

COURSE PLAN 2014

Peace and the Constitution

An educational pilot course to make the new Constitution the foundation for securing a state of peace in schools and their communities in Zimbabwe.

Course Information

Who Is This Course For?	+/- 17 year old students in penultimate year of school or pre-University
Entry Requirements	None
Venues	1. In Mabvuku-Tafara District, Harare 2. In Goromonzi District, Mashonaland East
Start Dates	1. Wednesday 2 July 2014 2. Thursday 3 July 2014
End Dates	1. Tuesday 22 July 2014 2. Monday 21 July 2014
Number of sessions	Six each
Hours per session	Two
Days/Times	1. Tuesdays and Wednesdays between 09.30 and 11.30hrs 2. Mondays and Thursdays between 10.00 and 12.00hrs
Essential reading	The new Constitution of Zimbabwe (to be provided)
Essential materials	Pens, paper, binders/folders (to keep hand-outs) (to be provided)

Course Aims, Methods and Outcomes

Course purposes
- To carry out SIPD's mandate as a peace-building organisation; - To fulfil its civic responsibility in line with the government's call under section 7(c) of the Constitution of 'encouraging all persons and organisations, including civic organisations, to disseminate awareness and knowledge of this Constitution throughout society' and in schools. Thereby to make the course suitable for adaptation to learners in secondary schools as well as in the wider community.
Teaching and learning methods used
- Use of stories in African traditions which young adults can easily relate to and make them think more deeply about the issues of peace and violence; - Use of scenarios and role playing to address conflict situations and how they might best be resolved; - Emphasis on inter-active learning between teacher and pupil whereby the latter is constantly encouraged to test out what they learn in 'the real world'.
<i>Lesson 1: A New Dawn: Introduction to the Constitution of Zimbabwe 2013</i>
Aim
To convey to students the supreme importance of this new Constitution
Objectives & Learning Outcomes
(1) To reflect on the saying 'The pen is mightier than the sword' to illustrate the importance of a written constitution. By the end of the session students should be clear what this saying means and the power of a constitution. (2) To produce three types of individual conflict which students will be familiar with to illustrate the concepts of power and authority. By the end of the session students should be clear on what these concepts mean and how they relate to the Constitution. (3) To introduce the subject of resolving individual conflicts peacefully within the new Constitution of Zimbabwe. By the end of the session students should be able to identify relevant facts about individuals in dispute and link them to the constitutional principle of 'the rule of law'.
<i>Lesson 2: The Power of Facts: Individual conflicts in schools or communities</i>
Aim
To help students appreciate the importance of facts in understanding and resolving conflicts peacefully and the greater risk of violence when facts are ignored or misunderstood.

Objectives & Learning Outcomes
(1) [In relation to a Zimbabwean conflict (real or Imagined) in a school or local community.] (2) To provide an historical example of education in colonial days in order to illustrate how facts can point to sources of future conflict. By the end of the session students should be clear on the importance of non-partisan education for securing a state of peace in Zimbabwe. (3) To learn to identify and prioritise relevant constitutional principles for developing non-partisan education. By the end of the session students should appreciate the potential contribution of education to conflict resolution.
<i>Lesson 3: Rights & Responsibilities: Workplace conflicts in schools or local businesses</i>
Aim
To help students appreciate how the way rights & responsibilities are exercised by individuals in workplace conflicts affects the prospects for a peaceful and just resolution.
Objectives & Learning Outcomes
(1) [In relation to a Zimbabwean conflict (real or imagined) in a school or local business.] (2) To provide an example from a multiracial boarding school in Swaziland of how one long running conflict was resolved by a combination of peaceful persuasion and protest. By the end of the session students should be clear on how the concept of justice is applied to the facts of a conflict and may lead to peaceful resolution. (3) To link workplace conflicts to the 'Declaration of Rights' in the new Constitution. By the end of the session students should appreciate the protections provided in law for fundamental human rights and freedoms and the responsibilities that imposes on individuals and organisations in pursuing them.
<i>Lesson 4: Resolving Conflicts Constitutionally Part 1</i>
Aim:
To assist students in understanding the role of law in resolving conflicts peacefully.
Objectives & Learning Outcomes
(1) [In relation to a local conflict in Zimbabwe (real or Imagined) which was resolved in a court of law or tribunal or by traditional leaders. Ideally one in which the quality of mercy is also illustrated.] (2) To provide a contrasting conflict from the former colonial power, about whether aiming at peace was a political or educational purpose, which was resolved through the English courts. By the end of the session students should be clear on (i) how the concepts of justice and mercy are applied to the facts of a conflict to foresee future peace or violence, and (ii) the role of the courts in peaceful and lawful conflict resolution. (3) To link conflict resolution to the system of legal protections outlined in the new Constitution. By the end of the session students should appreciate the role of Zimbabwean law courts in conflict resolution and their dependency on factual accuracy and the supremacy of law over power or social status.

