

Final Report

Schools Peacebuilding Project for Sierra Leone Bombali District, Northern Region



**With support from Institute for Foreign Cultural Relations
Germany**



Green Scenery

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Project Title: “**Schools Peacebuilding Project for Sierra Leone**”

Project Number: **P-77/07**

Project Implementation Region: **Bombali District, Northern Region**

Project Implementation Agency: **Green Scenery**

Reporting Period: **June - December 2007**

Grant Provider: **Institute for Foreign Cultural Relations**



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1.0 EXECUTIVE SUMMARY

Green Scenery (GS) received from the Institute of Foreign Cultural Relations (IFA) a seven-month funding of Euro: 47,820.57 (Le. 176,936,109) for its Schools Peacebuilding Project for Sierra Leone (SPPSL) with the Bombalii district as specific target region. The programme has three components:

- Training [Creative and Constructive Interventions to Conflict (CCIC) and Basic Mediation Skills (BMS)],
- Peer mediation and networking,
- Technical support and publications

The three components are indispensable in enhancing peacebuilding and promoting sustainable peace in post conflict Sierra Leone. The focus of Green Scenery in this project is building a culture of peace in schools in the country which is done by enhancing the capacities of educational institutions including students to reduce the incidence of violence so that the effects “ripples and rumbles” into communities.

Green Scenery’s “Consolidating Operation Peaceable Schools” was officially launched by the Ministry of Education, Science and Technology (MEST) in 2004. This was in response to the growing incidence and instability occasioned by school-based violence at athletics/soccer and other competitions for the secondary schools level.

Since 2003, GS has been conducting training workshops in conflict resolution, peer mediation and human rights for over 340 students and during the same period over 100 teachers and guidance counselors of secondary schools in Freetown and Bo were also trained. GS consequently produced teaching/learning materials for implementing schools engaged in the project.

The impact of these workshops and programme packages on the pilot schools have been highly appreciated by the participants, schools, communities and MEST leading to numerous prestigious partnership with the new local government structures, communities and NGOs, both local and international.

- The project will train 160 school children and 20 school teachers for 7 months in Makeni, Bombali district in Peacebuilding, and human rights intervention skills. It will also target another 200 in Kenema who have been trained and currently now active in a network. The pupils are expected to impact some 45,000 pupils within the two districts from awareness raising on peace, peace messages, conflict resolution skills, democracy, human rights and conflict transformation among their peers.
- Primary beneficiaries are all school going children in Makeni who will live and learn in a peaceful environment
- Secondary beneficiaries would be teacher supervisors who will be trained as trainers and the general teacher corps whose level of awareness on Peacebuilding, human rights and democracy would be enhanced. Their skills would not only benefit their own colleagues but the larger community in which they live
- Other beneficiaries would be the MEST, Ministry of Youth and Sport and operational communities and other non-formal educational institutions in the district



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- The new local government structures and officials will benefit because peaceful school environment would imply peaceful and secured communities that maximizes time and energies to be channelled into other development activities
- Security forces that contain and manage school violence in the district

2.0 Impact of project on communities

As stated in the project document, the impact of the project creates “ripples and rumbles” in the community. Chaos and violence in the school destabilizes host community economically when community businesses close down for fear of loss of property. Socially, interaction within the community will be highly restricted and so would be movement. Politically, local authorities, e.g. tribal authorities, community chiefs or local council members will be affected for inability to contain school based violence.

Inter - school violence leads to business houses closing down momentarily, market women running away leaving their wares behind. When this happens, the police would react by firing tear gas and sometimes live bullets which may result in injury and death.

The impact of the project, in indirect terms reduces tension in communities, guarantees safety, security and freedom from fear. It means that people can go about their normal business.

3.0 Goal of the Project

The broad aim of the project is to foster sustainable peace and development in Sierra Leone by involving school going children and the school authorities in the process of Peacebuilding, conflict resolution, respect for and protection of human rights and the promotion of democracy.

3.1 Objectives of Project

The specific objectives of the project are:

1. To contribute towards a just and sustainable peace by establishing and operationalizing a Peer Mediators Network (PeMNet) among schools.
2. Strengthen the capacity of PeMNet and teacher supervisors in conflict early warning system and prevention
3. To educate pupils and teachers on the ideals of universal human rights and how violations of these rights can lead to conflict
4. To equip pupils and teachers with personal conflict resolution and management skills through Creative and Constructive Interventions to Conflict (CCIC) and Basic Mediation Skills (BMS).
5. To train pupils and teachers to understand the nature, causes and effect of conflict on victims and perpetrators as well as the society
6. To educate pupils and teachers on the principles of democracy, good governance, citizenship rights and responsibilities as fundamental to peace and stability
7. To promote justice, equality, freedom, respect for human dignity, peaceful resolution of conflict, as integral part of their educational process.



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4.0 Enhancement of Green Scenery capacity

4.1 Make available the required resources to Green Scenery to implement project.

Green Scenery was provided with the total sum of Euro 47,820 in three separate tranches to proceed with the implementation of the project. Although the funds were received late at the beginning of the implementation, the implementation of the activities were all undertaken in spite of the fact that we encountered some challenges as we proceeded.

The project called for the recruitment of personnel; those that were direct project staff: The Field Officer, the Office Assistant, and the driver. Also there were those on Full Time Equivalent (FTE) that comprised the Executive Director, the Programmes Coordinator, Finance Clerk, and Secretary.

All necessary personnel have been recruited these include full time staff and those on full time equivalents (FTE) and have been included in the project. Task descriptions for these positions have been drawn up and made available to the respective jobholders. A consultant trainer was hired and contracts for the training and review of manuals, developing IEC materials written and signed.

4.2 Acquire secretariat equipment and stationery

Two computers and accessories have been purchased and all stationeries intended for the office consumption have been acquired. One Honda bike was purchased also and located in Bo so as to ease the movement of the Field Officer in Bo to monitor and supervise the project activities in Kenema. The Organization's vehicle has been used for trips to Makeni as the road to Makeni is good.

