EDUCATING FOR PEACE AT PRE-SCHOOL: A CASE STUDY OF KHULANATHI EDUCARE CENTRE

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ABSTRACT

Pre-schools, as the entry point to formal education are increasingly expected to play an invaluable role in the promotion of peace. As such, this study sets out to investigate the nature and extent to which one pre-school, namely Khulanathi Educare Centre in Pietermaritzburg (KEC), adheres to the 'peaceful schools' model with respect to its organization, curriculum, learning methods and the handling of conflict.

The research approach taken in this study was qualitative and exploratory, relying on self-administered questionnaires, reviewing literature and documentary analysis. The researcher also spent some time at the school to observe day-to-day activities. Parents and teachers constituted the study's respondents.

The study reveals an innovative approach to teaching at KEC in which peace education is treated as an integral part of the entire learning and teaching processes. This innovation gets impetus from the school's constitution, which endorses peace education. Peace values are promoted through the curriculum in general, and in particular, the teaching and learning methods and in the school's approaches to handling conflict. Peace education does not stand out as an explicit goal. Rather, it is an integral component of the four cornerstones of the KEC's learning and teaching processes. Approaches to resolving conflict through dialogue at the school further demonstrate the school's adherence to the peaceful school model. A close working relationship between the school staff and parents ensures that children are exposed to peace values both at home and at school. In summary, the questionnaires, observations and the school documents lead to the conclusion that KEC is closely conforms to the peaceful school model. The study also offers some general insights on peace education in pre-schools and some recommendations specifically meant for Khulanthi Educare's situation.

DECLARATION

This study is the original work of the author and has not been submitted in any form for any degree or diploma to any other University. Where information from other sources is used in the text, it is duly acknowledged.

Signed: .... Date: ...23.|11.|.2003.....

Blandine Umurerwa

DEDICATIONS

In memory of my late father; my mother, sisters and brothers victims of the Rwandese genocide.

To my son Manzi, my nieces Isimbi, Niniki and Naomi. May they, and their generation, live in a better world of peace.

ACKNOWLEDGEMENTS

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CHAPTER 1

INTRODUCTION

"If we are to reach real peace in this world ... we shall have to begin with the children" **Mahatma Gandhi**

1.1 BACKGROUND

Peace is a virtue aspired to by all human societies. It has always been an important societal 'asset' throughout human civilizations. Absence of peace has historically manifested itself in varied forms of overt contributory vices such as crime, drug and alcohol abuse, leading to destruction of property and human lives. At the subtle level, lack of peace manifests itself in the form of lack of respect for societal values and norms, instability in important institutions such as the family, politics and the economy. Dysfunctions in these and other facets of society can have far-reaching negative consequences in society in so far as peace is concerned.

Against this backdrop, peace is an essential requirement for societal growth and development. With peace assured, people can live in harmony and collectively shape their destinies. The fight against poverty, disease, under-development and other vices can at best only remain a pipe-dream without peace.

Attaining peace is not something that comes naturally. Societies have to work towards its realization and sustenance. Many initiatives such as round-table discussions, interventions by third parties, arbitrators, law enforcement, international political and economic sanctions and many others have been employed in human history in an attempt to promote peace. Such initiatives are indeed necessary, but they fall far too short of sufficiently addressing the complexity of peace. They are, for the larger part, reactive, quite often paternalistic, short term and directed at the symptoms and not the causes of the lack of peace. Desired as it might be, peace remains an elusive aspiration.

Discussions of its realization has led to a plethora of approaches in various disciplines including politics, psychology, sociology, history and many others, each underpinned by distinct philosophical predispositions. Peace has consequently remained a contentious issue.

Attempts to provide credible explanations on peace-related issues have led to different theories. One such approach is the notions that if society wants to truly ensure sustained peace, concerted efforts need to target children so as to inculcate peace values during their formative stage (Montessori,[1] 1932). The general assumption is that prospects for adhering to such values are higher than having to adopt them in later stages in life even though they are subject to varied environmental influences. Proponents of this approach posit that unless children are exposed to such values at an early stage in life, prospects for peace are considerably reduced as they automatically end up not associating with peace at a deeper level in all that they do. In other words, values that are conducive to violence may become the dominant. Pre-schools have thus been identified as an important institution for introducing children to peace values

1.2 RESEARCH OBJECTIVES

Overall objective

To investigate the nature and extent to which one pre-school, namely Khulanathi Educare Centre in Pietermaritzburg (KEC), adheres to the 'peaceful schools' model with respect to its organization, curriculum, learning methods and the handling of conflict.

Specific aims

- To set out and explain the concepts of 'education for peace ' and a 'peaceful school'.

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[1] Dr. Maria Montessori was an Italian who dedicated her work to researching how preschools could be utilised to promote peace in society as children grew up and assumed positions of authority, leadership and responsability in later years. She is an icon of proponents of introducing peace values through carefully planned curricula in preschools

- To collect relevant data using several different methods from one pre-school (KEC)
- Using these data, to evaluate this pre-school in terms of its adherence to the principles of a peaceful school.
- To make recommendations to the school on ways by which it can move closer to the peaceful school model

1.3 STUDY RATIONALE

The fundamental reason for choosing this topic is linked to my belief about the power of education, its influence and effect on children's behaviour in later stages in life. Educating for peace offers immense opportunities to change things for the better and have a different look at life. It promises to promote values and norms that can help children and hence future generations to appreciate that it is possible for us to live in harmony with each other. This is possible considering that 'educating for peace is unique in that it looks to the future and asks what will happen if we go on as we are and how can we build a better world. It puts a priority on developing attitudes on self-respect, tolerance, empathy, justice and fairness (Fischer *et al.* 2000).

1.4 STRUCTURE OF DISSERTATION

Five chapters make up this document. Chapter 1 provides background information about the study. Chapter 2 reviews relevant literature. Chapter 3 discusses the methodology while the chapter 4 will present and interpret the study findings. Chapter 5 concludes the study and makes recommendations to the school and parents.

CHAPTER 2

THEORETICAL FOUNDATIONS

" Peace education starts at pre-school and becomes the science of peace at the University level" **Montessori (1932)**

2.1 INTRODUCTION

This chapter reviews the concept of peace education[2] or educating for peace. It discusses peace education in relation to schools, highlighting both its aims and importance. In doing so, the chapter provides an overview of peace education, beginning with a brief history. The context and history of the debate about peace education are described, together with an overview of attempts to link peace with education in schools, particularly pre-schools. Different definitions of peace education are used to illustrate the varied understandings of the concept.– The chapter also endeavours to distinguish peace education with peace studies. In this way, the chapter sets the theoretical context of the study built around a discussion of key issues and concepts. The next section focuses on peace education in the context of pre-schools, and lastly, the chapter sheds light on the peaceful school model.

2.2 A BRIEF HISTORY OF PEACE EDUCATION

Throughout the history of humanity, attempts have been made to teach ways to avoid the scourge of violence in its varied forms. This is partly attested by the proliferation of theories and concepts all underpinned by the peace imperative and its perceived values. Many different views abound as to how to promote peace in society. Others look up to society's ability to establish institutional mechanisms as a way to fostering peace, for example Immanual Kant "established the liberal notion that humans could achieve peace by constructing legal systems" (Harris in Salomon and Nevo, 2002:6)

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[2] Although educating for peace and peace education are used interchangeably by many authors, the majority prefer the term 'educating for peace' rather than ' peace education'. In this work I have used the term ' peace education'.

In the past century, the two World Wars and the protracted Cold War undeniably acted as the main impetus for the debate. Regional conflicts as well as civil wars, which have continued to afflict the world have undoubtedly added to the impetus to find ways and means of fostering peace. Education has increasingly been recognized as a major vehicle through which to promote peace. This shared view about role of education in promoting peace is by no means new. This is attested, for example by the Czech educator Comenius who, in the seventeenth century, observed that the road to peace was through universally shared knowledge so that he argued for "education for moderation and love"(Aspeslagh, 1986: 183 cited by Maxwell, 2002). Anchoring the pursuit of peace through educational principles and practices, as an integral part thereof, is the essence of peace education. Growing recognition of the potential role of education in promoting peace has been growing at unprecedented levels to a situation where general education reform has positioned schools as a means to promote social progress and to limit internationally those kinds of violence between and among countries (Harris in Salomon and Nevo, 2002).

Maria Montessori, a renowned proponent of peace education contends that promoting peace through education is desirable and practical if initiated early in the education system. According to Montessori, peace depends upon an education that would free the child's sprit, promote love of others, and remove the climate of compulsory restriction (Harris in Salomon and Nevo, 2002). Peace education has become so critical that even the United Nations General Assembly, through the work of UNESCO has incorporated peace as one of the eight action areas necessary for the transition from a culture of war to a culture of peace, that is *Culture of peace through education* (Harris, in Salomon & Nevo, 2002)

Against this background, while peace might theoretically be regarded as a relatively new concept in education circles, it has in practice been a latent aspect of the education systems over centuries. Evidence of its growing prominence since the 1950s in education circles abounds. Maria Montessori

has been renowned for her work in this respect and her work continues to be quite influential. The attractiveness of peace seems to have been prompted by various factors, principally its influence over the harmony expected in societies if they are grow and develop (Harris 2002). Absence of peace is ascribed with the ability to influence behaviour negatively and prevent unity (Sathiparsad and Gray, 1998). However, although peace has been identified as an important topic, it remains an elusive concept for several reasons. Among these is the fact that different theoretical perspectives provide different conceptions of peace and yield different and sometime conflicting explanations for its creation and how it might be promoted (Hicks, 1988; Salomon 2002).

2.3 DEFINING PEACE EDUCATION

The literature on peace education is large and growing rapidly. However, while researchers agree that peace education is important, enormous variations exist in the interpretation of peace education, and consequently its definition. There is limited consensus in the literature on how to define it. Inevitably, any attempts to provide a precise definition of peace education would be fraught with controversy and difficulty. Some writers draw on personality theory and social psychology to describe peace in ways they deem appropriate, for example in terms of group dynamics, beliefs and feelings. Others draw on sociology and study it in an institutional context. In short, as with any concept, the theoretical 'lens' chosen to study it has a big bearing, first on how it is understood and secondly, the interpretation of factors that affect it. The following paragraphs help to clarify the concept.