Lesson 5: Resolving Conflicts Constitutionally Part 2
Aim
To assist students in understanding the meaning of the 'rule of law' and its importance in resolving conflicts peacefully.
Objectives & Learning Outcomes
(1) [In relation to a local conflict in Zimbabwe (real or imagined) which turned violent and the attempts to resolve it peacefully and lawfully] (2) To provide a contrasting conflict from England, about two educational bodies on the register of charities with differing methods of securing a state of peace and avoiding a state of war. By the end of the session students should be clear on (i) why one of them is on the register for legal reasons and the other for political reasons; and (ii) what this means for the 'rule of law'. (3) To link conflict resolution to the work of the Constitutional Court and the Judicial Services Commission. By the end of the session students should appreciate the circumstances under which a constitutional issue can be raised, or a judge can be removed from office, and the significance of this for the 'rule of law' in Zimbabwe.
Lesson 6: What have we learnt? Review of the Course
Aim
To conduct a review of the pilot course comprising a summary of the ground covered and an assessment of what students have learnt.
Objectives & Learning Outcomes
(1) To recap on the importance of the new Constitution in Zimbabwe's history and for its future peace and security. By the end of the session students should be clear on how conflicts can be assessed to demonstrate their potential for peaceful resolution within the new Constitution. (2) To summarise a non-partisan educational approach to understanding and resolving conflicts peacefully. By the end of the session students should be clear about how the concepts of justice and mercy can be assessed objectively in relation to a conflict over the short and long term in order to assess the prospects for peaceful resolution – when underpinned by the authority and power of the new Constitution. (3) To find out from the students what they have learnt from the course? This is intended to inform the course sponsors and, it is hoped, the Ministry of Education and other governmental bodies on how best to develop the course especially for use in schools as part of the national curriculum.
Assessment
There is no formal assessment of this course. However, it is intended that the tutors will check at the end of each lesson whether the main learning points have been grasped. As the long term objective is for a course on 'Peace & the Constitution' to become part of the national curriculum, it should then lead to a recognised formal qualification.

Syllabus

This was drafted by Southern Institute of Peace-building and Development (SIPD) and the International Peace Project (IPP) in 2012, before the new Constitution was adopted. Only the relevant parts are repeated here. In particular Part 1, on the Historical Background to Peace and the Constitution, and the student outcomes for the full course are omitted.

Naturally the pilot project now incorporates relevant parts of the new Constitution 2013.

Outline Syllabus:

Part 2: Constitutional and Peaceful Means of Conflict Resolution

Desired Outcomes (for each student)

Term 1 (first half)

Outcome: Identify the factors that contribute to peaceful resolution of conflicts and those which make violent resolution more likely

- by using a range of scenarios (real or imagined)

Term 1 (second half)

Outcome: Learn how to analyse conflicts fully and objectively in order to understand what methods will favour peaceful resolution or increase the risks of violence

- by scientific analysis of each scenario

Term 2 (first half)

Outcome: To apply the knowledge and understanding gained in Term 1 to Zimbabwe's planned or new constitution, and from constitutional experience abroad, in seeking peaceful resolution of a relevant conflict

- linking theory and practice

N. B. The pilot course covers only Term 1 (first half)

Detailed Syllabus:

Constitutional and Peaceful Means of Conflict Resolution

Term 1 (first half) – Factors that Contribute to Peaceful Outcomes

Week (two parts to the two-hour session with a short break between each)

1.1 Introduction

Three interpersonal conflicts (or potential conflicts) in school or community:

- a. A bigger child takes a bag of sweets off a smaller child;
- b. Two boys of equal strength fight over a bag of sweets;
- c. A smaller child offers a sweet to a bigger one without waiting to be asked.

Mundane stories used to illustrate key themes of the whole course:

- power and authority;
- justice and mercy;
- foresight and hindsight.

Individual conflicts

Factors behind a Conflict

[different examples]

1.2 Attitudes and values of the contestants

2.1 Circumstances in which conflicts arise and develop (historical/legal/ethical)

2.2 Consequences of the conflict for the future (to each contestant and for the school or community in which it occurs)

- (i) Elementary notions of justice and mercy;
- (ii) Basic understanding of authority and power;
- (iii) Predicting the direction of a conflict towards peace or violence

Workplace conflicts

As for individual conflicts but with a *corporate* dimension (agricultural, industrial, service sectors)

3.1 Attitudes and values

3.2 Circumstances in which conflicts arise

4.1 Consequences for the future

Week

Constitutional Resolution of Conflicts

How the constitution can assist in resolving individual or organisational conflicts

[human rights, collective bargaining, property disputes and 'the rule of law']

4.2 Attitudes and values:

What factors amongst the contestants, mediators or judges contribute to peaceful or violent means of conflict resolution?

5.1 Circumstances in which conflicts arise:

What historical backgrounds favour, or militate against, the constitutional and peaceful means of conflict resolution?

5.2 Consequences for the future:

What are the implications for Zimbabwe's constitution of the peaceful or violent means of resolving any particular personal or organisational conflicts?

Conclusion

6.1 Summary: factors that contribute to peace or violence in conflict scenarios:

- specific to the situation;
- general to all situations, especially
 - nature of authority and power...
 - ... over the short and long term.

6.2 What have we learnt?

- linkage to the next two parts of the course

Comment: This last session is very important in helping students to bring the themes of this first part of the course together and start to make linkages to what will follow.

What is intended is not a long list of 'factors' which make for peace or violence but a short list of key concepts made meaningful by numerous examples, rooted in students' and teachers' own experiences in Zimbabwe, which may fundamentally question previous ways of thinking, particularly of those who believe that violence pays. The course should open up new horizons for all participants on constitutionality and peaceful means of conflict resolution – a different path into the future.