



# CHANGING THE STORY



**University of Brighton**

## What is Changing The Story?

Education Research Conference

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# Helping to build inclusive civil societies with, and for, young people.

This is a four-year international, multi-disciplinary project, aimed at supporting the building of inclusive civil societies with, and for, young people in post-conflict countries.

A collaborative project between universities, INGOs, artists, grassroots civil society organisations (CSOs) and young people across the world.

Funded by the Arts and Humanities Research Council and Global Challenges Research Fund.

Co-ordinated by University of Leeds in collaboration with ten other research organisations across 12 countries: Bosnia, Cambodia, Colombia, India, Zimbabwe, Kosovo, Rwanda and South Africa, Venezuela, Nepal, Kenya and the United Kingdom. The project consists of three phases of work conducted over four years.

The work completed in Nepal to be discussed today (a comparative research project with Kenya) is one of ten Phase 2 commissions.



Arts & Humanities  
Research Council



**UNIVERSITY OF LEEDS**



# The Phase 2 research partners



**University of Brighton**



**Mandala  
Theatre  
Company.  
Nepal.**



**UNIVERSITY OF  
LINCOLN**



**Zenn  
Theatre,  
Kenya.**

# Origins of research idea

Stems from research work in the UK concerning the **statutory teaching and learning of 'civic national values'** in schools through 'citizenship education' for PREVENTing radicalisation and how this was being interpreted by teachers and young people through art board displays (Moncrieffe and Moncrieffe, 2019).

**International commonalities** between Europe (UK), Africa (Kenya) and Asia (Nepal) were identified by their **post-conflict contexts**, and developed by our research objectives and aims for a Changing the Story Phase 2 research proposal.

This focuses on advancing current education policy for peacebuilding in local, regional, national and international contexts, articulated and driven by young people through reflection on their life experiences and learning.



# Policies for post-conflict and civic education in the comparative contexts

## **Nepal**

Long instability and armed conflict led Nepal in becoming a federal state. This includes provision of 'Moral Education' for the teaching of 'values' and 'civil rights and duties' in Nepal (Basic Education Curriculum, 2018).

## **Kenya**

Complex issues of cultural integration in Kenya laid the foundations for creating 'Engaged, Empowered & Ethical Citizens', a national policy for 'Values' education (Basic Education Curriculum Framework, 2017).

## Nepal explosions kill four in capital Kathmandu

🕒 26 May 2019

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One of the blasts struck a shop

**At least four people died and seven others were injured in three explosions in the Nepali capital, Kathmandu, officials say.**

The three blasts - one in the centre and two on the outskirts - took place on Sunday afternoon local time.

Improvised or crude explosive devices are believed to have been used to set

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***Examining Interpretations of  
Civic National Values made by  
Young People in Post Conflict  
Settings (An international  
comparative project between  
Nepal and Kenya)***



# The Research Aims

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

# Project links to 'Moral Education' in Nepal

(Basic Education Curriculum, 2018).

## Grade 6

### Unit 4 - Community Life Style and Diversity

#### Lesson 1 - Community Life

Expected behaviours - to develop an attitude of social responsibility and harmony.

#### Lesson 2 – Respecting Others

Expected behaviours – to respect the castes, religions, cultures, and languages.

## Grade 7

### Lesson 3 - Let's Be United

- Expected Behaviours:
  - To maintain peace and harmony within the family and society
  - To deny individual discrimination
  - To show generosity and tolerance towards everyone
  - To act in favours of family and society
  - To help in establishing a civilized society
  - To state the importance of harmonious society and act accordingly

### Unit 4 - Community Life Style and Diversity

- Learning outcomes: To help in building a good social culture To give continuity to the local practices that support the moral development To respect individual, social and cultural diversity

# Project links to 'Moral Education'

(Basic Education Curriculum, 2018).

