

Building The Soft Infrastructure For Peace: Peace Club And Its Activities In Schools

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Abstract: When there is no peace among the persons, then peace in society is threatened. Sometimes this leads to chain of violence. Lack of peace destroys the identity of a country; our mental and creative energies are diverted from useful activities to destructive one. The need of the hour is to develop the young generation with peace consciousness and the importance of conflict resolution. The present study was carried out among fifty one students of eight schools to know whether peace education is significant for children. From the findings it is clear that majority of the students joined the peace club because they wanted to while the rest were motivated by teachers and friends. It is also seen that the peace club members participated in the club activities. Most importantly, improvements in personal skills such as leadership, communication, presentation and coping with emotions are observed in varying degrees. Not only learning and improvement at the personal level but the peace club members are sharing their learning with others. They are resolving issues between friends, within the family and taking up social issues. They are motivating their friends and family members through sharing their learning and resolving issues. As per the response of the peace club members, the club is helping in creating a peaceful atmosphere. The findings also reveal that the peace education programme can be improved to make the peace club members more active and the activities impactful.

Keywords: Peace Education, Peace Clubs, Culture of Peace

I. INTRODUCTION

All over the world, a great deal of emphasis is currently being placed upon peace education, as the quest for peace necessitates extensive knowledge and unfailing assiduity. The widespread interest in preparing individuals for peace on earth makes us resort to the teaching-learning process. The inevitability of this emphasis upon education for peace has arisen not only from the need to educate the public opinion of the scourges of war, its prodigality or the danger of total annihilation etc, but also from the necessity to promote understanding, acceptance and friendship among all peoples and nations, and to strengthen respect for human rights and fundamental freedoms (Udayakumar, 2009, p. 2).

Peace education is about helping students to understand and transform conflict in their own lives, in the community and in the world at large. It is part of all learning areas and is

reinforced by people treating each other in positive ways in classrooms, playgrounds and in their families and communities (The Ministry of Education, 2003). Peace educators address the sources of immediate conflicts and give their students knowledge about strategies they can use to stop the violence. In the long term they hope to build in students' minds a commitment to nonviolence and provide knowledge about nonviolent alternatives, so that when faced with conflicts they will choose to behave peacefully. In this way peace education tries to build peace into the minds of its students. Such efforts attempt to counteract violent images in popular culture and the bellicose behavior of politicians. There are many different paths to peace, through education it is believed people can develop certain thoughts and dispositions that will lead to peaceful behavior (Harris, n.d).

The main function of the Peace Club is to share, learn, heal, build relationship, and make decision to promote

reconciliation, stand firm on values, truth and justice to bear witness always as peace promoter and to help each other especially the less privileged sections of the society to live in Peace and harmony with God, one another and nature. "Peace clubs can play a pivotal role in shaping responsible citizens for the future," said Mukul Mudgal, Chief Justice of the Punjab and Haryana High Court at a function. Flower (2005) also said that the strength of the peace clubs lies in equipping them with advice, structure and an alternative group membership. However, the stories do not just explain that they want to join groups, they also explain how this process takes place, through powerful leaders, friendship groups and when the group is fulfilling an un-met need; in particular by boosting their confidence.

Learning to make a living is not the sole reason for getting education; there is another, equally important byproduct: learning to make a life, a life that is beneficial, useful and peaceful. After all, humans are social animals; their success in life is largely a matter of successful social relations. Quite evidently, student age is the crucially important period which enriches one's personal life, nurtures social adjustments, fosters friendship and understanding and affects one's whole life pattern. Seen from this perspective, one could very well understand the critical necessity of teaching students, youth and young leaders the art of living together, in mutual respect, justice, love and peace. In a nutshell, peace education sees to the construction of defenses of peace and fences of justice in the minds of the younger generation, and to making the youth hold to peace individually in life. (Udayakumar, 2009, p. 2). Boulding, (1974, p. 101), also felt that, any design for a non-violent world must take special account of what happens to children, and what they are prepared for. Since in any case they are shapers of the future, we cannot avoid an examination of the nature of the child and the impact of various socialization experiences on her capacity to act non-violently on a changing social order.

