerance? How might these be similar or different from what might be understood about these terms on a family/community/government/national level?
20 minutes	To reflect on the processes of turning ideas into actions	Reflective Digital Diary entry 3 What are you learning about yourself? What are you learning about others?	Paired activity taking turns with iPad to diary their thoughts; their questions and their learning building on previous entry	
Part 2 60 minutes	Continuation of Part 1			
20 minutes	To reflect on the processes of turning ideas into actions	Reflective Digital Diary entry 4 What are you learning about yourself? What are you learning about others?	Paired activity taking turns with iPad to diary their thoughts; their questions and their learning building on previous entry	

Lesson 4 Cross-Cultural Exchanges and Impact

Time	Aims	Questions/Learning Outcomes	Approaches, Resources, Activities, Classroom Organisation	Assessment & Evaluation
40 minutes	To be aware of young peoples' interpretations 'civic national values' from a different cultural context	<p>What are the good things about your national community?</p> <p>What are the interpretations of 'tolerance' and 'mutual respect' made by young people in different cultural context? How do they match your own interpretations?</p>	<p>Show their own film of responses.</p> <p>Introduce the young people from a different context. Explain that they took part in the same activity.</p> <p>Show film of responses.</p>	Assessment of the transfer from work in lessons 3 to 4. Teachers and young people's responses to the voices of their peers in different contexts. What are the differences? What are the similarities in voice?
20 minutes	To reflect on seeing interpretations of 'civic national values' made by their peers	<p>Reflective Digital Diary entry 5</p> <p>What are you learning about yourself? What are you learning about others?</p>	<p>Paired activity taking turns with iPad to diary their thoughts; their questions and their learning building on previous entry.</p>	What is the impact on the young people and teachers when presented with cross-cultural exchanges?
40 minutes		<p>What are the common themes?</p> <p>'How are we speaking together in one voice?</p>	<p>Whole Group Circle time set up where artefact (possible stimuli) to trigger thinking is passed around for young people's responses</p>	
20 minutes		<p>Reflective Digital Diary entry 6</p> <p>What are you learning about yourself? What are you learning about others?</p>	<p>Paired activity taking turns with iPad to diary their thoughts; their questions and their learning building on previous entry.</p>	

BIOGRAPHIES

INVESTIGATORS AND PARTNERS



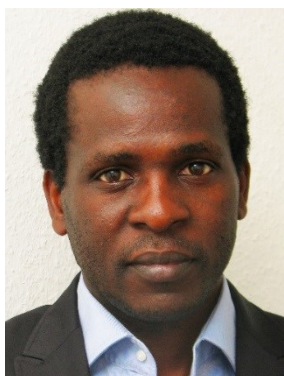
Dr Marlon Moncrieffe taught in UK primary schools from 1999 to 2013 and was a Deputy-Headteacher. He carried out his doctoral research between 2012 and 2017 with the Institute of Education, University of Reading. He has developed new knowledge for teaching and learning in Initial Teacher Training and Primary School education through an exploration of (in)congruency in historical accounts of cross-cultural encounters over the ages in the UK for advancing critical multicultural education and approaches to teaching and learning about civic national values and race equality. He uses an interdisciplinary approach to his research through education, history, sociology, arts and humanities and has produced a broad range of research publications and outputs including journal articles, book chapters and public exhibitions.



Rajib Timalsina is Assistant Professor at the Department of Conflict, Peace and Development Studies (CPDS), Tribhuvan University where he lectures on Peace Research Methods, power and politics, and local governance policies. He was tenured as permanent faculty at the university in July 2017. He is co-convenor of the IPRA Commission called ‘Pathways to Peace and Justice’. He has served as research consultant to several projects pertaining to the peace process, safe migration, livelihood, education, and local governance, gender, social justice and inclusion in post conflict scenario in Nepal and South Asia. In 2013, he was awarded the Nepal Bidya Bhusan from the President of Nepal for academic excellence. Mr. Timalsina is serving as co-director of Citizen-Led Assessment model in Nepal called Annual Status of Education Report in Nepal (ASER-Nepal).



Nub Raj Bhandari has focused on issues related to girls and women rights, education, conflict transformation and social accountability for the past nine years. He has a MA in English (2009) and Masters of Philosophy in Education (2017) from Tribhuvan University, Nepal. He is presently a Program Director at Janaki Women Awareness Society and a researcher for child marriage and education related projects. He also provided mentoring to Principal Social Accountability Practitioners for Program for Accountability in Nepal at Centre for International Studies and Cooperation (June – November, 2016). His research focus and commitment is policy focused and seeks to transform society by promoting quality education, gender equality and peace building.