4.3 Prepare teaching, learning and awareness raising materials

Two training manuals; CCIC and BMS were revised and printed for all the beneficiaries of the project. This means that a total number of 480 copies of both manuals have been printed and for this reporting period only 50 copies were used for the purpose of the training of trainers' workshop. Four hundred (350) will be used in September in the training of the students. The rest of the manuals will be circulated to the donor, the German Embassy, some UN agencies and other partner organizations. In addition, various information, education and communication materials intended for awareness raising were developed, designed and printed. One thousand posters and 1000 handbills were printed and subsequently distributed to the target beneficiaries during the project life.

5.0 Project activities

5.1 Hire of local training consultant

One local consultant was hired under a contractual agreement to effect training of trainers (TOT) for teachers, to review two training manuals and produce manuscripts of the manuals and various Information, Education and



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Communication (IEC) materials. All of these tasks have been completed by the consultant and all payments for the services completed upon submission of the manuscripts.

A credible and reliable printing establishment was hired to undertake printing of the two training Manuals and IEC materials (posters, handbills or flyers).

All the training manuals and IEC materials have been printed: 350 peacebuilding manuals (CCIC and BMS), 1000 handbills and 1000 posters. See training manuals, IEC materials (posters and handbills) accompanying this report.

5.2 The Schools Peacebuilding Committees (SPCs):

Selection guidelines and selection procedure of the SPCs were developed as well as the mandate of the committees. This was shared with the heads of the target schools for input, review and use.

Members of all the SPCs in all the target schools have been selected in line with the guidelines. However, students' representatives in the respective SPCs will be selected in September.

5.3 Selection of teachers

Teachers were selected based on guidelines including gender that was presented to the head of the administration. In the process of selection there arose difficulties of who should be the teacher supervisor. Five teachers were selected from each of the four target schools. In selecting the schools considerations were made as to sex and religious denomination. As such One Muslim co-educational school was selected, one Catholic single sex school, and two non-denominational co-educational schools were selected.

5.4 Selection of Supervisors

With the assistance from the constituted SPCs, the school administrators have selected all the supervisors, one each from the four target schools. Terms of reference were prepared for the supervisors and discussed at the SPC level in September.

5.5 'T' – Shirts Production

A total of 240 awareness raising T-Shirts has been designed with peace message and printed for all peer mediators and teacher supervisors, the t- shirts were released for use in September when the Peer Mediators network was launched. See sample t – shirts accompanying this report.

5.6 Meetings

Three visits were organized to Makeni. The first visit was in June and was done by the programs coordinator. The visit was to ascertain and verify the target schools and have dialogue with the administrations regarding the project and



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seeking the commitment of the heads of administrators in the target schools while getting their views and perspectives on the project.

The second visit dealt with planned meetings with various community stakeholders including following up on the meeting with the school administrators. The following were stakeholders met by the team:

- The Local unit Commander of Police North
- Mayor of Makeni city Council and councilors
- The Deputy Director of Education North
- The Traditional Leader
- Heads of five target schools and five non target schools

At the various meetings the Programs Coordinator explained the project and its activities to the various stakeholders and implored their support and cooperation. All of the stakeholders saw the project as timely and implored its expansion to other parts of the region.

A follow up visit was made to the heads of the target schools to concretize all relevant arrangement on the selection of persons to be in the Schools Peacebuilding Committees, the teachers to be trained in their respective schools, and teachers that would serve as supervisors for the peer mediators/peacebuilders in the schools and any other relevant information. Committee members, teachers to be trained and supervisors were presented to the team. Brief introductions of persons selected by the school heads were done. Training dates were then fixed and planning meeting dates for the training were also agreed on.

The organization was able to pay staff stipends for the time spent on the project as provided for in the budget. We were able to purchase other logistics for administrative work in the office during the period.

5.7 Training of Trainers workshops

Two consecutive workshops were conducted to train the selected teachers in Creative and Constructive Intervention to Conflict (CCIC) and Basic Mediation Skills BMS). Each of the workshops lasted for four days and there were twenty teachers in attendance, five teachers each from the four target schools. Each of the teachers was provided with copies of the training modules and other workshop materials. The training was participatory throughout with group exercises undertaken intermittently. A detailed workshop report is annexed.



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5.8 Schools Peacebuilding Committees training.

Three representatives from the four target schools were selected to form the schools peacebuilding committees. These included the principals, Guidance and Counseling teachers and the supervisors of the project. They were trained in project and financial management by an expert who was contracted. The training lasted for two days and was very participatory. A detailed report of the training is annexed.

5.9 Formation of Advisory Committee.

A project advisory committee was formed to help monitor the implementation of the project and to advise the organization on issues such as impact created by the project, possible interventions necessary and other relevant matters for the successful implementation of the project. The committee consisted of a representative from the Ministry of Education Science and Technology, two representatives from Civil Society organizations and a staff of the Peace and Conflict department of the University in the township. This committee met at various times with GSSL programs coordinator and field officer to assess the implementation of the project. They were very instrumental in the internal monitoring and evaluation.

5.10 Training workshops for pupils

Four simultaneous workshops were held in the four target schools in the month of October 2007. The supervisors who had been trained in the training of trainers workshops used the manuals that were provided to make lesson notes and teaching guide to teach the various pupils in their respective schools. Practical illustrations in conflict resolutions and mediation were undertaken during the workshops which lasted for three consecutive days.



Peer Mediators' training in St. Francis secondary school



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5.11 Internal monitoring and evaluation.

To enable Green Scenery to evaluate its activities well internally, an independent person was implored to assess the activities carried out under the project in both Kenema and Makeni. The person is a Lecturer in Peace and Conflict studies in the University of Sierra Leone. He paid two days visits to each of the project locations and had audience with various stakeholders and beneficiaries of the project. In his report he lauded the project activities as very effective and timely. In Kenema, the participation of the PeMNet members in the violence free election campaign was commended. The youth were able to influence their peers, who formed about half of the voting population, to observe peaceful elections. He however lamented that the time frame for the implementation of such laudable venture was very short. He recommended that the project be funded in time to enable the organization undertake the various activities as scheduled. The need to expand the project to include more schools in the various locations was stressed. He further recommended that Green Scenery should have field presence strategically in the country. As the Field Office in Bo covers the activities in Kenema he recommended an assistant and that an office be established in Makeni to cover the Northern Province. With regards the capacity of Green Scenery to carry out the project he expressed satisfaction at the output of the limited staff of the organization. (see report of this in the annex).