Therefore, the present study is to inform on the impact of peace clubs and their activities on the club members in 8 schools of Dimapur District in Nagaland. The peace clubs are formed through the peace education programme initiated by Peace Channel. Peace Channel is a youth movement based in Nagaland itself to create peace by transforming a culture of violence into a culture of peace. Among a host of other activities, formation of peace clubs is the main strategy of the movement that brings together and capacitates young people irrespective of tribe, religion and region to take action for peace and harmony among their peers, in their immediate neighborhood and community. Each peace club is a small group of 20-35 children who meet to share, solve problems, improve the capacity of its members and render service to the community.

II. LITERATURE REVIEW

Peace education is a generic term used to describe a range of formal and informal educational activities undertaken to promote peace in schools and communities through the inculcation of skills, attitudes, and values that promote

nonviolent approaches to managing conflict and promoting tolerance and respect for diversity (World Bank, 2005, p. 60).

Peace education programmes exist for all age groups: adults, youths or children. They can be implemented within the school system, either as part of the formal curricula, or as extra-curricular activities. Or they can occur completely separate from the school system through camps or other informal training. The content of peace education varies as much as its form, ranging from "advocacy to law reform, from basic education to social justice" (Baxter & Ikobwa, 2005, p. 28). It can comprise areas such as human rights education, education for development, environmental education, gender training, global or international education, landmine awareness, life skills education, citizenship education, conflict resolution education and psychosocial rehabilitation (Fountain, 1999; Harris & Morrison, 2003; Nicolai, 2009; UNESCO, 2011). Within UNICEF, the terms 'peace building in schools' (ESARO), 'education for peace' (Rwanda), 'global education' (MENA), 'education for conflict resolution' (Sri Lanka), and 'values for life' (Egypt) have all been used to label the initiative (Fountain, 1999). Brantmeier, (2009) adds "Peace education requires practical communication skills as well as critical thinking skills to understand structures that reproduce various forms of violence, Yes, the learners and teachers of peace education need serious commitment and education to become effective in their work" (p.39).

Although research into peace education which provides evidence of effectiveness and impact is limited (Hart, 2011), there is plenty of literature conceptualising peace education (Harris & Morrison, 2003; Hicks, 1988; Calleja & Perucca, 1999; Goldstein & Selby, 2000; Andrzejewski, Baltodano & Symcox, 2009). One uniting factor in peace education is how it is more a process than a subject (Reardon, 2000). Although knowledge is a component in peace education, skills, attitudes and values are as important (Baxter & Ikobwa, 2005). The process is accordingly emphasised as much as the outcome and exploration is a major component. Some peace education programmes even argue that all peace has to start within the individual, with inner peace, defined as "peace of mind and absence of fear" (Harris & Morrison, 2003, p. 13). Inner peace has been promoted by a range of spiritual non-violent activists including the Dalai Lama, Thomas Merton and Thich Nhat Hanh. They argue that in order for a person to create peace with her environment, she must first be at peace with herself. Providing guidance and counselling for pupils affected by trauma is one way of promoting inner peace (Harris & Morrison, 2003). Another uniting factor of all peace education programmes is that of nonviolence, aiming at the prevention of both overt and structural violence. Conflict resolution education is one of the most obvious ways overt violence can be addressed (Harris & Morrison, 2003).

Conflict resolution programmes vary across contexts, but they generally have two goals in common: to better the school environment by making it safer and more caring, and to socialise children into learning conflict resolutions skills which they can benefit from throughout life (Akgun & Araz, 2013). Targeting the individual, the approach aims at understanding conflict dynamics and learning communication skills, thereby empowering pupils to manage relationships peacefully (Harris & Morrison, 2003). Components such as

anger management, impulse control, emotional awareness, empathy development, assertiveness, and problem solving skills are therefore essential in these programmes; all are included in the Peace Education Programme (Harris & Morrison, 2003; MoE, UNICEF & UNHCR, 2008). Through the programmes, children are expected to learn to handle interpersonal relationships among themselves, not by eliminating conflict, but through handling emerging conflicts in peaceful ways (Harris & Morrison, 2003).