## Grade 7

### Unit 4 - Community Life Style and Diversity

- **Lesson 3 - Respecting Others, Respecting Oneself**
- Expected Behaviours: To demonstrate democratic behaviours To identify and respect religious and cultural diversities in their community To form a habit of working in groups by respecting the different views

## Grade 8

### Unit 4 - Community Life Style and Diversity

- **Lesson 1 – Peace and Friendship**
- Expected Behaviour: internalize and practice peace maintain peace and harmony in family be proactive to maintain peace and harmony in society protect nature and the surrounding behave friendly.

# Writing of a Scheme of Work



  
**CHANGING  
THE STORY**

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



**" चेंजिंग द स्टोरी (Changing the Story)"**



दोन्दोत्तर अवस्थामा किशोर/किशोरीहरूद्वारा बनाईएको राष्ट्रिय नागरिक  
मूल्य र मान्यताहरूको व्याख्या जाँच (नेपाल र केन्या)



# The Field Work: Implementation of a Scheme of Work

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

- **Lesson one and Lesson two both encourage young people to reflect on their locality; to articulate and record their experiences of community; cultural and ethnic differences and similarities; and cultural identity and citizenship. These lessons develop thinking, discussion and shared articulation on values such as ‘tolerance’ and ‘mutual respect’ at a micro community level.**
- **Lesson three helps young people to turn their ideas from Lesson one and Lesson two into action and performance facilitated by professionals from performance arts organisations. The performances generated by the young people are to be captured on film.**
- **Lesson four uses the film made in Lesson three as a basis of cross-cultural exchanges. The ideas from the films will be shared between young people in different parts of their country. This is to facilitate thinking, discussion and shared articulation on how young people’s interpretations of civic national values can be advanced further towards a sense of connection and belonging with national identity at a macro community level.**