Peace education is a term that cannot easily be defined and, in fact, has divergent meaning for different individuals in many different places (Salomon, 2002). This makes the term quite elusive, as open to even conflicting interpretations. Viewed in the context of its long and diverse philosophical origins, peace education, which was considered as a contemporary movement of curriculum innovation, and as the study of the causes of wars and the possibility for preventing it, has broadened its scope so much that its

central concern is now the whole phenomena of violence in its varied manifestations, from the personal to the global (Reardon, 1988). Peace education involves the ability to analyse conflicts into their constituent parts and apply to peaceful conflict resolution techniques to such situations (Catholic Education Office, 1986).

Harris (2002) posits that peace education became part of a general education reform where schools were seen as means to promote social progress. According to Reardon (1988), peace education has great potential as a starting point for a truly comprehensive approach for education for global transformation. Acknowledging the value of peace education, Harris (2002) has noted its use in various parts of the world to challenge stereotypes, particularly where there is a long history of humiliation, victimization and hatred of others perceived as enemies. According to Sathiparsad and Gray (1998), peace education is a form of intervention to combat rising rates of crime, violence and delinquency among young people by empowering them to become "agents for non-violent social change". Hicks (1988) argues that peace education is an attempt to respond to problems of conflict and violence on scales ranging from the global and national to the local and personal. It is about exploring ways of creating more just and sustainable futures. Harris (1996) asserts that young people who never learn about non-violence will not know how to create peaceful world when they are adults.

It can be argued that peace education is a process aimed at instilling in people essential values, attitudes, knowledge and skills which will enable them to resolve conflict and situation of violence in a positive manner, thereby promoting peace (Carl and Swartz 1996). This means that peace education is a process rather than a product because the focus is not only on the transmission of knowledge, but also on the development of skills, attitudes and values. Hence, its perspective is as much about how teachers teach (method) as what they teach (content). Through peace education, the desire is to ensure that education activities and initiatives are directed at the full development of the human personality and to the strengthening of respect of human rights and fundamental freedom (Evans et al. 1999). Peace education endeavours to promote understanding, tolerance and friendship among all

nations, racial and religious groups. Indeed, peace education should permeate all aspects of school life, with implications for learners, teachers and administrators, and extend beyond the school to include society as a whole (Evans *et al.* 1999).

Whilst the terms peace education and peace studies are frequently used interchangeably, there is a need for conceptual clarity in order for them to be more useful especially for research purposes. According to Harris (2002), peace studies is the study of the peace processes with the twin objectives of analysing human conflicts and finding the most peaceful ways of turning unjust relationships into more just relationships. Peace education is seen as highlighting the need for compatibility between content and the teaching process. As observed by the Catholic Education Office (1986:139), peace education is very different from most subjects given in schools because it does not only include such formal cross-disciplinary study. It can also involve a re-examination of existing subject methodologies, questions of school structures, and considerations about the consistency between the content and style in teaching.

Thus, whereas peace studies are commonly used to describe specific courses, specific study units and specific research projects on war and peace issues, the parameters of peace education tends to be more inclusive. Peace education is therefore conceptually broader than peace studies. A review of the peace education programs in different countries indicates that they differ considerably in terms of ideology, objectives, emphasis, curricula, contents, and practice (Bar-Tal, 2002). Peace education can be seen as a mirror of political-societal-economic agenda for a given society, since peace objectives often contain a direct challenge to the present state of society within the suggestion for change (Vriens, 1990 cited by Bar-Tal, 2002). In effect, peace education mobilizes pupils and teachers to take part in a campaign for change.

Peace education is interpreted in different ways by teachers in unique cultures faced with varied forms of violence specific to their regions (Harris 1999). This

understanding has influenced Harris's (1999) development of a typology that breaks peace education into five different types:

- Global peace education
- Conflict resolution programs
- Violence prevention programs
- Development education and
- Non-violence education.

The distinctions in the elements in Harris' typology lie in where they put emphasis. Emphasis and focus of the concerns in each element are different across regions. For example, concerns for the educators for peace in poorer countries are more about structural violence, underdevelopment, violation of human rights and economic issues, whereas in Europe, North America, and Japan, the concerns may be more about exposure to radiation, nuclear and environmental degradation as a result of poor industry practices (Harris, 2002). Despite these differences, some aspects stand out as common features in peace education studies in both developed and developing contexts (Box 2.1).

Box 2.1: Some common emphases of peace education

- Learning peaceful relationships and conflict resolutions skills
- War and human aggression
- Violence and non-violence
- The United Nations and its agencies
- World problems
- Nuclear issues
- Personal search
- Human rights and responsibilities
- Learning to live in harmony with our global habitat
- Teaching processes and school structures
- Preferred futures

Source: Catholic Education Office, 1986

2.4 IMPORTANCE OF PEACE EDUCATION

Considerable attention is now given to peace in recognition of its impact in determining the success of societal activities and the pursuit and implementation of plans intended to lift the well being of the people. Peace is now regarded as a societal resource in which society must invest. Economists and politicians, for example treat peace as a critical precondition in investment decisions. In this way, peace has a considerable influence in the availability of development opportunities, for example, in terms of investment. Lack of peace, however defined, can easily keep away investors, both local and foreign thereby leading to, among others, less productivity and jobs. This can have severe implications for a community, region or country in terms of its development and livelihoods.

Wars, violence and conflict are now common throughout the world. In striving for peace, peace education is regarded as not only critical but also an appropriate way to reach lasting peace. According to Castro (1999), peace education is important because:

- It is an ethical imperative considering the negation of life and well being caused by all forms of violence;

- It is a practical necessity, in the light of what kind of violence; hatred and conflict are plaguing our world.

Through peace education, people are made more critically aware of the problems of lack of peace and learn to cultivate values and attitudes that will encourage individual and group action for building more peaceful relationships and peaceful communities (Catholic Education Office, 1986). However, peace education is not a pacifism education. Its goals are not to make people, students and teachers quite, complacent and content, but how to react peacefully about violence (Harris, 2002).

To achieve its desired results, peace education must reach all citizens. Peace education in schools without a wider social campaign is disconnected from

social reality (Bar-Tal, 2002). Societal peace education is related to society's peace culture and is supposed to reach members of society because "studies alone do not halt direct violence, dismantle violence, nor do they build structural or cultural peace" (Galtung cited by Harris, 2002:11).

For Bal-Tal (2002:10), "peace education is elusive because it is more about attempting to develop a particular frame of mind, rather than transmitting a body of knowledge, as is the case of the traditional subject of education in schools, ...it is, more importantly, the change of the affective, attitudinal and behavioural repertoire of the pupils". It is, therefore, essential for educators to develop new curricula, programs, and modes of instruction to implement peace education in schools.

2.5 THE AIMS OF PEACE EDUCATION

Immense opportunities lie in reorienting educational systems and curricula towards society's numerous compelling needs. Hence, education at all levels is recognized as a critical tool for the promotion of sustainable development. In this context, the aims of peace education should not be seen outside UNESCO's vision of education for sustainable development (ESD), which implies providing the learners with the skills, perspectives, values and knowledge to live sustainability in their communities (UNESCO 2002). In this regard, education is not, and should not be an end in itself. Rather, it is a means to an end. This means that it has to be used as a key instrument for bringing about the changes in the knowledge, values, behaviours and lifestyles required to achieve growth, sustainability and stability within and among countries, democracy, human security and peace (UNESCO 2002). Sustainable development is inconceivable without peace, meaning that peace is undoubtedly an important goal of society.

According to UNESCO (Carl and Swartz, 1996), the aim of peace education is the stimulation of children's emotional and intellectual development; the

development of certain characteristics such as accepting responsibility for, and showing sympathy for, the underprivileged and the oppressed; development of critical thinking; development of the ability to work within a group; development of the ability to make sound decision and value judgments based on rational thinking; the creativity of a learning culture and of the notion that learning is a life long process. Peace education stands out as one of the critical life skills outcomes of such learning programs.

In other words, peace education is driven by relevant morally motivated societal goals. It aims to change attitudes and behaviours in order to achieve greater cooperation and peaceful problem solving (Fisher et all, 2000). It has been shown that peace education contradicts the principles of traditional education because it puts the teacher in the role of a facilitator rather than in authority, creating a learning climate, which involves much more than just the intellect[3].

The nature of aims is often determined by certain viewpoints and conditions (Carl and Swartz, 1996:3) and those aims will assist teachers in designing curriculum programs for peace education (Carl and Swartz, 1996). Schools are encouraged to explore and analyse the principles within their communities so that they are accepted as the foundation for building a culture of peace (Evans, et al. 1999).

2.6 APPLYING PEACE EDUCATION IN SCHOOLS

Applying peace education in schools is not about a separate subject but the creation of a dimension across the curriculum, a concern that may be explored in different ways with any age group and in any subject[4]. To give pupils an appreciation of the value of peace, teachers ought to apply peace theory to all different levels of educational enterprises (Harris, 1999). By infusing an awareness of peace at all levels, it gives hope about creating a

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[3] www.ppu.org.uk/learn/peaced/pe_which1.html
[4] www.ppu.org.uk/learn/peaceed/pe_which1.html

Pre-schools, in the same way, prepare children in terms of other skills and values pertinent to later challenges of the education such as counting, life skills, number, colour identification and reading have an indispensable role in serving as the formal mode for initiating peace education. Conscious efforts to promote peace education in pre-schools does not take away the role of significant models such as teachers and parents. They are important to helping shape and develop peace values in children. For example, they can instill fear in young children by modeling negative reactions to frightening situations, or they can provide positive role models by providing accurate information, encouragement, and helping children think through creative responses (Harris, 1988). Peace education on the other hand, offers opportunities for planned initiatives through curricula and extra-curricula activities to promote peace values.

At pre-school level, as concerned in this research, peace education tends to deal with the content areas on a small scale, dealing mainly with personal and interpersonal issues, as is appropriate for the children's largely egocentric stage of development (Carlsson-Paigre & Levin, 1985, cited by Maxwell, 2002). The aim of peace education programs in pre-school tend to decrease the aggressive behaviour and to increase the altruistic behaviour the levels of children (Coady, 1985). Peace education programs here have tendency to focus on changes in attitude.