5.12 PeMNet activities in Makeni

5.12.1 Launching Of PeMNet Makeni



The high table: The German Ambassador and other dignitaries



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This occasion took place in the month of November at the Catholic Pastoral Centre hall. The Representative of the Ministry of Education, Youths and Sport in Makeni chaired the occasion. Present to grace the occasion were the Paramount Chief of Bombali Shebora Chiefdom, the mayor of Makeni city, The German Ambassador with his wife, the deputy German Ambassador, Representative of the Principals in Makeni, Representative of the Civil Society Organizations, and representatives from various other schools in Makeni. The theme of the launching was “Peace for Sustainable development; say no to violence in sports, games and elections” Certificates were distributed to the trained supervisors by the Ambassador and his wife (see report on the launching in annex).



PeMNet Launching: cross section of students and teachers in their t-shirts

5.12.2 Campaign, advocacy and Community Outreach

The peer mediators visited other schools and talked at their assemblies about peace building and violent free sporting activities. Each of the target schools visited three other schools before the end of the project. The pupils of these schools were encourage to form peace clubs so that they can network with the peer mediators. Handbills and posters were distributed in these schools. As a way of campaigning, the peer mediators engaged in a march pass through the major streets in the township of Makeni using public address system to talk to the community people about the need for peaceful co-existence and violent free



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elections. Posters and handbills were also distributed. Peer mediators held five radio discussions with the supervisors moderating the discussions. The discussions were centre on peacebuilding, human rights and democracy. Since the secondary school football games were in progress during that period, the peer mediators used the radio discussion to appeal to the fellow pupils in all schools to avoid violence in their competition. In addition, Peer Mediators admonished parents to continue cautioning their children against violence in all sporting activities and elections.

5.12.3 Human rights monitoring and documentation

Green Scenery gave ledgers to supervisors to record human rights violations and conflicts resolved by the peer mediators in their schools and communities. As a way of ensuring peaceful games, the peer mediators organized themselves into groups to monitor the inter-secondary schools games. They were encouraged to record human rights abuses, violations and incidents of conflicts that they managed. The games were successfully monitored and conducted, and turned out to be violent free for the first time in the history of such games in Makeni. The various supervisors assisted the peer mediators in the documentation of the incidents of human rights abuses, violations and conflict. Prominent among the human rights issues recorded were child abuse and domestic violence. The peer mediators in their respective schools and communities have resolved several conflicts. Many in the communities have admired the intervention skills of the peer mediators; this came out in radio discussions when members of the community called in to commend them.

5.13. PeMNet activities in Kenema

The scheduled activities for the project life proceeded accordingly. The Human Rights Monitoring, Reporting and Documentation were an on going process and needed to continue after the project. A special planning and training session organized for the teacher supervisors and Peer Mediators was to differentiate between Human Rights abuses and violations. In addition key mediation processes and conflict issues were to be monitored and resolved where necessary. They recorded them in ledgers provided for each project school. This was intended to identify the most frequent human rights and conflict issues that occurred which should be checked and or for modalities to be put in place to minimize them. In Kenema also, the SPCs were able to train additional peer mediators since some who were trained during the previous project left the schools and township. This has therefore increased the number of trained peer mediators.

5.13.1 Radio Talk Shows; series of radio talk shows were conducted over widely listened media which covers Kenema, Kailahun and Kono Districts in the east and parts of Bo and Pujehun districts in the south.



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Interactive sessions took place through the media where pupils from other schools who were not opportune for the training, learnt lessons on conflict and mediation process. The public was given the opportunity to air out what they suspected as weaknesses and strengths of the organizers.

Jingles that publicized the work of Peer Mediators and the need for peaceful communities were also features of key radio stations in Makeni and Kenema and is contributing to community peacebuilding.

5.13.2 Debate and Quiz competitions: This was planned in such a way that Peer Mediators could refresh their memories on conflict, mediation and Human Rights issues that they have learnt for the past year. Other schools were invited to these programs to give them the opportunity to follow the issues their colleagues in the project schools have learnt so that they too might be informed on conflict mediation, peacebuilding and Human Rights Issues.

5.13.3 Community Theatre:- The Peer Mediators were grouped to organize series of community Theatre performances on especially conflict and mediation process. These performances were held in various locations in Kenema town particularly at public places like the lorry parks, and the markets.

5.13.4 Street Campaigns: A massive rally by Peer Mediators took place in Kenema Township attracting different personalities including schools peacebuilding committee members, education authorities and the police. Community theatre performances were done by each school during the campaign where two school brass bands added colour and entertainment. Different personalities spoke at strategic points to the public educating them on the need to keep the peace. At the end of the parade, a security personality hammered home the need to respect human dignity and sustain the peace established in the various educational institutions.



Skit performance: To educate the public on peaceful co-existence



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5.13.5 Experience sharing

Fifteen Peer mediators and five supervisors were brought to Makeni to share experience in the implementation of the project. The eighty percent of the one hundred and sixty peer mediators attended the session. The two-day sessions started with a campaign march through the main streets of Makeni with the peer mediators distributing handbills containing peace messages. Skits were performed at various public locations like the lorry parks and the markets all geared towards educating the people about peaceful co-existence. At the Pastoral centre where the experience sharing session was held, the representatives of the Ministry of Education Youths and Sports admonished the peer mediators to take the task of educating their peers and the community about peace very seriously, as it is the only way we can as a nation develop rapidly. The peer mediators went into groups to share experiences on what they have learnt and done so far in their various communities. The supervisors were also engaged in their own group experience sharing session on what they have done so far and how they wish to work with the peer mediators in promoting peace in the various communities. The peer mediators were asked to share views on the impact the trainings had on them, what were their view before the training on conflict resolution and compare with their views after the training. Each group narrated a case study of what specific intervention was done by them in their communities. (See appendixes)



Experience sharing: working group session



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6.0 Challenges and Recommendations

6.1 Challenges

- a. The late arrival of the funds created difficulty of amply spacing certain project activities
- b. There is now increasing demand from schools around the country for this intervention from Green Scenery
- c. Non target schools in Makeni and its environs (Lunsar, Magburaka etc) are requesting their inclusion into the programme.
- d. The need for Green Scenery's formal presence (Office) in the region.
- e. Schools close down in July every year for the long vacation thus PeMNet activities are very much limited to the normal functioning of schools which, starts in September. The start of the project in July last year posed a challenge to the organization in the selection of the teachers and the pupils at the initial stage.
- f. The limited number of schools selected as well as the teachers and pupils have always been a challenge for the organization. In both Kenema and Makeni where the projects are implemented the community people and other stakeholders are always demanding that the organization expand the project to include more schools including the Junior secondary schools. They also advocate for the inclusion of youth groups. In fact, in Kenema after the secondary schools competitions last it was the Junior secondary school pupils who became troublesome after the competition.