# Pre-trailing seminar held at Tribhuvan University



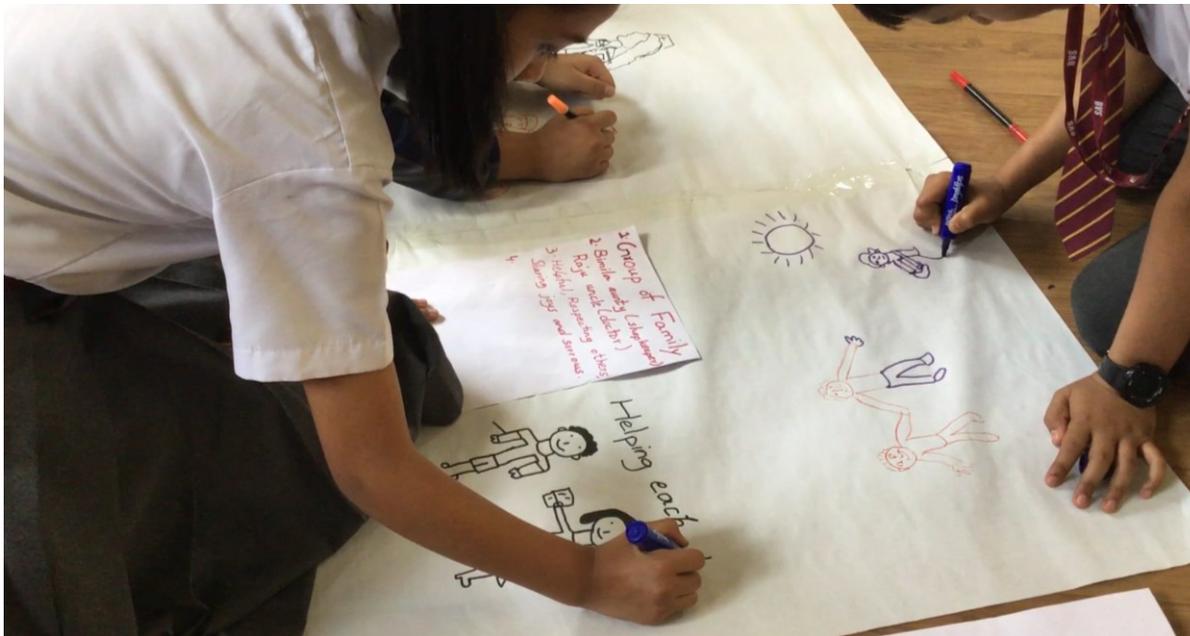
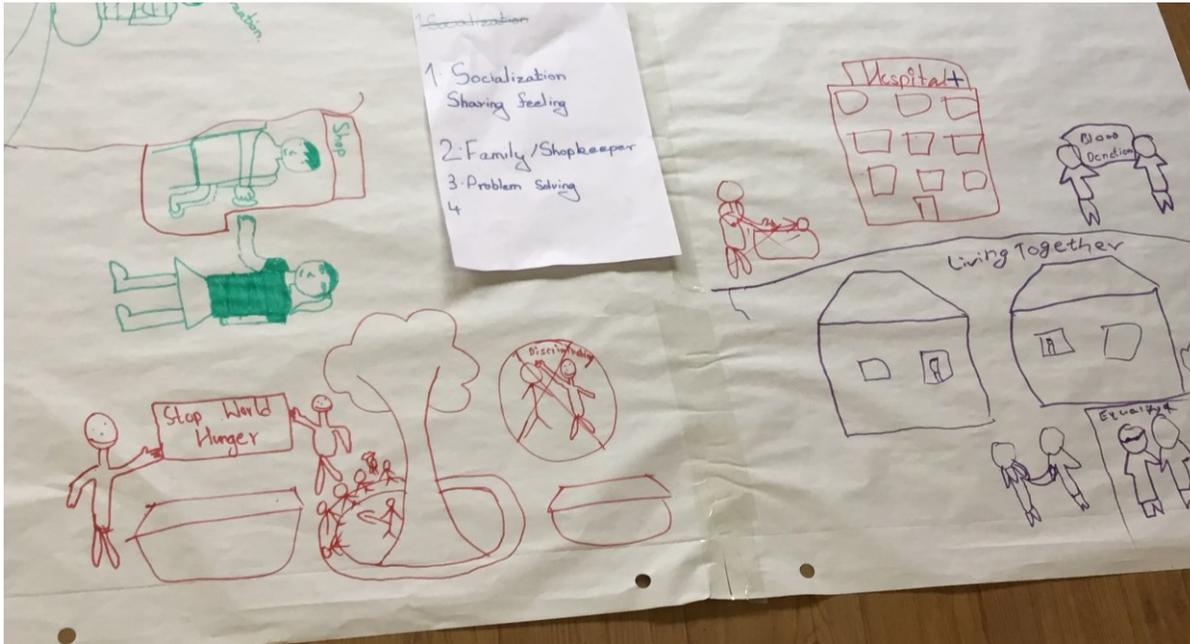
# Visit to School 1: Brihaspati Vidya Sadan School





## Lesson 1 Facilitated discussion, reflection and recording

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



## Lesson 2 Reflection and Recording

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

## Lesson 3 Performing

| Time                 | Aims  | Questions/Learning Outcomes   | Approaches, Resources, Activities, Classroom Organisation   | Assessment & Evaluation |
|----------------------|---|---|---|-------------------------|
| Part 1<br>40 minutes | To transform oral and visual testimonies of 'civic national values' and actively represent them as visual testimonies | <p>What is meant by community?</p> <p>Who are the people in your community?</p> <p>What are the good things about your community?</p> <p>Who belongs to this community?</p> <p>What is meant by tolerance?</p> <p>What does tolerance look like in your community?</p> <p>What is meant by mutual respect?</p> <p>What does mutual respect look like in your community?</p> | <p>Facilitated by performance arts groups</p> <p>Take ideas from Graffiti wall of responses i.e. young people's storied examples, critical moments, insights of 'mutual respect' and 'tolerance' occurring in your community. Generate performances as articulations of these made by young people.</p> |                         |
| 20 minutes           | To reflect on the processes of turning ideas into actions   | <p>Reflective Digital Diary entry 3</p> <p>What are you learning about yourself? What are you learning about others?</p>  | Paired activity taking turns with iPad to diary their thoughts; their questions and their learning building on previous entry   |                         |
| Part 2<br>40 minutes | Continuation of Part 1  |   |   |                         |
| 20 minutes           | To reflect on the processes of turning ideas into actions   | <p>Reflective Digital Diary entry 4</p> <p>What are you learning about yourself? What are you learning about others?</p>  | Paired activity taking turns with iPad to diary their thoughts; their questions and their learning building on previous entry   |                         |