However, despite the importance of peace education at all levels, this has been almost entirely neglected the pre-school level (Maxwell, 2002). This is surprising considering insightful views on the matter such as Montessori's observation that "peace education starts at pre-school and becomes the science of peace at university level."[7] The gap in peace education at pre-school level is partly attributable to the fact that people tend to underestimate both the needs and the potential of pre-school children (Stohl & Stohl, 1985:28 cited by Maxwell, 2002).

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[7] www.sfmontessori.com

2.6.2 Pre-school curriculum and peace education

Pre-school children tend to behave egocentrically. Accordingly, curricular activities need to address the egocentric aspects in pre-school children's behaviour. However, the curriculum content cannot be divorced from the goals of a peace education program in a pre-school environment. According to Montessori, the main goal for the pre-school child is to learn to work independently, to take care of one's needs (e.g. dressing oneself) and develop a good self-image. Harris and Hays (1993) have encapsulated the goals of peace education in pre-schools as follows:

- Reduce aggressive and antisocial behaviour in children;
- Increase pro-social skills and emotional literacy;
- Reduce behaviour management problems in early childhood classrooms;
- Increase complexity of children's thinking about bias and diversity; and to
- Enhance the quality of the education and classroom climate for teachers and children.

These goals of peace education suggest that the most appropriate method to integrate peace education in pre-schools is to create a co-operative, affirmative environment in which children can appreciate who they are and what they are capable of doing (Harris, 1988: 148). Thus, peace education in pre-schools must especially emphasize activities and equipment that require co-operation in teaching children to control their anger, to avoid destruction, to respect the rights of others and to foster the child's drive towards independence and autonomy (Montessori cited by Coady, 1985). In this way, peace education curriculum for children should enable children to develop a sense of mastery and control, teaching problem-solving skills and an appreciation of culture diversity (Harris, 1988).

Hence, peace education curriculum can best meet the needs of all children by including ways of promoting self-reliance which in turn boosts self-confidence,

resolving disputes in the broader context of values, skills, and classroom practices. In the Montessori preschools, teachers respect the fact that children are different and have unique expectations for each child, they prepare the environment for enriched learning experiences and then they "follow the child". Further, peace education needs to be premised on the understanding that children have different interests at different times.[8]

2.7 THE CONCEPT OF A 'PEACEFUL SCHOOL'

'There will be no peace in the world until teachers can create peaceful classroms' **Leaders of Peace Education** (cited by Harris 1990)

During the 1980s, educators all over the world began to promote a new reform supportive of peace education to address problems of violence in schools. This educational reform movement has taken different shapes in diverse cultures such as the revision of the curricula and methodoloy in schools (Harris, 1990). The reform was largely premised on perceived inadequacies in the traditional education system. The intention was to create peaceful schools, or simply educational establishments that were more compatible with peace values in both how they teach and their school environs. Schools were perceived as potential breeding grounds for violence. As noted by Harris (1990), traditional educational practices promote violence by :

- Promoting the perspective that the teachers uniquely know the truth
- Fostering competition
- Teaching students passivity
- Using a division of labor that relegates students to powerless position and
- Using force to control students

These educational practices harm students because they make them feel that the teachers or educators are the only one who posses the truth. This situation encourages authoritarian teaching where teachers use force, where pupils compete, feel passive and powerless and strained classroom conditions. These conditions are believed to be unfavourable to those

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[8] www.montessorifamily.com/preschool.html).

students' future lives in the community. In order to contribute to worldwide efforts to the promotion of peace, peace educators developed a particular teaching approach that can move from the violence of traditional education to the peace pedagogy which leads to a peaceful school (Harris, 1990). The expected result of implementing that approach was a peacfeul school.

2.7.1 Defining a peaceful school

A peaceful school is regarded as one which will practice the principles of peace pedagogy. According to the peace pedagogy, the peaceful school or classroom ought to be constructed with five main principles in mind : dialogue, cooperation, problem-solving, affirmation and democratic boundary setting (Harris, 1990). Harris elaborates that these five principles directly approach the violence of traditional education because :

- the use of dialogue promotes a perspective that students as well as teachers have important insights into the truth ;
- a cooperative class breaks down competitive procedures that can contribute to stuctural violence in the children' future ;
- problem-solving teaches students how to become active learners, generating solutions for problems in the classroom, rather than passively digesting information ;
- affirmation builds students confidence to counteract feelings of powerless ; and
- democratic boundary setting involves students in the setting of classroom' rules, so that teachers do not have to use force to control their pupils.

For Maria Montessori, the peaceful school model is the one which has the educators who establish learning environments that allow the natural peace-loving instincts of young people to flourish (cited by Lantieri, 1995). These instincts might be characterized as concern for other human beings, aversion to violence, desire for freedom, and harmony with others. To Lantieri (1995), a peaceful school is a safe environment where students are encouraged to

experiment with peaceful ways of resolving conflict. According to Harris (1988 :122), "a peaceful school is one where teachers step aside and allow the child to grow and that such a teaching style promotes free choice and initiative on the part of the learner, who is not passively receiving instruction from authoritarian teachers but rather learns in the classrooms settings to engage his/her conscience with other human beings." Properties expected in a peaceful school school include builds a democratic community, teachers cooperation, develops moral sensitivity, promotes critical thinking and enhances self-esteem.

Drawing on Harris and Lantieri, as well as Montessori, Maxwell (2002) suggests that a successful peaceful school will promote the following values in children' lives :

- Self-esteem
- Acceptance of difference
- Getting along with others
- Effective communication
- Cooperation
- Conflict resolution
- Caring for the environment
- What is peace ?
- Healing the wounds

A pre-school which educates children to live peacefully and to become peaceful people focuses their curriculum and teaching/learning methods on those different content areas. This is based on the recognition that curricula might inform children about the problems of violence and the methodology has to promote a more peaceful classrooms.[9] Learning within a pre-school run on a peacful school model has various advantage for the child, well summarised as follows : "a child who has been educated from the peaceful school will easily become an altruist, an activist, and a nonviolent shaper of

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[9] www.sfmontessori.com

the future ; this child will feel autonomous, competent, confident, coping with stress, and fells responsible" (Harris, 1988 :123). However, for this to happen, as asserted by Lentieri (1995), the teachers themselves must change, they must learn and apply a new set of skills for heading off and resolving conflict, they must adopt a new style of classroom management, one that fundamentally involves a sharing of power with students so that they can learn how to deal with their own disputes.

For peace education to succeed, the school needs the peace involvement from the families, children' environment, the community to foster moral self-discipline, to act in the same way by modelling positively for children, by teaching life skills, values and avoiding conflicting messages that might confuse children. For example, the media often portray the hero as one who chooses violence to get what he or she wants and needs. Also, on TV, frequence of sex, drugs, and violence, the media tends to project images not supportive of peace values to kids, and pratically most cartoons have something to do with guns or destruction. Therefore, the role of the media in educating children to live peacefully needs particular attention and emphasis because it is presently not fulfilling its role adequately.

2.8 CONCLUDING REMARKS

This chapter has reviewed the concept of peace education or educating for peace. It has provided a discussion of peace education in relation to schools, highlighting both its aims and importance. In this way, the chapter has provided the theoretical context of the study built around a discussion of key issues and concepts. This review is mportant because it has provided the theoretetical underpinnings to inform the analysis and discusion of the study findings. The next chapter addreses the study's methodological issues.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

This chapter outlines the methodology by discussing the following : methods used to gather data, data analysis and limitations of the study. However, before focusing on the methods used, this introductory section discusses the choice of the pre-school that was used as a case study, its background and the negotiation process that paved the way for the study.

The choice of Khulanathi Educare Center (KEC) to serve as a case study was not arbitrary. The pre-school met the following criteria :

- A local pre-school with easy access and communication to the researcher
- A diversity of race and nationalities of teachers and children at the pre-school
- The willingness of its authorities to participate in the study

After careful consideration in light of the above criteria, a decision was made to approach the pre-school. In particular, the coordinator and teachers at Khulanathi Educare Centre showed enthusiasm, cooperation and support for the study from the beginning.

Khulanathi Educare Centre is located at the University of Natal's Pietermaritzburg campus. Khulanathi is a Zulu word which means 'grow with us'. The name fits well with the pre-school's goal of providing an educational child care centre for the staff and students of the Pietermaritzburg, to care for the children 'in such a manner as to promote and encourage the principles of non-racialism, non- sexism and non-violence' (Constitution of Khulanathi

Educare Centre). The pre-school to some extent might be regarded as a mirror image of the diversity of the South African population profile. Presently, there are 33 children attending KEC of many nationalities, cultures and races. The teaching staff establishment comprises three: a co-ordinator and teacher (white) and two black teachers.

A common hurdle to the research process is accessing people in an organisation for purposes of collecting data. However, because I had previous contact with the pre-school authorities. I was not completely new to the pre-school Co-ordinator when I expressed interest in using KEC as a case study. It was especially important that the teachers showed a lot of enthuthiasm about the study which they said was without precedent in the history of KEC. Interest was also stimulated by the subject of the research, namely peace education.

3.2 METHODS USED IN THE STUDY

Bailey (1982) defines 'methodology' as the philosophy of the research process. Haralambos and Holborn (1995) advise that methodology is concerned with both the detailed research methods through which data are collected, and the more general philosophies upon which the collection and analysis of data are based. This study is exploratory and qualitative in nature. The study was designed within the framework of a case study. Burton (2000) has observed that despite the widespread use of case studies, there is little consensus on what the 'case study' actually constitutes. Broadly, a case as used in social sciences denotes varying entities including an individual, organization, or any single phenomenon forming the subject of a study. With this broad understanding, it is not surprising that case study research has been defined differently, with variations quite noticeable across disciplines (Yin, 1994). Some researchers contend that case study research includes a single case ; otherwise the study is regarded comparative and not case study. It has been further observed that although consensus seems to have been reached in social sciences with recognition of cases as the building blocks for

collecting data, there is still be some controversy on what should be regarded as ' a case' (Burton, 2000).