6.2 Recommendations

- a. Projects funds should be remitted on time for project activities to be undertaken.
- b. Ways should be sought by Green Scenery to make its presence visible (establish an office) if only in the key district headquarter towns where students violence are common.
- c. To increase the number of schools to be catered for by the project.
- d. There is need to increase the number of target schools including reaching out to the Junior secondary Schools.
- e. The implementation of the project should commence at the beginning of the year so that the teachers and pupils will be selected and trained in time.
- f. As the project is gaining momentum in the areas of implementation there is need to have several outreach activities to be undertaken at community level.

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- g. Green Scenery to further utilize the peer mediators to campaign for violent free local government elections schedule to take place in July this year.
- h. Green Scenery to engage the government of Sierra Leone on the issue of including peace education in schools country wide.



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APPENDIX I

REPORT OF THE FIELD OFFICER – MAKENI ON THE LAUNCHING OF PEMNET IN MAKENI

GREEN SCENERY **SCHOOLS PEACE BUILDING PROJECT- MAKENI**

REPORT ON LAUNCHING CEREMONY OF PeMNeT AT MAKENI – **FATMATA SINNEH; FIELD OFFICER, MAKENI**

The launching ceremony took place at the Pastoral Centre in Makeni own. According to the program, the ceremony started with both, Muslim and Christian prayers which were done by the supervisors of the targeted schools.

The chairman of the ceremony welcomed all those present who have sacrificed their time and resources in order to grace this occasion. He continued by saying that they are all aware of the situation that existed in the country before the 11 year war and the worst of it came during the 11 years conflict. He also mentioned that in their time of schooling, people use to engage in social activities like cultural dance, lantern parades, and you hardly hear of any violence that would result into serious disaster. Activities like football games and sport use to be times of enjoyment but today these activities have become war like occasions. He emphasized on thanking organizations like Green Scenery for introducing such important activities into senior schools to assist in the resolution of conflict and build peace to promote the culture of peace in Sierra Leone.

The program continued with statement from the Executive Director of Green Scenery. In his statement he informed the audience that the peace building program started in 2003 as a result of the continuous violence experienced during inter-secondary school competitions. He also mentioned that four pupils were killed and others injured in a school competition before the start of the program. As a result of this the organization deemed it fit and necessary to introduce peace and conflict resolution training in senior secondary schools. The first donor that supported peace building was OSIWA in 2003, and CORDAID in 2005. These were only limited interventions in Freetown in the Western Urban area and Bo in the Southern province. The German Government through the Institute of Federal International Relations under the ZIVIK project is another donor agency whose intervention has supported the implementation of the peace building project in Kenema and Makeni in 2006 and 2007 respectively.



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The Director commended the German Embassy for the kind support it has been giving to Green Scenery since it started in 1989. The Director also mentioned that he was confronted with two pupils from St. Joseph Convent for not including their school into the program. He intimated them that it was purely due to the limited nature of the funds that were available for the project. Thus only four schools were targeted. One major issue which was raised by the director was that Green Scenery is having discussions with the Government, through the Ministry of Education Youth and Sports to introduce peace education in the schools curriculum.

The Paramount Chief Bai Shebora Kasanga II also expressed appreciation and thanks to the German Ambassador and entourage for going to Makeni even though the environment was not conducive for them. He admonished those present that Sierra Leoneans have stopped talking about war but should work to develop our nation and promote the culture of peace. He assured the ambassador that the peacebuilding project is now their project. He commended Green Scenery for targeting senior secondary schools but implored that the project be expanded to include even primary and Junior Secondary schools for these little kids are often more violent. He further mentioned that the communities in which these pupils are coming from should also be targeted. He assured the organization that they in Makeni are committed to the project and asked the pupils to take that message home to the parents. He encouraged the pupils to inculcate good habits and not bad ones. He concluded by saying that they have given their support to the organization and the embassy for accepting the program in their chiefdom.

The Representative of Principals made a statement on behalf of his colleagues that the school peace building project sponsored by the Institute of Foreign Cultural Relations (ifc) (project Zivik) had come in no less than a timely manner when their schools are faced with challenges emanating from the 11 years brutal war in Sierra Leone. He mentioned that the purpose of the project was to foster sustainable peace in the country particularly among educational institutions and communities by involving school going children and school authorities in the process of strengthening human rights issues, conflict resolution and peace building that would induce positive behaviour in the school setting.

The Mayor of Makeni also encouraged the audience that they should engage themselves in many activities as they could that will make them come together and also live together in a peaceful atmosphere. He pleaded that more training should be done in senior school pupils and teachers to enable them produce more trainers to flow into the Junior secondary school and eventually to the primary schools and with this success so attained we should have been able to reach the entire four corners of our beloved country Sierra Leone.



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The representative from the peace building committee made mention that the ceremony was timely and the venue is appropriate. The ceremony was timely because they were talking of peace building school and this is the time for the inter secondary school football competition where in they sometimes witness violence among students, which Green Scenery as an organization has tried to transform to a peace building.

The venue was appropriate because it is a natural ground where in one school will not feel as been targeted to be violate.

He thanks Mr. Johnbull for his tremendous work and effort to pioneer and spread this noble venture.

The representatives of NGOs buttress on what was said by all state met makes and lay emphases on the fact that where there no peace there is no security and no fulfillment of human rights. He also mentioned that they as NGOs welcome Green Scenery for the important role they have played in the peace building process in Sierra Leone. He also thanks the German Embassy for their support and hope that more support will be given to Green Scenery to reach more areas in Sierra Leone. He ended up by saying that Green Scenery is the leading non governmental organization in peace building activities.

The German Ambassador who was invited to launch the programme and whose Embassy support was received congratulated the Executive Director and the Programme Coordinator of green Scenery for their effort in building and consolidating peace-not only in schools but in the country as a whole, for extending an invitation to the embassy.