Visit to School 2: Churiyamai Secondary School



|  |  |  |   |
|--|--|--|---|
| <p>र/कशाराहरु ल<br/>राष्ट्रिय नागरिक<br/>य र मान्यताहरुको<br/>याख्याको बारेमा<br/>जानकार हुने</p>                              | <p>समुदायका बारमा<br/>राम्रो कुरा के हो?<br/>सहिष्णुताको मतलब<br/>के हो?<br/>तपाईंको समुदायमा<br/>सहिष्णुता कस्तो<br/>देखिन्छ?<br/>पारस्परिक आदरको<br/>के मतलब छ?<br/>तिनीहरू र तपाईंको<br/>आफ्नै व्याख्या कसरी<br/>मेल खाए?</p> | <p>प्राताप्रयाहरूका आफ्न<br/>फिल्म देखाउनुहोस्।<br/><br/>किशोर/किशोरीहरुलाई<br/>फरक सन्दर्भमा परिचय<br/>दिनुहोस्। व्याख्या<br/>गर्नुहोस् कि तिनीहरूले<br/>एउटै परीक्षामा भाग<br/>लिएका छन्।<br/><br/>प्रतिक्रियाहरूको<br/>चलचित्र देखाउनुहोस्।</p> | <p>पाठ र दाख ४ मा<br/>भएको कामको<br/>आकलन।<br/>शिक्षकहरू र<br/>बालबालिकाहरूको<br/>आवाज फरक<br/>सन्दर्भमा उनीहरूको<br/>साथीहरूको प्रतिक्रिया<br/><br/>आवाजमा समानता के<br/>छ?<br/><br/>आवाजमा भिन्नता क<br/>छ?</p> |
| <p>नेट</p> <p>साथीहरूद्वारा<br/>बनाईएको राष्ट्रिय<br/>नागरिक मूल्य र<br/>मान्यताहरूको व्याख्या<br/>हेर्ने र प्रस्तुत गर्ने</p> | <p>चिन्तनशील डिजिटल<br/>डायरी प्रविष्टि (Entry)<br/>५ तपाईंले आफ्नो<br/>बारेमा के सिक्नुहुन्छ?<br/>तपाईंले अरुको बारेमा<br/>के सिक्नुहुन्छ?</p>  | <p>जोडीमा गरिएको<br/>गतिविधिले<br/>आईप्याडको साथमा<br/>आफ्ना विचारहरू लेख्न<br/>उत्प्रेरित गर्छ;<br/>उनीहरूको प्रश्नहरू र<br/>उनीहरूको सिकाई</p>   | <p>व्याख्याहरू देखाउने<br/>क्रममा बालबालिका र<br/>शिक्षकहरूमा के प्रभाव<br/>पर्छ?</p>   |



हेष्णुता र पारस्परिक आदरलाई स्थानीय समुदायको अनुभवहरु संग जोडेर प्रस्तुत र चित्रात्मक रुपमा रेकर्ड गर्न

राष्ट्रिय नागरिक मूल्य र मान्यताहरुको मौखिक तथ्यप्रमाणलाई परिवर्तन र तिनीहरुलाई दृश्यात्मक तथ्यप्रमाण

तपाईंको समुदाय देखिन्छ?