For this study, the case study is defined as an empirical enquiry that investigates a contemporary phenomenon peace, in a particular context, following Yin(1994). A combination of several data collection techniques helped to minimise the inherent weaknesses of each technique while simultaneously increasing the rigour of the data (Achola and Bless, 1988). Accordingly, this study employed different methods as outlined below.

Methods can be defined as the research techniques or tools used to gather data. According to the Concise Oxford Dictionary (1990), data refers to known things or facts used as a basis for inference or reckoning. It is also defined as raw, unevaluated facts, concepts or instructions arising out of a scientific enquiry (Hutchinson and Sawyer, 1994). The methods used to collect data for this study were literature review, structured questionnairre, direct observation, documentary analysis. Each of these methods is discussed in turn.

Literature review

A broad but focussed review of relevant literature was undertaken to develop an understanding of the subject matter (peace education, peaceful pre-school), focusing on the past and present thinking. This approach helped develop a conceptual framework, defined by Miles and Huberman (1984). The literature review played a vital part in directing and informing other stages of the study including questionnaire formulation as well as data collection and analysis.

Structured questionnaire

A structured questionnaire (Appendix 1), comprising open-ended and close-ended questions, was the main source of primary data. It was designed in a manner that solicited responses around the study's overall objectives and specific aims (see section 1.2).

The respondents comprised two categories. The first were the three teachers currently working at KEC and the parents/ guardians (All parents/ guardians presently members of the school-committee and all the parents who have been taking their children to Khulanathi Educare Centre for more than one year) formed the second category of respondents. The selection of both categories of respondents can be described as purposive sampling.

Direct observation

The researcher spent 14 working days at KEC spread across a period of two weeks, between 10th of May and 25 th of May, 2003. This was in addition to random and unannounced visitations which were often brief. This combination permitted observations of the activities and clarification to be sought from the teachers in the process. This method also provide an opportunity to the researcher to engage some of the children to get their views. In this way, direct observation formed another source of primary data.

Documentary analysis

Documents such as the school's constitution, meeting minutes and other written material about the school were analysed with a view to deciphering necessary statements, views, concepts and ideas. Documentary analysis involved the use of both 'accidental' and 'purposive' or 'judgemental' sampling methods. The former permitted the review of documents encountered while the latter allowed a decision on the approriateness of document's once encountered. Formal documents such as minutes and the constitution had to be requested.

3.3 CONCLUDING REMARKS

Besides the time constraint imposed by the study, and the limitations imposed by the fact this particular study accounts for 25% of the academic requirements of the MA in Conflict Resolution and Peace Studies, no serious limitations were encountered during the course of the study. In a few instances, some respondents took excessively long to return the completed

questionnaires. However, all questionnaires were ultimately returned and completely filled in. The next chapter reports the research findings.

CHAPTER 4
PRESENTATION OF FINDINGS

4.1 INTRODUCTION

This chapter's purpose is to present the findings of this study. Given the size of the sample, the study findings are presented numerically as opposed to percentages. The study does not seek to provide statistically conclusive and significant findings. Where appropriate, verbatim citations of respondents'words are used.

4.2 BACKGROUND ON KHULANATHI EDUCARE CENTRE

KEC is situated at the Pietermaritzburg campus of the University of Natal. It was established with the explicit purpose of serving staff and students by way of providing pre-school educational services. During the time of this study, KEC had 33 children. Given such a small number of children compared to what obtains in other pre-schools, KEC has a very lean staff establishment of three teachers, two for the morning sessions and one for the afternoons. One of the morning teachers doubles as the school's Coordinator. A total of 17 questionnaires was distributed, 14 to the parents/ guardians and the remaining three to the KEC staff. Both categories of respondents achieved a 100% response rate (See Table 4.1 for respondents' profile).

Table 4.1 Respondents'profile

AGE		
	Parents/Guardians	**Teachers**
25 – 29	3	
30 – 34	2	1
35- 39	7	1
40 – 44	2	1
SEX		
	Parents/Guardians	**Teachers**
Female	10	3
Male	4	
RACE		
	Parents/Guardians	**Teachers**
Black	13	2
Indian	1	1
OCCUPATION		
	Parents/Guardians	
Student	5	
Lecturer	3	
Other	6	

Observations :

Most of the parents/guardians are between 35 and 39 years old. Most of the respondents were females and KEC has no male teacher. Historically, KEC has been multi-racial. This particular year, however, the majority of the parents with children at KEC are black, but from different countries. As defined in KEC constitution, the pre-school is for students and lectures/staff at University of Natal (UN): One of the parents has to be either a student or a member of staff at UN.

4.3 AIMS AND MANAGEMENT OF KHULANATHI EDUCARE CENTRE

The first aspect of the peaceful school model to be examines concerns aims and management of KEC. To help the researcher develop an understanding of the systems at KEC, questions about the school's aims and how the school

is organised were asked (See Questions in the section 2 for both Parents and Teachers about KEC's aims and organization). In terms of the clarity of the school' aims, all the parents/ guardians and the teachers responded in the affirmative. Eight of the parents/ guardians said the aims were very clear while the remaining six said they were clear. This did not emerge as a surprise considering that the aims are stipulated in KEC's constitution. All the respondents indicated the highest level of support for peace education as an inherent component of pre-school education. Nearly all the parents/ guardians (13) also reported that KEC staff are committed to the school's aims. Most of the parents (11) saw peace education as an integral part of the school's aims. In this regard, the KEC's constitution states its aims as being :

- To care for children in such a manner as to promote and encourage the principles of non-racism, non-sexism and non-violence
- To develop the child (physical, emotional, social, mental and spiritual)
- To help every child to reach his/her full potential
- To make sure that every child gets equal education and safe environment regardless of his/her sex, race and religion

In terms of organisation, KEC has a Parent Management Committee comprising the Coordinator and elected parents/ guardians which meets once a month. Considered at these meetings are issues relating to the school's day-to-day operations. The Parent Management Committee reports to the Annual General Meeting (AGM), which is an open meeting to which all parents and teachers are invited. The AGM is the policy making body for the school and it can decide on amendments to the constitution. Strategic issues for the school are the main subjects of the AGM including budgeting, planning, enrolments and to respond to parental questions and concerns.

Effective communication is essential to the success of any initiative. At KEC, there are different channels of communication. Importantly however, the school has an 'open door' policy, which makes it possible for parents to walk in when it is convenient to them. This policy is seen as a deliberate effort on the part of the school to ensure the involvement of parents/ guardians in their children's education. The main form of communication reported was official

notices. Most of the parents/ guardians (9) felt the communication lines were open and rated the level of acceptance of their views by teachers as excellent. The rest (3) said they were above average or average (1). Parents also communicate with teachers for various reasons: parents want to know what their children are doing and how they are doing, and often seek help from teachers in understanding a child's behaviour or in responding to problems with the child at home. The vice versa is also true: teachers seek information from parents to help understand the child's responses in the school setting and want to ensure that parents' interactions with children at home complement the goals and strategies in use at KEC.

In terms of interaction with the teachers, most of the parents/ guardians 12 wanted it to stay the same while two wanted more interaction. On the other hand, two of the teachers wanted more interaction with the parents and one desired the pattern to remain unaltered. The frequency of face-to-face contact, and the friendly, supportive tone of the interaction between parents/ guardians and teachers set the stage for a positive exchange of child development information. Parents and teachers share information about the child's behaviours, milestones are noted, and parents learn about the value of talking to and playing with their child. As one parent observed, *"The teachers create a special relationship with the parents, and parents feel that they have someone who genuinely cares about their child."*

Through the Parent Management Committee, the school interacts with parents whenever it is necessary. Otherwise the school communicates to the concerned parents by official notices, face to face or over the telephone, by letters to the parents or on the notice board.

In terms of assistance from parents/ guardians, two of the teachers preferred more assistance while one felt the parents were already doing a great deal. As for the parents/guardians, six felt they were doing very little while five rated their assistance to be fair. Only three of the parents/guardians felt they were helping the teachers a great deal. Clearly, mixed feelings exist in regard to parental contribution.

4.4 CURRICULUM

The second aspect of the peaceful school model is the curriculum. Many researchers and educationists consider curriculum a key factor in promoting peace education (see chapter 2). They believe education to be the most effective way of instilling values, beliefs and principles that could in later life lead to behaviour more likely to support peace. Yet, little is known about the effectiveness of peace education curricula in influencing knowledge, attitudes and beliefs of children. Using KEC's situation in this regard, this study sought, among other things to gather information about the views of the parents/ guardians and staff on how they felt about KEC's curriculum (See Question 3.1; 3.2; 3.3; for both Parents and Teachers about the Curriculum); their perceptions of how much KEC's curriculum was contributing to teaching children to live peacefully and the most important things the parents/ guardians wanted developed in their children.

The parents/ guardians had quite varied knowledge about the curriculum. Most of the parents/ guardians (8) expressed confidence that they understood the curriculum 'very well' while 6 rated their knowledge as 'fairly well'. Parental expectations from the curriculum covered a range of aspects. Developing the ability to work independently was the most cited expectation (Table 4.2) and it was clear that parents/ guardians had similar expectations.

Table 4.2: Things parents want developed in their children

	N=14
Life skills	12
Peacefulness	10
Readiness to progress to primary school	12
Ability to work with others	10
Ability to share with others	13
Acceptance of others	10
Ability to work independently	14

As for the teachers, they felt that the aims of the curriculum (Box 4.1) are good for pre-school age children. Teachers also expressed that the curriculum is presently well suited to adequately inculcate peace values. One teacher felt the school's contribution to teaching peaceful living to the children was 'excellent' while the other two felt it was 'good'. Further, they felt the curriculum in its present form was well designed, has a clear focus on peace education concepts, is age-appropriate, improves children's ability to learn about peace issues and challenges them to practice what they learn. They also pointed out that individual lessons are not devoid of aspects about peace, meaning peace education is sufficiently integrated in all the lessons. However, the teachers were of the view that there was considerable room for improvement, a view that was shared by some parents (9). One parent comments that *"We have to let this process mature. Teachers have always taught peace issues, but perhaps it now needs to become more explicit. They definitely can learn from their present actions and improve upon them."*

Box 4.1: An encapsulation of the aims of the KEC curriculum by the teachers

- Overall development (physical, emotional, social, mental and spiritual)
- Spread love at home and at school
- Preparing children to reach their full potential as adults
- Boosting confidence and self-esteem
- Teaching social skills (sharing, helping, assuming responsibility, honesty, love for friends and family, sharing, giving, receiving and saying sorry)
- Providing security

All the teachers and most of the parents/ guardians (13) did not see a strong need for change to the curriculum (See Question 3.4 for both Teachers and Parents). Creative arts, games, drawing, painting, play dough, drama, numbering, reading, movement and music are the methods used to help children learn social skills and good values, spread love and peace at home

and to develop cooperation, creativity and sharing and learning to plan and assume responsibility for their actions.