He stated at sometime in 2006, Green Scenery had submitted to the German Institute of Foreign Cultural Relations a request for sponsorship of a "Schools Peace Building Project", which was granted and successfully implemented in Kenema district.

He said today marks the launching of the second phase of the project, which aims at establishing network of conflict mediators. He also mention that after the national election in 2007, there will be local elections in 2008, and again it will be very important to maintain an overall political environment and prepare young people for a battle with words, arguments and not with physical force and dangerous weapon.

He continue by saying that the support of Government as well as Non Governmental peace building efforts has been a special focus of German development assistance to Sierra Leone, from the top of the political system down to the grass-root level of the Sierra Leonean society.

He ended by saying that they are happy that the Federal Republic of Germany was able to contribute in several ways to the peace building process in Sierra

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Leone and have the pleasure to declare the second phase of the "School Peacebuilding Project for Sierra Leone" as officially launched.

The vote of thanks was done by a Peer Mediator from Makeni Comprehensive Academy who thanked the donors (German government), the organizers and all those who honoured their invitation in order to make their launching ceremony a success.

Fatmata Sinneh
Field Officer, Makeni.



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APPENDIX II

Experience Sharing Framework

1. Experience Sharing Session

What was your perception before your training?

What is your perception now after your training?

Responses from peer mediators from each school

Responses from teachers from Kenema and Makeni

2. CASE STUDY

Brief Storytelling session on:

CONFLICTS RESOLVED BY PEER MEDIATORS AFTER THEIR TRAININGS

Method used to resolved it

3. GROUP WORK

GROUP 1 - CAMPIAGN

SUGGEST THREE ISSUES THAT YOU WISH TO CAMPAIGN AGAINST

Identify target stakeholders

Suggest activities to be undertaken targeting the stakeholders to bring about change

Suggest ways and means to carry out these activities

What will be your timeframe?

GROUP 2 – DIRECT INTERVENTION

SUGGEST THREE ISSUES THAT YOU WISH TO INTERVENE DIRECTLY IN

Identify target stakeholders

Suggest activities to be undertaken targeting the stakeholders to bring about change

Suggest ways and means to carry out these activities

What will be your timeframe?

GROUP 3 - ADVOCACY AND LOBBY

SUGGEST THREE ISSUES THAT YOU WISH TO ADVOCATE AND LOBBY AGAINST

Identify target stakeholders

Suggest activities to be undertaken targeting the stakeholders to bring about change

Suggest ways and means to carry out these activities



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What will be your timeframe?

GROUP 4 - HUMAN RIGHTS

SUGGEST THREE HUMAN RIGHTS ISSUES THAT YOU WISH TO MONITOR AND DOCUMENT

Identify target stakeholders

Suggest activities to be undertaken targeting the stakeholders to bring about change

Suggest ways and means to carry out these activities

What will be your timeframe?

GROUP 5 – INTERSECONDARY SCHOOLS GAMES AND SPORTS

Causes of the violence

Point out activities leading to games and sports violence

Possible causers

Preventive measure

Who do we target?

Time frame for early warnings and games monitoring

GROUP 6 - Teacher Supervisors

Suggest ways maintaining effective network among peer mediators

How would you be assisting peer mediators to be effective in their respective schools?

Suggest ways how supervisions would work with peer mediators in monitoring and documentation of human rights violations/abuses?

What are the challenges/problems encountered during the activities in the programme



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APPENDIX III

REPORT ON THE EXPERIENCE SHARING GROUP WORK HELD MAKENI

GROUP 1 CAMPAIGN

1. Violence in games and sports, domestic violence and child labour
2. Family support unit, MEST - PHE department, and traditional leaders.
3. round table discussion, radio sensitization and PHE teachers
4. radio discussion, assembly talks, posters, rallies workshops, skit/plays, mirrors on walls and poles
5. January – July (seven months) 2008

EXPERIENCE SHARING

1. Initially most thought their point should be heard. No sportsmanship. Some said negative
2. after the training we learnt peace and accepting others view is the best way to maintain a peaceful community

CASE STUDY

REPORT ON WHAT I HAVE DONE IN THE COMMUNITY ON THE 23RD NOVEMBER 2007.

After I have just being trained as a peer mediator, friends of mine by the name of Rose and Mary were involved in a conflict because of misinformation by another friend, who have grown jealous of their friendship and had wanted to separate them unknowing to them. Their friend decided to wedge between them, which arose their conflict. Fortunately, I met them in the conflict state, shouting above their voices leading to a near fight and I went there to stop the fighting, which I deed. After stopping the fight I wanted to know what brought about the conflict, but then they were both hot tempered and I decided to cool them down through active listening and paraphrasing there statements. They finally got to explain one after the other. After they have explained their views, we proceeded with resolution process. We established common interests and they realized that their



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friendship was worth more than the conflict. They agreed to continue staying as friends but cautioned themselves about their common friend who had engineered the conflict. The approach used here was the win- win approach where nobody won or lost.

GROUP 2

1. EXPERIENCE SHARING

- STRUGGLE
 - DISTRUCTION
 - DISAGREEMENT
- NEGATIVE
ASPECTS
PERCEPTION BEFORE TRAINING

• PERCEPTIONS AFTER TRAINING

- Impartiality
- Term, good listener, and courageous
- As process
- Know the root cause. By listening
- Opinions from both parties
- Paraphrase
- Include all parties involved – positive aspect – perception after training

WAYS AND MEANS TO CARRY OUT THESE ACTIVITIES

- Providing funds
- Giving out invitation letters
- By organizing seminary, workshop

TIME FRAME

- Three (3) months

METHODS OF RESOLVING CONFLICT

- Separation
- Capture the attention of the parties by allowing them to give opinions
- Solutions – first by both parties and mediator conclude



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DIRECTION INTERVENTION

- Three Issues:
 - market women on strike/mayor
 - youth employment scheme- police principals, head of department

ACTIVITIES TO BE UNDERTAKEN

- sensitization
- peaceful demonstration
- drama/short skits

ACTIVITIES SUGGESTED

- By peaceful demonstration
- By group visiting i.e. meeting the targeted stakeholders
- Writing official letters to stakeholder

GROUP THREE

EXPERIENCE SHARING

- Initially he thoughts all about conflicts is negative and do tell is too bad for one to find him/herself there. But later he released that conflict has some amount of positive effects like development, progress and unity.
- **RESPONSES FROM PEER MEDIATORS**
 - Prior this time he though conflicts should be settle by only authorities and not a students. Authorities like chiefs, police and other personalities, but now I can resolved conflict at any level
 - Being too stubborn, help to ignite conflict and even love seeing friend's fighting or making conflict but I am now happy that I love to experience peace.