Galtung, (1974, p.171) theorizing about the role of peace education said “It should not be exaggerated. Peace education is one peace factor among many, and probably not a very significant one. Much more important are specific forms of peace action. One may object that peace education is needed for peace action, but the relation is not so simple. Peace education will work on the mind, although it may also imply some training; but it is a fundamental bias of intellectuals to believe that man ' thinks first and then unleashes well-considered action. Very often he acts first; and if it works, he may develop a theory about it; if it does not work, some rationalization can take place. That does not mean that a much higher level of peace consciousness may not change this state of affairs. The fact is that we do not even know what that would mean, what kind of world that would be. But it would certainly be a world where people would be less manipulable: and it is for that kind of world that peace education should be a contribution”. Although peace education programmes could play a part in peace-building, these programmes have traditionally aimed at changing people’s behaviour, whereas peacebuilding includes the aspects of social and economic justice which must be addressed at a national level (Baxter & Ikobwa, 2005). Peace education could therefore never compensate for peace-building at a societal level. However, it can foster peace at grassroots level.

III. METHODOLOGY

The study is based on both primary and secondary data. Primary data was collected through a well-structured questionnaire with closed ended questions and personal testimonies. The study had been carried out on 51 students of 8 schools in Dimapur District of Nagaland. Secondary data was collected and compiled from different sources such as books, documents and other published reports. Table 1 reveals the profile of the participants.

SL No	Name of the school	No of Student respondent
1	Unity Christian Hr. Secondary School	5
2	Nazareth High School	6
3	St. Paul Hr. Secondary School	5
4	St. Clare Hr. Secondary School	5
5	Govt. Hr. Secondary School	5
6	MGM Hr. Secondary School	5
7	Cambridge High School	10
8	King David High School	10

Table 1: Profile of Respondents

IV. FINDINGS AND DISCUSSION

Peace is a word that means different things to different people (Harris, 1988; Galtung, 1969). In Latin America peace is not limited to the absence of war (Godoy, 1974, p.350). To some it means a cup of tea and five minutes of quiet when the children are not screaming. To others, it’s a sense of inner calm achieved through meditation or reflection. But for too many people, those who live their lives under threat or in war zones, it can quite literally mean the difference between life and death (Beth, 2012). According to Mushakoji (1974, p. 3), it is not easy to define peace. Any definition will leave some people dissatisfied. Is peace only a state of affairs without war? Does it include the idea of a just order? Although people all around the world are interested in peace, the concrete content we must give to this term is not clear.

Peace means	Number	%
Non violence and happiness	4	7.8
Happiness	17	33.3
Absence of war and happiness	2	3.9
Non violence and happiness	1	-2.1
All of these	27	52.9

Table 2: What Peace Means

To find out what peace meant to the children, the question was posed to them, 52.9 (table 2) felt if there was happiness, and the absence of war and violence then there is peace while 33.3 % believes happiness means peace.

Reasons	Number	%
Personal interest	43	82.3
Staff & volunteers	6	11.7
Teachers & friends	2	3.9

Table 3: Reason for Joining Peace Club

To find out the reasons for joining the peace club, the students were asked to share what motivated them, 82.3% joined the peace club on their own, while the staff and volunteers motivated around 11.7 % of the respondents and the rest 3.9% were motivated by teachers and friends.

Participation in peace club activities	Numbers	%
Regularly	26	51
Occasionally	20	39
Never	2	4
Others	3	6

Table 4: Participation in Peace Club Activities

The participation in peace club activities (table 4) is somehow balanced with regular participation and otherwise as 51% were regular in activities while the rest 39% participated only occasionally and the rest never or otherwise.