Parents attested to the value of the programs in terms of promoting children's social skills and school readiness, providing parents' with knowledge on their children's development and how to work with them at home, and giving parents' the confidence and skills for their own advancement. As has been stated by the peace education theorists such as Montessori, the main goal for the pre-school child is to learn to work independently, to take care of one's needs (e.g. dressing oneself). The pre-school, with its 2 to 6 year old children, aims its program-curriculum to increase in the children levels of altruistic and decrease aggressive behaviour (Coady, 1985:24-26). The school tends to deal on a small scale with personal and interpersonal issues, as is appropriate to the children's largely egocentric stage of development (Carlsson- Paige and Levin, 1985). These issues are further clarified in KEC's teaching and learning methods below.

4.5 TEACHING AND LEARNING METHODS

Earlier, emphasis was put on the observation that peace education is a process rather than a product (see chapter 2, section 2.3). This is because the focus is not only on the transmission of knowledge, but also on the development of skills, attitudes and values (Carl and Swart, 1996:4-5). Thus, while the curriculum may be regarded as the vehicle for delivering peace education, the actual teaching and learning methods might be regarded as the actual driving of that vehicle. This means that curriculum should not be an end in itself. Rather, it is a means to an end, and it has to be put into practice through teaching. How then are the teachers at KEC pursuing this important task of teaching, and what perceptions do the parents hold about their work? Also, how effective are these methods in contributing to peace education? These are the questions this section seeks to address by drawing on the perceptions of both the parents and the teachers. The purpose here is to report how KEC teachers teach (method) and what they teach (content) (See Questions 4.1; for both Parents and Teachers). The following results based on both the respondents' views and the researcher's observations.

In the first instance, respondents (parents) were asked (Question 4.1 for Parents) to reflect on teaching at KEC by giving their views on selected properties of peace education. Four properties were identified from the literature and used in this study (Table 4.3).

Table 4.3: Opinions of parents/ guardians regarding identified aspects relevant to peace education.

QUESTION	RESPONSES		
In your opinion, are children at KEC taught to :	Yes	No	No Opinion
relate their own experiences with violence	1	5	8
to learn about feelings (showing care and compassion)	6	2	6
to notice and learn about diversity (sameness and difference, e.g. race, sex, etc.)	3	1	10
to respect the natural environment	4	3	7

For all the above options, the responses by the teachers were in the affirmative. Teachers observed that through guided discussions, children were able to talk about what they perceive as violent behaviours, often citing their experiences at school and in the communities in which they live. They give narrations of naughty boys and girls and how that is not to be condoned. However, more half of the parents/ guardians (8) could not give an opinion on the children's relation to their own experiences with violence. But the parents reported a positive change in children' feelings and emotions. They believed that their children have learned about caring for others and that this is shown through sharing, giving and receiving. As one parent put it:

"My boy kept a toy from a chips packet for a while. He always does that, but that particular toy seemed special. He never told me the reason, but one day, I noticed that the toy was missing. When I asked him, he told me he had given it to his friend at school as a birthday present. I just held back tears of joy for this was clear testimony that he was somehow overcoming egoism."

Through drawing, stories, empathy, hugs, smiles from the teachers, children learn about feelings and emotions and are encouraged to consider others feelings, to be caring and to show compassion. They have also been taught how to identify others feelings from their facial expressions, noted one mother:

> "Of course I try hard not to show that I am not happy about something, but somehow my son figures it out and says,' mom why are you sad?' It makes me happy in the end to notice just how sensitive the boy is becoming because it is a symbol of growing up."

In regard to diversity, KEC has the advantage of being associated with the University of Natal that is multi-racial and multi-cultural. As such, KEC's demographic profile, despite only having 33 children is diverse. KEC's children population, although small compared to other pre-schools, is a very mixture of different races, girls and boys who are taught in the same environment and intuitively and explicitly taught to co-exist. Playing, learning, eating and spending most of their time together shields children from racial or any other forms of prejudice. Most of the parents/ guardians (12) indicated that their children have learnt about diversity, they know that they are different when it comes to race and sex but that they are all the same as children and friends. The school, by treating all children the same way, is implicitly teaching about diversity and sexism. Some parents (2) have no opinion because their children are still too small.

Concerning the natural environment, the school has birds, silk worms and a garden of plants and flowers. Children are also taken on an trip once in a while to a botanical garden or a park. There is a direct connection between the children and the environment as they help in feeding and watering the birds and the garden. One parent observed that:

> "We live in a flat, so we cannot keep any pets. It has been a fight because the kid wants us to have some pets and a garden. Watering in-door plants is her job, but she tends to over do it."

To encourage respect for their own property and that of others, children at KEC learn to help at tidy-up time after playing by putting toys and other instructional materials in their designated places. They are also reminded to put their belongings in their own lockers, an initiative which also instils a sense of discipline and responsibility.

The majority of the parents/ guardians (9) reported house keeping as one of the areas in which they had noted positive change. Reports of miniature chores were made. For example,

> "It is wonderful to occasionally see my kid on his own initiative trying to do some housekeeping. He puts all his toys in order and imitates me when I clean the house, it makes me proud and believe he is earning a lot from the pre-school."

The environment at KEC presents opportunities for teachers to observe children's interests, language, behaviour, and skills. Simultaneously, it also creates a highly complex and dynamic context to manage. Teachers develop plans to keep track of patterns of children's work and ascertain when and how to intervene in conflicts or activities. Use of observational checklists and samples of work, etc. help teachers to record data thereby keeping track on children's interests and interactions. Staff members then analyse how each child is progressing in social, language, physical, emotional, and cognitive development in respect the fact that children are different and teachers understand every child and that children have different interests at different times[10]

Furthermore, parents/ guardians were asked to rate various aspects of KEC's teaching initiatives (Question 4.2). In general, the feeling was positive as none of the initiatives received a rating for poor. The best rated was group/ teamwork where the majority of the parents rate KEC's initiatives. Overall, the parents/ guardians attested to the value of the KEC initiatives in terms of promoting children's social skills and school readiness, providing parents' with knowledge on their children's development and how to work with them at

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[10] www.montessorifamily.com/preschool.html1

home, and giving parents' the confidence and skills for their own advancement.

Table 4.4: Perceptions of parents/ guardians of KEC's performance relative to identified peace education imperatives

QUESTION How would you rate KEC's initiatives in each of the following?	No. of parents/ guardians (N=14)			
	Excellent	Good	Fair	Poor
Group/ team work and cooperation	12	2	0	0
Conflict management including forgiveness and managing anger	8	3	3	0
Children's freedom to express their fears to, and confide in teachers about their fears and concerns	5	4	5	0
Receiving, giving and sharing	7	5	2	0
Honesty and love	6	4	4	0
Appreciating sameness and difference	6	5	3	0
House keeping (e.g. tidying up of cupboards at school)	5	5	4	0
Friendship and interpersonal relationships	10	2	2	0

An important observation made during this study was the variety of learning methods to which children at KEC were exposed. The educational methods appear to be based on individualized, self-directed learning, with children choosing the activities they want to work on and proceeding at their own pace, often in small groups, using basic instructional materials that allow them to monitor and correct their own mistakes. This approach is consistent with the Montessori approach to peace education which is concerned the satisfaction and joy that are produced when children's natural love of learning is respected and allowed to flourish.

Education at KEC is more or less "self-activated": each child takes the initiative in choosing from a range of available materials and activities in a carefully prepared classroom environment. The teacher serves as a facilitator, basically acting as an observer who allows the children to learn on their own

using the prepared materials and provides help only when it is needed. This approach arguably enhances the development of self-discipline, confidence, competence, and problem-solving skills in the children. An indication of the above approach is attested in Table 4.5 in terms of the responses given by the teachers to a question (Question 4.2) about their involvement in class and school activities.

Table 4.5: Teachers perceptions of exposure of children to behaviour, actions and situations consistent with peace education

QUESTION How often do you allow children to:	Number of teachers (N=3)	
	Very often*	Often
offer children opportunities to make choices?	3	0
allow children to make mistakes?	1	2
thank or complement children?	3	0
Allow the children self-direction in some activities?	3	0
remind children of class rules and rights?	3	0
read stories with the themes linked to peace and kindness ?	3	0
read stories with the themes linked to respect of environment?	3	0
expose them to societal role models (e.g. Mandela and M. Ghandi)	3	0
The response options included 'rarely' and 'very rarely', but neither of these options was considered by any of the teachers.		

Another aspect noted at KEC was the approach of allowing younger children to learn by observing older ones. For example, when it happens that a younger child needs help, tying shoelaces and making a puzzle, older ones are there to help. This promotes the spirit of cooperation, caring and unity. Cooperation is encouraged among teachers and among children themselves. There is a non-formal hierarchy among the children and even amongst teachers. Teachers oversee the learning processes as facilitators. Children are treated with respect and dignity. When there is a new child, teachers as well as children introduce the new arrival by learning his/her name so he/she can feel welcome. Sometimes, children call the teachers 'mum', an aspect

that the teachers accept to bridge the gap between the home and school environments by showing love and empathy to the children. The school promotes sharing with peers but the young children especially are still learning the concept. To implement it, the school has initiated a system whereby every child shares his/her birthday cake at school so they learn that sharing is important.