CASE STUDY

• **CONFLICT BETWEEN PAERNTS**

I was disturbed for quite some days, because of the conflict that was cause between my father and mother. After my investigations, I came to released that father don't eat at our house but out of the house. I decided to go in hunger strike and even stay out of the house for few days. I was asked by the



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two parents why I have done such, upon my explanation they bought my idea and reconciled again as they use to be and I started living time in the home.

GROUP WORK

- **Violence in sporting activities (school – league)**
 - Ministry of Youths and Sports
 - Head of schools
 - Police
- **violence against women**
 - legislature – law making body
 - traditional rulers – chief
- **Rights to the child**
 - Ministry of Social Welfare, gender and children Affairs

TIME FRAME

- From January to April

GROUP FOUR

1. EXPERIENCE SHARING

- Perception before training
- Our idea of conflict before this time has been negative idea. When we hear about conflict, we always respond negative e.g. using aggressive words engineering the whole trouble. I always favour one side; I have been partial and serving as main source of problem.

2. Perception after training

After the training, I now know how to resolve conflict. I now know that conflict has both negative and positive effect.

RESPOND TO CONFLICT

Our various responses to conflict as victims, has always been a flight method.

2. CASE STUDY – CONFLICT RESOLUTION

Provocation – from marital home



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Reason – it resulted from two wives of the same husband. The husband couldn't sexually satisfy the two wives, and then come in jealousy, conflict ensued.

Resolution of the conflict

We undertook caucusing, then we called the two parties together we listened to their stories. We let them explain their problem. They themselves came up with the solutions to their problem by working out a timetable to visit their husband; I gave some peace of advice after that.

HUMAN RIGHTS

1. Right to choose partners for ourselves - marriages.

- Target stakeholders – parents, guardians, police, family support unit
- Activities to be undertaken – sensitization, campaigns, advocacy, radio discussions
- How do we undertake this activities – through workshops and training
- Time Frame – continuous

2. Right to education

- Target stakeholders – Ministry of education, parents/guardians, school personnel.
- Activities to be undertaken – sensitization of parents to sponsor our education campaigns, training teachers.
- How do we undertake this activity – conducting workshops, meetings or discussions
- Time Frame – weekly

3. Right to play

- Target stakeholder – parents/guardians, and school personnel.
- Activities to be undertaken – educating the public
- How do we undertake this activities – individual and radio discussions.

GROUP FIVE

EXPERIENCE SHARING

I use to influence my friends by telling them to stick to violence whenever we are involved in any competition involving students. Using abusive language and



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indiscriminately creating problems and impressing on them that they are not the best we are the best.

But through involvement with Green Scenery I am now a role model for peace and in fact I sensitize people about peace and solve conflict between my peers

CAUSES OF VIOLENCE

1. Discrimination
2. misinterpretation of information
3. provocation
4. using abusive language

POINT OUT ACTIVITIES LEADING TO ATHLETICS AND SPORT VIOLENCE

1. Provocation
2. using players that are not attending the school (fagging)
3. favoritism/cheating by referee
4. Poor method of identify school players
5. poor sensitization

POSSIBLE CAUSERS

1. student leaders
2. the person working with the wrong information to the other party
3. organizers
4. past students
5. supporters

PREVENTIVE MEASURE

1. respect for one another
2. eliminate cheating/favoritism by referees
3. eliminate fielding mercenaries
4. undertake awareness programmes in schools



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WHO DO WE TARGET

1. organizers
2. student leaders
3. Physical Health Education teachers
4. principals
5. old student (4) supporters

TIME FRAME

Before and during the competitions

GROUP SIX (SUPERVISORS)

- PERCEPTIONS BEFORE TRAINING IN CONFLICT RESOLUTION:

1. Negative
2. disagreement
3. hatred
4. struggle for supremacy
5. a thing to avoid
6. A no win-win situation

PERCEPTION AFTER TRAINING

1. conflict can be either negative or positive
2. conflict is inevitable
3. conflict leads to sustainable development
4. conflict helps to realize diversity
5. conflict brings about respect for each others opinions and beliefs
6. there are stages i resolving conflict
7. Need for community participation in decision making

WAYS OF MAINTAINING EFFECTIVE NETWORK AMONG PEER MEDIATORS

1. Frequent intra and inter schools and peer mediators meetings and visits
2. organizing forum that brings peer mediator together



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3. advocate for administrative recognition and identification

HOW TO HELP PEER MEDIATORS FUNCTION EFFECTIVELY IN THE RESPECTIVE SCHOOLS

1. Expose them to resolve conflict issues
2. monitoring and evaluating their activities
3. involve them in planning and implantation of peer mediation action plans

CHALLENGES/PROBLEMS

1. Lack of adequate funds to support the peer mediation activities in the schools
2. inappropriateness of schedule for peer mediation activities
3. Exclusion of none supervisors (teachers who were trained) from planning of programmes

HOW SUPERVISORS WORK WITH PEER MEDIATORS IN MONITORING AND DOCUMENTATION OF HUMAN RIGHT VIOLATIONS/ABUSES

1. Help them to identify early warning signs of conflict
2. presentation of weekly report on Human Right abuse/violation
3. To up date the diary/record sent in by mediators
4. Election of peer mediator coordinators in each school
5. participation of peer mediators in sporting activities
4. Problems of reaching out to the JSS pupils
5. Peer mediators are now in WASSCE classes and difficult to access
6. Some peer mediators and facilitators have already left the schools



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APENDIX III

REPORT ON PROJECT ZIVIK - Bo

The project as expected would have started normally at the beginning of every year especially when there are two major seasons in the school calendar that are potential seasons when children most often go on the rampage. February to April of every year is observed by almost all schools for Athletics/sports meet whilst October to December is observed by most schools for soccer.