आदर्श कस्तो

कथाका उदाहरण, महत्त्वपूर्ण क्षणहरु, तपाईंको समुदायमा रहेका आपसी सम्मान र अन्तरदृष्टि लाई कलम र रंगहरुको प्रयोग ले चित्रण गर्नुहोस जस्तै, महिला र पुरुषहरु बीचको विश्वास र आदर भित्रको सहिष्णुता

पारस्परिक आदर र सहिष्णुताको भिन्नता र समानता देखिने गरि प्रतिक्रियाहरुको एक कलात्मक Graffiti wall को

पाठ १ मा भएका आकलनबाट २ मा सार्नुहोस । प्रक्रिया कारकहरु पहिचान गर्नुहोस् जस्तै, भिन्नता/सहकार्यको स्वीकृति 'राष्ट्रिय नागरिक मूल्य र मान्यताहरु' को सुरुवात र संकेत साझा राष्ट्रिय प्रतीकहरु र प्रतीकहरु प्रयोग



| समय               | उद्देश्यहरू  | प्रश्नहरू / सिकाई / परिणामहरू  | दृष्टिकोण, स्रोतहरू, क्रियाकलाप, कक्षाकोठा संगठन  | आंकलन र मूल्याङ्कन  |
|-------------------|--|--|---|---|
| भाग १<br>६० मिनेट | राष्ट्रिय नागरिक मूल्य र मान्यताहरूको मौखिक तथ्यप्रमाणलाई परिमार्जन र तिनीहरूलाई दृष्यभङ्गक तथ्यप्रमाणको रूपमा प्रतिनिधित्व गराउने | समुदाय के हो? तपाईंको समुदाय का मान्छेहरू को तथ्यप्रमाणलाई तपाईंको समुदायको राम्रो कुरा के हो? यो समुदायसँग को सम्बन्धित छन्? सहिष्णुताको मतलब के हो? तपाईंको समुदायमा सहिष्णुता कस्तो देखिन्छ? पारस्परिक आदरको के मतलब हो? तपाईंको समुदायमा पारस्परिक सम्मान कस्तो देखिन्छ? | प्रदर्शन कला समूहद्वारा सहजीकरण गर्ने<br><br>तिक्रियाहरूको graffiti wall बाट विचारहरू सिर्जना गर्न<br>उदाहरणका लागि तपाईंको मा समुदाय भरिने किशोर/किशोरीहरूको महत्वपूर्ण क्षणहरू,आपसी सम्मान र 'सहिष्णुता'। उनीहरूले गरेको बर्णन अनुसार कलात्मक प्रदर्शनीको सिर्जना गर्नुहोस। | पाठ १,२ को कामहरू ३ सम्म आउँदा हेर्नुहोस, रेकर्डिङ गर्नुहोस र जर्नलीस कसरी किशोर/किशोरीहरू को छलफल, प्रस्तुति र रेकर्डिङहरू उनीहरूको कला प्रदर्शनमा कसरी ढाल्न र उनीहरूको प्रदर्शन मा साझा कुराहरू के के थियो?<br>फरक दृष्टिकोण/सन्धर्म मा भएका छलफलमा आधारित भएर विभिन्न व्याख्या र वर्णनहरू को मूल्यांकन गर्नुहोस।<br>समुदाय/सहिष्णुताका फरक अर्थोद्वारा संश्लेषण (non verbal) विज्ञान के के छन् ? परिवार/समुदाय/सरकारी/राष्ट्र शब्दहरू को बुझाई र असली रूपमा के कस्तो सम्मानता र भिन्नता हुन सक्छ। |
| भाग २<br>६० मिनेट | विचारहरूलाई कार्यमा बदल्ने प्रक्रियाहरूलाई प्रस्तुत गर्ने  | चिन्तनशील डिजिटल डायरी प्रविष्टि (entry) ३ तपाईंले के सिक्नुहुन्छ? तपाईंले अरूको बारेमा के सिक्नुहुन्छ?  | जोडोमा गरिएको गतिविधिले आईडियाको साथमा आफ्ना विचारहरू लेख्न उत्प्रेरित गर्छ; उनीहरूको प्रश्नहरू र उनीहरूको सिकाई अधिलो प्रविष्टि (entry) मा थप्ने   |   |
| भाग २<br>२० मिनेट | विचारहरूलाई कार्यमा बदल्ने प्रक्रियाहरूलाई प्रस्तुत गर्ने  | चिन्तनशील डिजिटल डायरी प्रविष्टि (entry) ४ तपाईंले के सिक्नुहुन्छ?   | जोडोमा गरिएको गतिविधिले आईडियाको साथमा आफ्ना विचारहरू लेख्न उत्प्रेरित गर्छ; उनीहरूको प्रश्नहरू र उनीहरूको सिकाई अधिलो प्रविष्टि (entry) मा थप्ने   |   |