In terms of traditional learning skills, activities centre around a series of learning games, which progress in complexity, moving from the concrete to the abstract. These games use cardboard, wooden, and other materials meant to teach children about such concepts as size, shape, weight, and colour. They are designed to provide immediate feedback to be able to correct their mistakes. Working around an identified mistake helps the children to apply their minds, observe what friends are doing to get it right, decide when ask for help and even when to help others. Manipulating objects and writing are also crucial types of learning which KEC children are exposed to.
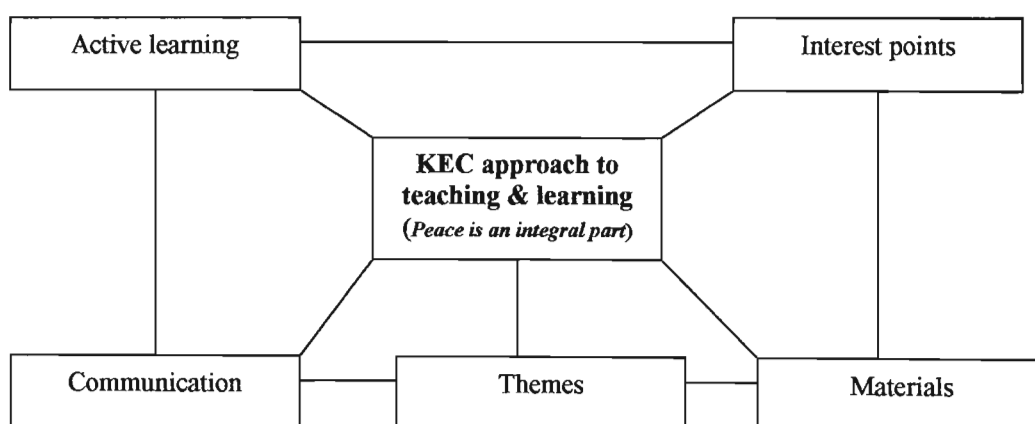
Figure 4.1: A conceptual framework of the learning approach at KEC

The above conceptual framework, based on the researcher's observations and reading of KEC documents, summarises the approach being used at KEC. Peace education does not stand out as an explicit goal. Rather, it is an integral component of the four cornerstones of the KEC's learning and teaching processes. Details regarding the individual elements of the conceptual framework are shown in Table 4.6.

Table 4.6: Pillars of KEC's educational approach

Active Learning
Through experimenting with various materials, children learn how to solve problems. This form of learning is situation or problem-based. It encourages children to learn from others, decide when to ask for (or give) assistance. In this way, they are their own masters in as far making decisions is concerned.
Interest points
A dominant mode of activity is opportunity for children to choose from a variety of **interest points,** stocked with various materials that stimulate motivation for learning, e.g. books, materials involving numbers and mathematics, puzzles, games, and housekeeping. In this way, children focus what they want to do occasionally changing locations on their own initiative. Teachers make observations around the room, identifying any signs of difficulties and helping where necessary.
Materials
Learning materials are made in a way that permits children to explore concepts in various ways while having fun at the same time. For example, in an area designed for mathematics, children may find different activities such materials for counting, animal shapes, puzzles and games which promote numerical aptitude.
Theme
Teaching approaches often include an overarching theme for a period of time, to tie together materials, discussion, and activities. For example, a typical day in a preschool specifically targeting peacefulness might include singing. Specifically relating to peace education, children also have opportunities to learn songs and music related to peace, such as: • It is love that makes the world go round • Hug another friend, hug a friend next to you These and other songs remind children to physically express their love for each other.
Communication
Transcending the range of activities at KEC is communication whereby teachers talk to children, answer questions and ask questions as a way of enhancing speaking and listening skills and to probe and extend their thinking about ideas, concepts and relations. Communication is an inherent approach to the learning and teaching processes.

4.6 HANDLING CONFLICT

The fourth aspect of the peaceful school model concerns conflict. Conflict is common and normal and can serve as opportunities for mutual growth if we develop and utilize constructive conflict resolution skills (Weeks, 1994). Questions were thus asked of parents/ guardians and teachers regarding the types of conflict faced by children at KEC, strategies used to manage those conflicts, and for both categories of respondents, the usual ways of handling those conflicts (See Questions 4.4; 4.5; 4.6 for the Parents and questions 4.5; 4.6; 4.7 for the Teachers). The results are reported in Table 4.7

Table 4.7: Selectivity in what types of conflict and sources of conflict reported by parents and teachers

At school (KEC)	At home	Other places
• Selfishness – not wanting to share or seeking possession of somebody's belonging • Distasteful remarks • Fights • Verbal abuse • Loss of temper • Ordinary stubbornness, for example, not following instructions when expected to do so.	• Selectivity in what and not what to eat and wear • Egoism – not wanting to share with others • Loss of temper • Quarrels and fights with siblings	• Remarks of xenophobia from others

The table shows that children at KEC exhibit conflicts typical their age group. This, it was pointed out, is often noticed at the beginning of the year before the children get to know each other, and before they have been exposed to the KEC educational approaches. In general, those conflicts were reported to rarely lead to the verbal abuse, physical (fights), loss of temper between children once the children were settled and familiar with one another. Ordinary

stubbornness was the commonest both at home and at school. In the external environment, two parents reported prejudices in the form of xenophobia by neighbours, a situation they described as making children fearful and distrustful of other people.

A most important aspect of a peaceful school concerns the way in which conflicts are managed and resolved. Resolution of conflict involving children at school was reported to emphasize the promotion of dialogue whereby a teacher listens to both of the children involved, giving every child a turn to say what he/she has to say about the conflict. The teacher mediates child to child, by talking to them. Communication is favoured because children get a chance to tell their side of the story/problem. Children are encouraged to shake hands and hug after a dispute has been resolved. To emphasize on how conflicts are resolved at KEC between children, the observations and confirmed by the teachers show that sometimes the old children act as facilitators, mediators when it comes to resolve conflict about toys and sharing.

Similarly, parents/ guardians reported the use of non-coercive measures in dealing with conflict. The majority of parents/ guardians (11) said that communication with children was the usual way to dealing with conflicts at home. Christian ethics and creation of friendly relationships between the members of the whole family were expressed also as a way of preventing conflict (6). Peace at home was recognised as a virtue by all the parents/ guardians. They all expressed strong need to set exemplary behaviour for the children.

No major conflicts were reported between the parents and the school authorities. However, tensions occasionally created due to delayed payments of school fees by some individual parents. Communication was highlighted as the main mechanism for resolving such problems. The Parents Management Committee was mentioned as an appropriate body to intervene in such eventualities.

4.7 CONCLUSION

This chapter set out to report responses by teachers and parents concern for aspects of the peaceful school model. Questions were asked about the aims and organization of KEC, the curriculum, teaching and learning methods and how the school handles conflicts. In summary, the questionnaires, observations and the school documents lead to the conclusion that KEC is closely conformed to the peaceful school model. The next chapter provides a summary, conclusions and recommendations of the study.

CHAPTER 5

SUMMARY,RECOMMENDATIONS AND CONCLUSION

5.1 SUMMARY OF RESULTS

This research aimed to investigate the extent to which Khulanathi Educare Centre adheres to the 'peaceful school' model with respect to its organization, curriculum, learning methods and the handling of conflict. The specific aims were designated as follows:

- Set out and explain the concepts of 'education for peace' and a 'peaceful school'.

- Collect relevant data using several different methods from one pre-school.

- Using these data to evaluate this pre-school in terms of its adherence to the principles of a peaceful school.

- Make recommendations to the school on ways by which it can move closer to the peaceful school model

The results revealed that KEC's aims and organization as provided for in its constitution are generally supportive of peace education principles (See Chapter 4, section 4.3 about the aims and management of KEC). The curriculum, teaching and learning methods leverage the warm climate at the school (See Chapter 4, section 4.4; 4.5) and favour conflict resolution (See Chapter 4, section 4.6). The study also disclosed the high levels of cooperation and life skills in daily KEC operations (See Chapter 4, section 4.5; 4.6).

A number of general insights can be discerned from this study. These insights may be construed as some of the core challenges of working with children and parents in promoting peace education and have wider implications for peace education, and should by no means be confined to KEC.

First, the study has revealed that pre-school education occupies a special place in the educational careers of children. They are the first place where children come to learn outside of their homes -- and the first place where children are taught in a formal way. Through pre-school, children are introduced to living and learning in groups, through the guidance of a professional, rather than a family member. In this way, pre-schools help children to develop their language and social skills, and self-confidence. These changes are a source of shared pride between parents/ guardians and teachers as children are prepared to enter the 'big school'.

While at home, children learn by interaction with relatives and they are almost always the only person of their own age. Pre-school programs are social environments with very unfamiliar characteristics under which they have to learn. Pre-school life demands that children learn to share space, time, materials, and attention from adults; and to work and play with other children. The emotional and psychological experiences of children throughout the learning at pre-school can have lasting effects. Peace values, if carefully nurtured and inculcated, can become the permanent property of the children after leaving pre-school.

The pre-school context involves special opportunities and challenges for pre-school teachers to work with parents/ guardians as they teach and nurture the development of young children. As such, multiple and powerful connections should exist with parents and teachers. Teachers and parents/ guardians need to reasonably constant dialogue, both formally and informally, to overcome anxieties and answer questions they might have for each other. Importantly, this dialogue should lead to added value to the intended primary beneficiaries, namely, the children through a commitment to:

- Developmentally appropriate practice (as exhibited in teaching methods, curriculum, materials, flexibility of approaches, etc.) as a core strategy for pre-school classroom environments and instruction;

- Teaching strategies that are responsive to the diverse needs of individual children, within a framework of developmentally appropriate practice;

- Strategies that incorporate parents and family members in pre-school daily life realities.

Making parents/ guardians a part of the daily life in pre-school classrooms is not only a challenge for KEC, but also perhaps most pre-schools. Dialogue holds the key to that challenge, given the fact that there are practical limitations on how much teachers can do and how much time parents/ guardians have to be more involved. Understanding this as a very practical problem as opposed to merely a lack of good will or support on either side can go a long way towards a mutual understanding between the home and pre-school and thereby reinforce and sustain the benefits of pre-school education.

A challenge that cannot be adequately and systematically resolved by pre-schools is the challenge of promote greater continuity between pre-school and public school settings. This is a missing link, at least in the case of KEC. If children are introduced to peace values and these are not reinforced sufficiently in a 'bigger school', those values are likely to be eroded, as values are a function of the broader environment.