The foremost laps in the life of the project year are the lateness in arrival of resources for implementation. It could however be noted that the schools in Sierra Leone run on a strict calendar and would hardly deviate from the normal because of other schedules; and it is within these tight schedule that Green Scenery operates.

That notwithstanding as per activities set PeMNet activities went on as schedule though we started much later due to the holding of the parliamentary and presidential elections in the country. Schools reopened much later in September but well ahead of time Green Scenery engaged supervisors and other trained facilitators in series of planning meetings.

The Human Rights Monitoring and Documentation was high on the agenda and each school was provided with a ledger for teachers as well as Peer Mediators to document Human Rights violation, abuses, and conflict resolutions undertaken by them.

Some of the Peer Mediators were engaged in a massive campaign and advocacy against violence during the Presidential and Parliamentary elections in August and September and that the level of violence forecasted/expected by authorities during these elections was very minimal. The violence was controlled because they were able to convince their peers; this had to put the level of violence under control.

STRENGTHS AND WEAKNESSES

Within the project year Green Scenery had been able to train a total number of 50 teachers and 260 Peer Mediators within the Kenema Township and its environs. Initially only 200 pupils were trained by the project and 25 members of the schools peace building committee (SPC's) from the five project schools. Because of transfers and completion of schools by some of the Peer Mediators there was a drastic cut in the number of Peer Mediators, because there were



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more activities to be carried out, the SPC's organized training for more of the mediators to replace the out gone mediators.

During the numerous phone-in-talk shows certain key issues were raised up by the public commending the organization for their programs but would always suggest to the organization certain amendments for future progress. Among the several included the inclusion of substance abuse training as several of the violence issues are fermented as a result of the use of drugs.

Further sensitization of the public through the radio would alert the minds of the idle youths who were not part of the program.

Mirrors drawings around strategic positions in the township depicting now violence issues could be of help.

It should however be noted that all the school prefects in the project schools were drawn from the Green Scenery family which indicates their respect for authorities and colleagues and that they would be able to control a reasonable crowd. High on their role also is the improvement in the academic standard of the mediators.

They are able to put their institutions on the academic map which has highly warranted non project schools in putting pressure on the organization for them to be included into the program.

The culture of early pampering of the young minds was another issue raised by the public. That early training of the JSS pupils would be of immense help as they grow with the idea. As the Bible verse says train up a child in the way he should go so that when he/she is old he will not depart from it.

The supervisors and facilitators alike have developed the culture of continuity this two years training to galvanize themselves into a group to be writing proposals after the exit of Green Scenery.

Some of our weaknesses were in the selections processes of the mediators. It would have been expedient for the program to have made their selection from SSS 1 so that they would spend 3 years in the school.

Format for the request of funds from the donors were not very appropriate as pressure was placed on the field officer at the close of the program.

It was also necessary to select teachers from both Junior and Senior Secondary Schools, and the number trained were to be increases just so that the transfer to



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other schools or for other Greener Pastures would have taken care of the existed teachers.

ACTIVITIES:

The scheduled activities for the project life proceeded accordingly. The Human Rights Monitoring, Reporting and Documentation were an on going process and needed to continue after the project. A special planning and training sessions were organized for the teacher supervisors and Peer Mediators especially to differentiate Human Rights abuses and violations. In addition key mediation processes and conflict issues were to be monitored and resolved where necessary and recorded in ledgers provided for each project school. This is to identify the most frequent human rights and conflict issues that occurred which should be checked and or put modalities in place to minimize them.

Radio Talk Shows; series of radio talk shows were conducted over a widely listened media which covers Kenema, Kailahun and Kono Districts in the east and parts of Bo and Pujehun districts in the south.

Interactive sessions took place through the media where pupils from other schools who were not opportune for the training learnt lessons on conflict and mediation process. The public was given the opportunity to air out of weaknesses and strengths of the organizers.

Debate and Quiz competitions: This was planned in such a way that Peer Mediators could refresh their memories on conflict, mediation and Human Rights programs that they have learnt for the past year. Other schools were invited to these programs to give them the opportunity to follow the trend colleagues in the project schools have learnt that they too might informed on conflict mediation and Human Rights Issues.

Community Theatre-: pupils/Peer Mediators were grouped to organize series of community Theatre programs on especially conflict and mediation process to perform them in different locations in and around Kenema.

Street Campaigns: A massive program was organized in Kenema Township attracting different personalities including schools peacebuilding committee members, education authorities and the police. Community theatre programs were organized by each school and were performed during the campaign where two school bands were in attendance.

Different personalities spoke at strategic point to the public educating them on the need to keep the peace. At the end of the program a security personality



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hammered home the need to respect human Dignity and sustain the peace established in the various educational institutional.

Experience Sharing Sessions: three Peer Mediators and a supervisor were selected from the five project schools each in kenema for experience sharing in Makeni. Various views expressed by mediators in both Kenema and Makeni are recorded in the experience sharing sessions report.

RECOMMENDATIONS

The activities of the two projects created series of impact as highlighted in the reports above.

Green Scenery in the Kenema circle has been recognized as a major peacebuilding organization and are most time referred to for settlement of disputes especially by some of our mediators

It is therefore recommended that:

1. For the culture of building up the minds of children on peace issues, a special program is drafted for primary school kids that would grow up with the culture of peace.
2. A centre for peaceabuilding be established by Green Scenery for purely training; consultations and other public issues that relate to peace and human rights
3. Reduction in the time gap of programs that are closely related for smoothly community
4. Contraction of field assistance to help facilitate most of the work in the field.

Rev. Solomon G. Rogers
FIELD OFFICER



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APENDIX IV

INTERNAL MONITORING AND EVALUATION EXERCISE DONE IN MAKENI AND KENEMA

Schools Peacebuilding Project for Sierra Leone

BY

MICHAEL CONTEH



Green Scenery

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REPORT ON THE INTERNAL MONITORING AND EVALUATION EXERCISE DONE IN MAKENI AND KENEMA

INTRODUCTION

The internal monitoring activities were carried out in both locations of the project, namely Kenema in the Eastern part and Makeni in the northern part of Sierra Leone. The monitoring and evaluation exercises were carried out in the month of November 2007.