# Analysis of the data from lessons 1 to 3

Data consists of:

- Interviews with the participating teachers
- Observation of the introduction of the Scheme of Work
- Reflective video accounts kept by the participating children by means of IPADS
- Examples of the children's classwork whilst participating in the Scheme of Work activities e.g. circle time discussions, art work, recorded drama

# Team Evaluations

PI, Co Investigators, CSOs and Theatre Group Partners have each written short evaluation on the input

## **Successes:**

- Managed to apply the SoW in two very different classrooms and gained some idea of the pedagogical variations from a more traditional approach.
- CSO participants in attendance as spectators were keen to learn more about the research process.
- Project offered a unique opportunity to underscore the selection of performance arts tools in relation to peacebuilding.
- Detailed Scheme of Work, easy to follow and translated to local language.
- Flexibility. The practices and approaches were new to so many, but participants actively engaged with activities Ipads, participatory approaches, child-centred teaching and learning.
- The MA students engagement as researchers and collaborators on the day of the strike was impressive.

# Team Evaluations

PI, Co Investigators, Theatre Group Partners have each written short evaluation on the input.

## **Challenges:**

- Not to draw generalisations from two schools. Think more carefully about how we assess the children's work through the processes. We must maintain a critical stance towards the SoW – this is both a research and development project.
- Synchronising the opinions of CSOs, as they tend to look at issues from multiple perspectives.
- No proper time to prepare for performances and presentation.
- Very few teachers in Nepal prepare and use a Scheme of Work. This sort of structure was a challenge for teachers to comprehend.
- The Political Strike meant that policy makers, teachers and others were unable to be briefed.

# Team Evaluations

## Recommendations:

- Give particular attention to meeting with the Kenyan teachers and establishing a pre-trailing relationship. Interview headteachers.
- Engage CSOs in pre-planning meetings to enhance their understanding about the difference between their regular projects and this research project
- More time for students in their conceptualisation and arts-based performances.
- Meet with teachers/Schools beforehand to assess how they are using the 'Moral Curriculum' and their understanding of a scheme of work.

# Next steps

of 20

## Lesson 4 Cross-Cultural Exchanges and Impact

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

# Next steps

- Kenya trailing of SoW from 16-21 of June, with Dr Willis Okumu – Anglican Development Services and Dr John Mwangi – St Paul's University (Co Investigators) and Zenn Theatre Company.
- Same processes of trailing as in Nepal, but with new learning.
- Article to be written for *International Journal of Transnational Justice* – Tentative title:

Introducing the teaching and learning of civic national values in separate schools in Nepal by means of arts-based methodologies: problems and possibilities?

There were some testing times in Nepal. But all in all very positive and very worthwhile.

We have forged some very good partnerships with colleagues and aim to pursue these further in the future.

Thank you.