5.2 RECOMMENDATIONS

Given the findings of this study and their implications, the following recommendations are made. The study emphasized the important role that the families and the community could play to avoid differences or conflicting messages from what the school teaches and what the children learn from their families and the community. The following points need consideration:

- There is a strong need to consider periodic joint training sessions for both the teachers and parents/guardians. Such sessions, held say twice a year, could allow discussions of children's development and observations of the KEC initiatives. This could be an opportune channel for enhancing peace education ideas.

- Parents/ guardians should be encouraged to become more involved in their children's learning as well as in their own development. Staff could provide parents with learning packets to supplement classroom activities, ask parents for feedback on the appropriateness of the materials, etc. Concerns such as the perceptions about the appropriateness of certain videos could be resolved in this way.

- Considering the significance of parental involvement in child up-bringing, perhaps this is a matter for which there is no alternative. As stated by Coady (1985: 26) and hereafter recommended for Khulanathi Educare Centre, parents and wider society must work closely with the teachers. Parents should increase the visit to the children at school and time at home and talk to their children so they will be able to find out what their children already know about violence and peace and make sure that they have the correct information.

Mechanisms for working with other community agencies and organizations in serving children and families seem to be lacking or insufficiently developed. These might require particular attention as KEC seeks to make an imprint on family and children's lives. For example, it might be helpful collaborate with public schools to ease the transition of children and families as they enter public schools.

There is no doubt that a lot is happening at KEC. However, without adequate documentation of the teachers' experiences, reflection will be hampered. If current initiatives are to serve as future lessons, documenting those experiences becomes of critical importance. It can form a basis for contributing to broader public policy for pre-school education. In this regards, KEC is in a privileged position to work closely with different faculties of the University.

Implementation of the principles of developmentally-appropriate practice is a major asset at KEC. However, with a strong emphasis on problem-based or experiential learning, there is a risk in that parents may not assume an active

role in educating their children. Teachers and parents as well may mistakenly overemphasize child-initiated learning and fail to work actively in observing, questioning, and suggesting ways to extend children's activities and ideas. It is important that teachers and parents balance their approach with strategies that will help them to know children as individuals, understanding how their minds work, and learning how to respond to their learning and developmental profile with different strategies and activities.

In the presentation of findings, this study highlighted strategies of KEC working with young children and parents/ guardians. Standing out in this regard is teachers' working in a framework of developmentally appropriate classroom practices to meet the needs of a diverse set of children, incorporating parents as integral participants in classrooms. KEC should devise an extra of services, supports, and relationships with parents and family members. This could include initiatives targeting a specific category, e.g. fathers or generic such as home visits and building from there connections with children, encourage parents to increase their skills in supporting child development and learning, and in learning to participate in and contribute to their communities.

5.3 CONCLUSION

I conclude this study with the conviction that improving pre-school services is an important endeavour, with considerable payoff in improving the daily lives of children and families, making the job of public education more manageable, and contributing to stronger families and communities. I believe this study contributes to a more complete, balanced, and grounded image of how KEC works in the present policy structure. And I believe that more accurate understanding of the interplay of public funding and policies; local management, staff capacity and motivation; and responses of families and communities will lead to more constructive and successful public policy. We trust that wider appreciation of the diversity of the early childhood community, the subtleties of practice, and the dynamic effects of policy and management will lead to renewed efforts to help all young children develop to their fullest

potential. Programs face the challenge of putting many different components together and managing them. These components function as a system and require coordination among staff members within a program, as well as with the community of service providers. Developing these operational supports also takes a substantial investment of resources, including money, staff time, and space. While the programs strive to build their capacity in these areas, there are tradeoffs to be made when resources are limited.

potential. Programs face the challenge of putting many different components together and managing them. These components function as a system and require coordination among staff members within a program, as well as with the community of service providers. Developing these operational supports also takes a substantial investment of resources, including money, staff time, and space. While the programs strive to build their capacity in these areas, there are tradeoffs to be made when resources are limited.

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APPENDIX 1
RESEARCHER'S INTRODUCTION

I am a Masters student in the Conflict Resolution and Peace Studies Programme at the University of Natal, Durban. I am carying out a research on how schools can become more peaceful.

The purpose of this study is to look if Khulanathi Educare Centre (KEC) is educating children to live peacefully with respect to its organisation, curriculum, learning methods and the handling of conflict.

I would appreciate if you could spend a few minutes of your time to complete this questionnaire. What you write will be entirely confidential. The overall findings will be provided to the school management for consideration. **Kindly return the questionnaire to myself**.

Should you need any clarification about the questions please contact me on the following contact mail.

Umurerwa Blandine

Email: bumurerwa@yahoo.fr
Phone no: 033 3429256
Mobile no: 072 1051001

APPENDIX 2

QUESTIONNAIRE FOR PARENTS AND GUARDIANS

1. RESPONDENTS' PROFILE

Age :..

Sex :..

No. of children :..

Race :..

Occupation :...

2. KHULANATHI EDUCARE CENTRE'S (KEC) AIMS AND ORGANIZATION

2.1 How clear are Khulanathi Educare Centre's aims to you ?

Very clear ☐   Clear ☐   Vague ☐   Poor ☐

Elaborate your answer:

....

....

....

2.2 What is your perception of KEC's teachers' commitment to its aims?

Very commited ☐   Above average ☐   Average ☐   Not commited ☐

Not sure ☐

2.3 Which of the following best describes how the school is run/ managed ?

a. A school board/ council involving teachers and parents/ guardians ☐

b. Only staff members are involved in both the daily activities and long-term planning ☐

2.4 If your answer to 1.3 is (a), how would you rate the level of acceptance of parents' views by staff and school committee?

Excellent ☐   Above average ☐   Average ☐

Below average ☐

2.5 With regard to interaction between parents and teachers, would you like :

More ☐   Same ☐   Less ☐

Kindly elaborate :

....

....

....

2.6 How would you rate your adherence to the school's rules?

Excellent ☐   Good ☐   Fair ☐   Bad ☐   Very bad ☐

2.7 If problems come up at KEC, how much assistance do you provide to the teachers ?

A great deal ☐   A fair amount ☐   Very little ☐   None ☐

2.8 Where do you as parents/ guardians often learn what is going on in the school ?

Official notices ☐   Teachers ☐   Fellow parents/ guardians ☐

Rumours ☐

2.9 How much opportunity for participation in decision-making does each of the following groups have ?

	A great deal	Some	Little	None
Teachers				
Parents				
Children				

3. CURRICULUM

3.1 How well do you understand the aims of KEC's curriculum ?

Very well ☐   Fairly ☐   Poorly ☐   Not sure ☐

3.2 What are the three most important things that you want as a parent/ guardian developed at the time your child completes pre-school education?

....

....

....

....

3.3 How would you describe your knowledge about peace education?

Excellent ☐   Average ☐   Good ☐   Poor ☐

Not sure ☐

3.4 In your view, to what extent does KEC's curriculum provide for peace education?

A great deal ☐   A fair amount ☐   Very little ☐   None ☐

Briefly elaborate :

....

....

....

3.5 How would you rate KEC's teaching material and approach's contribution towards peace education?

Excellent ☐   Good ☐   Fair ☐   Poor ☐

3.6 Would you recommend that the school's curriculum be changed to sufficiently accommodate peace education?

Yes ☐   No ☐

Briefly elaborate:

....

....

....

4. METHODOLOGY (TEACHING AND LEARNING METHODS)

4.1 In your opinion, are children at KEC taught to:

- **relate their own experiences with violence ? Yes** ☐   **No** ☐

In either case, you may briefly elaborate :

....

....

....

- **to learn about feelings** (showing care and compassion) **?**

  Yes ☐   No ☐

In either case, you may briefly elaborate :

....

....

....

- **to notice and learn about diversity** (sameness and difference, e.g.

  race, sex, etc.) **Yes** ☐   **No** ☐

In either case, you may briefly elaborate :

....

....

....

- **to respect the natural environment? Yes** ☐   **No** ☐

In either case, you may briefly elaborate :

....

....

....

4.2 How would you rate KEC's initiatives aimed at dealing with each of the following :

	Excellent	Good	Fair	Poor
Group/ team work and cooperation				
Conflict management including forgiveness and managing anger				
Children's freedom to express their fears to, and confide in teachers about their fears and concerns				
Receiving, giving and sharing				
Honesty and love				
Appreciating sameness and difference				
House keeping (e.g. tidying up of cupboards at school)				
Friendship and interpersonal relationships				
Please elaborate on your above responses :				

....

....

....

....

4.3 How often do you :

	Very often	Often	Occasionally	Very rarely
offer children opportunity to make choices?				
allow children to make mistakes?				
thank or complement children				
the children self-direction in some activities				
remind children of class rules and rights?				
read stories with the themes linked to peace and kindness ?				
read stories with the themes linked to respect of environment?				
expose them to societal role models (e.g. Mandela and M. Ghandi)				
You may elaborate/ clarify on the above responses if necessary :				
....				
....				
....				
....				

4.4 Which forms of violence have you noticed since your child(ren) joined KEC ?

Verbal abuse ☐   Physical ☐   Loss of temper ☐

Ordinary stubbornness ☐   None ☐

Other (explain) :

....

....

....

4.5 Briefly explain (if any) ways in which your child(ren) demonstrate attributes of peacefulness.

....

....

....

5. GENERAL ISSUES

5. 1 Have you noticed any inconsistencies in attitudes and behaviour in your child(ren) that might produce conflicting messages between the school and home environments?

Yes ☐   **No** ☐

If Yes, give example(s) and elaborate :

....

....

....

5.2 With regard to strictness of the rules in regard to ensuring harmony amongst children, would you like:

More strictness ☐   The same ☐   Somewhat easy going ☐

Very easy going ☐

5.3 If you could suggest changes that would make KEC a better place for children, what three things would be most important to you ?

....

....

....

....

5.4 Is the pursuit of peace explicitly acknowledged as part of your home environment ?

Yes ☐   No ☐

In either case, elaborate :

....

....

....

5.5 The space below is meant for any other remarks about peace education at Khulanathi that you might have.

....

....

....