Adolescence, a vital stage of growth and development, marks the period of transition from childhood to adulthood. It is characterized by rapid physiological changes and psychosocial maturation. Adolescence is also the stage when young people extend their relationships beyond parents and family and are intensely influenced by their peers and the outside world in general. As adolescents mature cognitively, their mental process becomes more analytical. They are now capable of abstract thinking, better articulation and of developing an independent ideology. These are truly the years of inventiveness, idealism, enthusiasm and a spirit of

exploration. But these are also the years of experimentation and risk-taking, of giving in to negative peer pressure, of taking uninformed decisions on crucial issues, especially relating to their bodies and their sexuality. Adolescence is thus a turning point in one's life, a period of increased potential but also one of greater susceptibility.

Skills improved	Numbers	%
Leadership	13	25.49
Presentation	4	7.84
Communication	17	33.33
Coping with emotion	1	1.96
All of These	8	15.69
A+B	1	1.96
A+C	3	5.88
A+B+C	1	1.96
B+C	2	3.92
NR- No Response	1	1.96

Table 5: Improvement after joining peace clubs

When asked what kind of improvements happened after joining the peace club in their schools, 25.49% (table 5) of peace club members felt their leadership skills have improved while 33.33% in their communication skills, another 15.69% said that they got improvement in leadership, presentation, communication skills and how to cope with emotions. Personal stories like Selethi Tsory' verify these improvements. Selethi has learnt who is a good leader, the relation of peace with the environment, how to perform in front of others and inner peace. Another story, that of Kekhriengulie Sogotsu a class X student said, "Peace club is like one of the most interesting and one of the best clubs I've witnessed so far. I learned how to be good to others, participating in activities and watching peace club leaders motivated me. It helped me to overcome my shyness when interacting with others. One particular experience that made me to feel this way was attending an inter school programme in February 2016 at the town hall where students and others from different background participated. The programme was very inspiring that it made me to realise that I should not shy away from anything and I am proud to be a peace club member". Kekhriengulie shared his experience with his friends and family. He is of the opinion that he will do something more in the days to come so that through him some people will at least be inspired as well to make the world a better place to live. Yet another story, Wahida Sultana is a class 8 student who joined peace club in 2015. She has learnt why she should accept people from different communities, inner peace, the value of respect and kindness, giving to the poor and the importance of treating everyone equally. She has learnt how to express her feelings without bottling it up within through different means such as writing down on a piece of paper, drawing on it etc.

Answer	Numbers	%
Yes	48	94
No	3	6
If yes , with whom		
Friends	16	31
Family	5	10
Others	1	2
All of these	26	51

Not shared yet	3	6
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Table 6: Share knowledge with others

By sharing your knowledge, you gain more than you lose. Sharing knowledge is a synergistic process – you get more out than you put in. If I share an idea or a way of doing things with another person – then just the act of putting my idea into words or writing will help me shape and improve that idea. If I get into dialogue with the other person then I'll benefit from their knowledge, from their unique insights and improve my ideas further. Table 6 reveals that 94% of the peace club members share their learning with others like friends (30%), family members (10%), others (1%) and 51% of them share with friends, family and others. A personal testimony as shared by Shanong who is a class X student and is a peace club member since 2015. "I have been taught the value of living in peace with others and share that peace with friends and family". Another student Joseph K Zhimomi, a class X student and is a peace club member since 2016 shared, "I learnt the art of public speaking, to be respectful to others and elders, to be truthful and to be empathetic towards others. I practice what I have learnt with my friends and family. I believe that good people are always positive no matter what the situation is".