Willis Okumu is a Researcher/Peacebuilding Coordinator at Anglican Development Services Kenya. He is also the Project Leader/Principal Investigator *'From Hope to Despair: An Ethnography of Youth Experiences of Human Trafficking Networks in Kenya'* in collaboration with Anti-Slavery Knowledge Network based at the University of Liverpool. Willis previously worked as a Junior Researcher at the Center for Development Research (ZEF) at University of Bonn under the Right Livelihood College (RLC)/DAAD Scholarship. He also worked in the Resilience, Collapse and Reorganisation of Socio-Ecological Systems of African Savannas, a project of the University of Cologne in Baringo, Samburu and Laikipia Counties. Willis holds a PhD in Social Anthropology from the University of Cologne. He also holds an MA in Culture and Environment in Africa from the University of Cologne and a BA in Political Science and Sociology from the University of Nairobi. He is a Fellow of Africa Good Governance Network (AGGN) of the German Academic Exchange Service (DAAD) and an Associate Fellow of Africa Research and Resource Forum (ARRF) a think-tank based in Nairobi.



John Mwangi Githigaro is Lecturer in Peace and Conflict Studies at the St. Paul's University, Limuru (Kenya). He holds a PhD in International Relations from the United States International University Africa (USIU-A) Nairobi, Kenya. His research interests revolve around peace and security studies, refugee studies, and media portrayals of terrorism with a specific focus on the Horn of Africa. He was a Nextgen Social Science Research Council New York (SSRC) fellow (2016-2019).



Professor Ananda Breed is author of **Performing the Nation: Genocide, Justice, Reconciliation** (Seagull Books, 2014) in addition to several publications that address transitional systems of governance and the arts. She has worked as a consultant for IREX and UNICEF in Kyrgyzstan on issues concerning conflict prevention and conducted applied arts workshops in the Democratic Republic of Congo (DRC), Indonesia, Japan, Kyrgyzstan, Nepal, Palestine, Rwanda and Turkey. Breed is Professor in Theatre at University of Lincoln. Prior to this, she was the Co-director of the Centre for Performing Arts Development (CPAD) at the University of East London (2014-2017) and former research fellow at the International Research Centre Interweaving Performance Cultures at Freie University (2013-2014).



Professor David Stephens is an internationally renowned expert in International Education and Development, with extensive experience in school-based action research and research capacity building at national and local level. He has more than forty years of experience as an international researcher, with extensive research experience in sub-Saharan Africa, most notably Nigeria, South Africa, Ghana, Kenya, Mauritius and Sierra Leone. He has worked extensively on issues of health education, the quality of primary education, and educational reconstruction in post-conflict societies such as Afghanistan and South Africa. Currently he is leading a World Bank project in The Gambia which is introducing participatory action research into several primary schools. He is author of several key publications pertaining to culture in educational development, research methodologies, notably the role of narrative in educational research, and the quality of primary education in sub-Saharan Africa.



Antony Ndung'u is the Creative Director of Zenn Theatre Company. He has over fifteen years experience in the creative industry. He has worked as an actor with well-known theatre companies in Kenya e.g. Heartstrings Kenya, Phoenix Players etc. He has featured in local and international award-winning films like Nairobi Half Life, MARIA, Watu Wote (received an Oscar nomination) among others. He has received numerous awards for his work including: Best Supporting Actor in film in the Kalasha Awards, 2016; Best Actor in film in the Machakos Film Festival 2017; Best Director Machakos Film Festival 2018; and Best Actor in theatre in the Talent Mania and Mavuno Awards. He has directed works in primary and high schools in Nairobi and supported their participation in the Schools Drama and Film Festivals.



Nar Bahadur Saud is a development professional graduated from Tribhuvan University, Nepal. He has more than 8 years of professional experience working for different I/NGOs and government agencies including monitoring and evaluation. He recently served as a Project Coordinator in the national level NGO in supporting community level reconciliation processes using the theatre approach in communities. His interest is in media and theatre including cross-cutting issues of peacebuilding. As a self-motivated and organized professional; he also works in the field of media, conflict prevention and peace building as well. His skills include in research, training and facilitation skills targeted to women, youth, political, government and civil society actors. He has already conducted lectures and carried research on different components of peace process and conflict dynamics including project plan, coordination, implementation, evaluation/monitor and control. He has experiences in playback theatre model, storytelling, and the approaches of arts in peacebuilding.

NOTES



<https://twitter.com/CTSKenyaNepal>



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