Thank you

APPENDIX 3

QUESTIONNAIRE FOR TEACHERS

1. RESPONDENTS' PROFILE

Age :

Sex :

No. of children (in class) :

Race :

Occupation :

2. KHULANATHI EDUCARE CENTRE'S (KEC) AIMS AND ORGANIZATION/ GOVERNANCE

2.1 How clear are KEC's aims to you ?

Very clear ☐   Clear ☐   Vague ☐   Poor ☐

Elaborate your answer:

....

....

....

2.2 What is your perception of the teachers' commitment to KEC's aims?

Very commited ☐   Above average ☐   Average ☐   Not commited ☐

Not sure ☐

2.3 Which of the following best describes how the school is run/ managed ?

a. A school board/ council involving teachers and parents/ guardians ☐

b. Only staff members are involved in both the daily activities and long-term planning ☐

2.4 If your answer to 2.3 is (a), how would you rate the level of acceptance of parents' views by staff and school committtee?

Excellent ☐   Above average ☐   Average ☐   Below average ☐

2.5 With regard to interaction between parents and teachers, would you like :

More ☐   Same ☐   Less ☐
Not sure ☐

Kindly elaborate:

....

....

....

2.6 How would you rate the level of adherence to the school's rules by parents (e.g. on punctuality and meeting attendance)?

Excellent ☐   Good ☐   Fair ☐   Bad ☐   Very bad ☐

2.7 If problems come up in doing your job, how much help do you get from parents in handling those problems?

A great deal ☐   A fair amount ☐   Very little ☐   None ☐

2.8 How much opportunity for participation in decision-making does each of the following groups have ? (Tick one for each)

	A great deal	Some	Little	None
Teachers				
Parents				
Children				

3. CURRICULUM

3.1 What are the stated aims of KEC's curriculum?

....

....

....

3.2 Does KEC's curriculum support and prepare children to live peacefully?

A great deal ☐   A fair amount ☐   Very little ☐   None ☐

Briefly elaborate:

....

....

....

3.3 For each of the following activities, indicate your views as to their contribution to educating for peace at KEC

	Excellent	Good	Fair	Poor
Songs, stories and rhymes				
Toys and facilities				
Games				
Books and other reading material				
Audio and visual materials				
Protecting the environment (e.g.animals and plants)				
Other (specify):				

Please elaborate on your above responses

....
....
....
....
....
....
....

3.4 How would you rate the parents/'s conscious efforts towards education for peace to their children?

Excellent ☐   Good ☐   Fair ☐   Poor ☐

3.5 Would you recommend that the school's curriculum be changed to sufficiently accommodate peace education?

Yes ☐   No ☐

In either case, briefly elaborate:

....
....
....

3.6 State the three most important things that KEC wants developed at the time a child completes pre-school education?

....
....
....
....

4. METHODOLOGY (TEACHING AND LEARNING METHODS)

4.1 Are children taught:

- **to relate their own experiences with violence ? Yes** ☐   **No** ☐

In either case, you may briefly elaborate:

....

....

....

- **to learn about feelings** (showing care and compassion) ?
Yes ☐   No ☐

In either case, you may briefly elaborate:

....

....

....

- **to notice and learn about diversity** (sameness and difference, e.g.
race, sex, etc.) **Yes** ☐   **No** ☐

In either case, you may briefly elaborate:

....

....

....

- **to respect the natural environment? Yes** ☐   **No** ☐

In either case, you may briefly elaborate:

....

....

....

4.2 How often do you :

	Very often	Often	Occasionally	Very rarely
offer children opportunity to make choices?				
allow children to make mistakes?				
thank or complement children				
the children self-direction in some activities				
remind children of class rules and rights?				
read stories with the themes linked to peace and kindness ?				
read stories with the themes linked to respect of environment?				
expose them to societal role models (e.g. Mandela and M. Ghandi)				
You may elaborate/ clarify on the above responses if necessary :				

....

....

....

4.3 How would you rate KEC's initiatives aimed at dealing with each of the following : (tick as appropriate - one)

	Excellent	Good	Fair	Poor
Group/ team work and cooperation				
Conflict management including forgiveness and managing anger				
Children's freedom to express their fears to, and confide in teachers about their fears and concerns				
Receiving, giving and sharing				
Honesty and love				
Appreciating sameness and difference				
House keeping (e.g. tidying up of cupboards at school)				
Friendship and interpersonal relationships				
Please elaborate on your above responses :				

....

....

....

4.5 Which forms of violence do you mostly notice amongst the children (please explain briefly) ?

Verbal abuse ☐   Physical (e.g. fights) ☐   Anger/ loss of temper ☐

Ordinary stubbornness ☐

Other (explain) :

....

....

....

4.6 How do you resolve conflicts linked to lack of cooperation amongst children?

....

....

5. GENERAL ISSUES

5. 1 Have you noticed any inconsistencies in attitudes and behaviour in children that might produce conflicting messages between the school and home environments?

Yes ☐   **No** ☐

If Yes, give example(s) and elaborate :

....

....

....

5.2 With regard to strictness of the rules in regard to ensuring harmony amongst children, would you like:

More strictness ☐   The same ☐   Somewhat easy going ☐

Very easy going ☐

5.3 If you could make changes that would make this school a better place for children, what three things would be most important to you?

....

....

....

5.4 To what extent do you think your pupils learn about peace, harmony and other attributes relevant to peace education at the time they leave KEC?

A great deal ☐   A fair amount ☐   Very little ☐   None ☐

Briefly elaborate :

....

....

....

5.4 The space below is meant for any other remarks about peace education at Khulanathi that you might have.

....

....

....

Thank you

APPENDIX 4

KHULANATHI EDUCARE CENTRE'S CONSTITUTION

Constitution of the Khulanathi Educare Centre of the University of Natal

1. Name

The name of the organisation is **Khulanathi Educare Centre** (meaning 'Grow with us.'), hereinafter referred to as 'The Centre'.

2. Office and Address

The office of Khulanathi is situated at 211 King Edward Avenue, University of Natal, Pietermaritzburg, 3201.

3. Aims and Objectives

The primary objective of The Centre is to provide an educational child care centre for the staff and students of the Pietermaritzburg campus of the University of Natal, to care for the children in such a manner as to promote and encourage the principles of non-racialism, non-sexism and non-violence.

4. Relationship between The Centre and the University

a.   The University to the Centre
  i.   The University shall provide accommodation to The Centre, on such terms and conditions that may be agreed upon from time to time.
  ii.   The University shall provide repair and maintenance services for the buildings and grounds of The Centre, on such terms and conditions that may be agreed upon from time to time.
  iii. The post of Co-ordinator shall be a Full Time, Permanent, University post, funded by the University.
  iv.   The University shall provide the administrative service for The Centre's financial requirements, through the University of Natal Finance Division. The Finance Division shall produce an annual audited financial statement.
  v.   The University shall assist in fundraising for The Centre through the Natal University Development Foundation.
  vi.   The University shall undertake to guarantee staff salaries and cost of food, for a minimum period of one year, should the income of The Centre fall below the requisite minimum to keep The Centre operational.

b.   The Centre to the University
  i.   The Centre shall provide an educational child care service to the staff and students of the campus.
  ii.   The Centre shall develop the appropriate innovative curricula for non-racist and non-sexist pre-primary education.
  iii. The Centre shall develop educational and organisational policy to be implemented by the co-ordinator and staff.
  iv.   The Centre shall identify and develop ways of linking with related educational initiatives within the University.
  v.   The Centre shall expand its activities to create relationships with, and offer

a service to the wider community in line with the University's Mission Statement.

vi. The Centre shall be responsible for the employment of staff, purchase or hire equipment, collection of fees and the raising of funds.

5. Membership of The Centre

a. Members are defined as:
   i. Current University staff, that have children at The Centre
   ii. Current University students, that have children at The Centre
   iii. Those people external to the University admitted at the discretion of The Management Committee.

b. Termination of Membership
   The Management Committee may after conducting a hearing terminate membership on the grounds of:
   i. Non-payment of fees
   ii. **Severely** disruptive behaviour of child
   iii. Failure of member to comply with the rules approved by the Management Committee.

c. Fees
   Members shall pay fees on a sliding scale according to the joint income of the parents/guardians. Scales shall be adjusted from time to time by The Management Committee and ratified by the membership.

d. Meetings
   i. Annual General Meetings:
      The Management Committee shall call a minimum of two meetings per annum - one of which shall be the Annual General Meeting.
   ii. Notice:
      Meetings shall be called by written notice a minimum of two weeks before the meeting.
   iii. Quorum:
      A Quorum shall consisit of 50% of the membership.
   iv. The Management Committee shall call a meeting when requested to do so, by 50% of the membership of The Centre.

e. Voting
   i. Voting by members shall be on a show of hands by a simple majority. Only one parent/guardian per child is entitled to vote. Members are permitted to vote by proxy.
   ii. Staff of The Centre may participate in meetings, but shall have no voting rights unless they are members.

6. The Management Committee
   The management of The Centre is vested in the Management Committee.
   a. Membership
      The membership of the Management Committee shall be:

        i.   Director of Campus Affairs, Pietermaritzburg(ex officio)

        ii.   Co-ordinator of The Centre (ex officio)

        iii.   A minimum of five (5) people elected from the membership of The Centre. In the event of a vacancy, the Management Committee shall be empowered to appoint replacements.

b.   Portfolios

        i.   Chairperson

        ii.   Vice Chairperson

        iii.   Secretary

        iv.   Treasurer

c.   Function

        i.   The Management Committee is responsible for liaison between The Centre and other sectors of the University of Natal.

        ii.   The Management Committee is empowered to terminate membership of any member and hear appeals against such termination.

        iii.   The Management Committee is empowered to adjust fees, with due consultation with the membership of The Centre.

        iv.   The Management Committee is responsible to oversee the employment and management of all staff not in University posts.

        v.   The Management Committee is responsible for policy decisions with respect to education, language, expansion of existing programmes or development of new ones and the provision of staff training and development.

        vi.   The Management Committee is empowered to seek whatever expertise it lacks from other sectors of the University or surrounding community, and it may establish sub-committees with powers to co-opt people for their particular expertise.

d.   Quorum

Two thirds of the membership of the management Committee shall constitute a quorum.

7. Amendments to the Constitution

Any amendments to the constitution shall require the approval of two thirds of the membership of The Centre.