Types of Issues	Numbers	%
Issues in family	9	17.6
Issues between student	20	39.2
Social issues	3	5.8
Never	6	11.7
Others	8	15.6
Issues in family & between friends	3	5.8
Family & social issues	1	1.9
No response	1	1.9

Table 7: Problems Resolved

No matter where life takes you, you'll inevitably encounter conflict. When people understand how to handle and resolve conflict, they are better suited to deal with the situation at hand. In order to gauge how far the peace club members have utilized their learning in conflict resolution skills, they were asked to what types of issues they have resolved. 39.2% have resolved issues between friends, 17.6% in the family, 15.6% other issues and 11% have never utilized their learning and in smaller percentages, some of them have dealt with multiple issues. Atsamong has been a peace club member since he was in cl VIII in 2015. He said that he has learnt that peace is within each one of us and we only need to harness it to have it. It has taught him to be a responsible leader. He has come to know about climate change and global warming. He has become aware of the responsibility of each of us to maintain peace with nature and to resolve conflicts. Regarding the actions he has taken as an outcome of his learning, he said that he share about the ill effects of pollution and how to prevent it. Not only that, he together with others has starting cleaning drives and a sanitation programme. He also formed close relation with his family and people around him by applying the skills that he learnt through the peace club. Another student Peteneinou Celina Zao is a cl X student and a peace club member since 2014. She said, "Through these many years, I have learned how to maintain peace within myself and how to share peace with others. I have built my

confidence in standing in front of a crowd without fear, speak fluently without hesitation and to meditate and stay calm whenever I am stressed". Several actions have been taken up such as replanting the peace garden, clean the school compound and repair the school banner.

Who	Number	%
Friends	41	82
Family members	1	2
No	1	2
Friends & family members	7	14

Table 8: Motivate Others to Join

A Peace Club is a great way for students to turn commitment into action. It can help them connect and organise with others interested in peace. The peace club members were asked whether they have encouraged or motivated any one to join the peace club and 82% (table 8) have invited or motivated friends while 14% invited both friends and family and 2% invited friends and the rest 2% did not do so.

Extent	Number	%
Completely	34	63
Never	17	8
Partially	50	29

Table 9: Peace Club Create Peaceful Atmosphere

Peace Clubs provide a platform where young people can learn skills, exchange experiences, teach others and apply the knowledge of peace in their everyday life. It's a framework that promotes learning about peace and gaining skills to deal with conflict; and then putting those elements together to find ways to take action to make the world a better place. Table 9 reveals that 63% of the members felt that peace club help in bringing a peaceful atmosphere, while 8% said no and the rest 29% said it did partially.

V. CONCLUSION

From the findings it is clear that majority of the students joined the peace club because they wanted to while the rest were motivated by teachers and friends. It is also seen that the peace club members participated in the club activities. Most importantly, improvements in personal skills such as leadership, communication, presentation and coping with emotions are observed in varying degrees. Not only learning and improvement at the personal level but the peace club members are sharing their learning with others. They are resolving issues between friends, within the family and taking up social issues. They are motivating their friends and family members through sharing their learning and resolving issues. As per the response of the peace club members, the club is helping in creating a peaceful atmosphere. There is also room for improvement in all categories as revealed by the tables. Brantmeier (2009, p. 41& 48) believes that understanding what peace education is and strategies for doing peace are both important for engaging in explicit education for peace. However, peace knowledge as well as the "soft infrastructure", defined as values, beliefs, attitudes that undoubtedly relate to action orientations, is both important. It is my belief that forms of violence are context dependent and individuals and groups at the grassroots and policy levels in societies and nation-

states need to understand, raise consciousness about, and change the violence they find locally. We need to work on deterring, preventing, and transforming the violence in our hearts and in our local communities and societies. This local focus indeed will contribute to the lofty goal of world peace.

Therefore as Dar & Lalithamma, (2014, p. 67) said, "Educating young people about peace would mean those aspects of daily life which are deeply connected to ones identity become part of the daily school level curriculum. Education is a key to empowerment, yet if the content of Peace is added in it; it becomes the way to sustainable peace, understanding, co-existence and development in the state as well as beyond. Thus, introduction of Peace Education at all the levels especially at pre-school and school level is the need to change the traditional stereoscopes of budding minds and build their minds positive towards one another, and enable them to be responsible citizens over time, hence prevent future conflicts, overcome the communal riots within national boundaries or combat so called terrorism beyond the borders".

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