PURPOSE

The purpose of the exercise was to enable Green Scenery assess the level of activities undertaken, the objectives met and highlight level of impact created by the project in the implementing locations from an independent point of view. It is also to provide the organization with specific recommendations and observations that would enable it expand the project to other locations in the country.

METHOD

The participatory method was employed in the monitoring and evaluation process. Visits were paid to the various locations and meetings held with various stakeholders of the project to establish information, generate opinions that give insight on the implementation of the project. Meetings were held with the direct beneficiaries viz; the schools children and their teachers (Peer mediators and Supervisors), the School Peacebuilding committees, the supervisory committee members, the traditional leaders e. g. paramount chiefs and other traditional chiefs, the Local Unit Commanders of Police, other schools authorities, Civil Society organization officials and individuals in the various communities. Green Scenery offices were also visited in Bo and Freetown. Interviews were conducted orally in various communities and locations.

GOAL AND OBJECTIVES OF THE PROJECT

The broad aim of the project is to foster sustainable peace and development in Sierra Leone by involving school going children and the school authorities in the process of Peacebuilding, conflict resolution, respect for and protection of human rights and the promotion of democracy.

The specific objectives of the project are:

1. To contribute towards a just and sustainable peace by establishing and operationalizing a Peer Mediators Network (PeMNet) among schools.
2. Strengthen the capacity of PeMNet and teacher supervisors in conflict early warning system and prevention
3. To educate pupils and teachers on the ideals of universal human rights and how violations of these rights can lead to conflict



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4. To equip pupils and teachers with personal conflict resolution and management skills through Creative and Constructive Interventions to Conflict (CCIC) and Basic Mediation Skills (BMS).
5. To train pupils and teachers to understand the nature, causes and effect of conflict on victims and perpetrators as well as the society
6. To educate pupils and teachers on the principles of democracy, good governance, citizenship rights and responsibilities as fundamental to peace and stability
7. To promote justice, equality, freedom, respect for human dignity, peaceful resolution of conflict, as integral part of their educational process.

FINDINGS

Various activities in Kenema were implemented as scheduled in spite of the fact that the project commenced when schools were already heading for the long end of year vacation and the reopening of the new school year was affected by the national elections. This did not however adversely affect the work of the Peer Mediators in Kenema as they had been trained and thus were organised to participate in the campaign for violence free elections that were organised at various times in the entire district.

Various information education and communication materials already produced and circulated by Green Scenery earlier, were in use by the peer mediators, supervisors and community people. Some of the IEC materials were seen displayed on walls of homes and some public buildings. The peer mediators undertook out reach activities. They paid visits to other none target schools to sensitise them about the need for peace in schools and violence free sports. Frequent radio discussions in which the peer mediators and their supervisors participated were organised. Radio jingles were also aired. Street plays (community theatres) in various communities were held. These addressed the need for peaceful coexistence as well as raised issues of respect for human rights in the communities. As part of their outreach activities, the inter secondary schools football competition was successfully monitored and the organisers assisted to prevent violence in the games. The games ended particularly in Makeni without violence. In Kenema however, the organisers were late in bringing on board the Peer Mediators to assist in monitoring the games. They were however brought in after the occurrence of a stand off between Government Secondary School and Islamic Secondary School. In general, however, the pupils were all motivated in engaging in various competitions for a violence free games atmosphere.

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The community people were very much impressed with the outcomes of competitions and commended the peer mediators for engaging in the violence free campaigns both during and after the elections.

Meetings with the various stakeholders, such as the police, the traditional leaders and other schools authorities impressed keen interest in all of them over the project. They were of the view that if as a nation Sierra Leone is to develop then the psyche of the youngsters should be re-orientated and made to inculcate the culture of peace particularly after the gruesome experiences of the war. The Schools Peacebuilding committees in the target schools were actively involved in assisting supervisors to organize the peer mediators to undertake their activities. New sets of peer mediators and supervisors were trained to replace those who have already left schools in Kenema. This move in Kenema indicates high level of commitment and tells of a likelihood of sustainability. They also urged that the project should be expanded to include not only school pupils but communities as well. Visible in the schools and other public places were the information materials printed and distributed as posters.

The police through the Assistant Inspector General of Police in Kenema indicated that the police in Kenema would need such peacebuilding training as many cases that come to them could be resolved through conflict resolution means rather than taken as civil matter in courts. This she said will reduce matters that would go for adjudication in courts of law.

The new Director of Education in Kenema has so far been impressed with the work of Green Scenery insofar as the peacebuilding project was concerned. The head of Physical Health Education department in the ministry of education was impressed over the cooperation they received from the peer mediators and promised including them at the early stages of the planning of the games and sports.

Kenema peer mediators were anxiously waiting for the engagement with their street parade, which was planned earlier on by them, the supervisors, the SPCs and Green Scenery field officer. They were also keen in meeting their colleagues in Makeni for the experience sharing process.

In Makeni, the various stakeholders met expressed favourable sentiments over the work of Green Scenery. Training of the teachers took place during the holidays in August. The pupils had their training in October after schools reopened and national elections conducted. Although time was limited however, the teachers were able to motivate their students, the peer mediators, to engage in various activities such as public awareness campaigns, series of radio discussions, outreach to other schools, monitoring of the football games and community visits by the peer mediators. The peer mediators were very much



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enthusiastic over the experience sharing sessions where they were to meet with their compatriots from Kenema.

The township of Makeni breathed a sigh of relief when the inter secondary schools games which had over the years abruptly terminated, ended in a violent free manner. This was due to the active involvement of the supervisors and peer mediators in the campaign against violence in sports, games, elections and other activities. The theme that was used for the public campaigns and discussions was "Peace for Development. Say no to violence in games, sports, elections and other activities."

Though the schools selected were very limited yet they impact created was enormous. The Schools Peacebuilding Committees expressed determination to continue motivating the peer mediators and ensure that the violence free campaigns continue through out all sporting activities and even the forth coming local government elections scheduled for next year.

In the two regions, the supervisors and most school authorities have expressed the dire need for the peace education program in schools curriculum. The expression comes from the achievement of Green Scenery as the organization works with them and the peer mediators.

IMPACT

It is difficult to determine in real terms the impact of the project as its implementation time frame was very short and this brief assessment can only point to possible impact in the long run based on some observations.

1. There is a reduction in the levels of violence in schools in both locations of the project. The long term would be that this will have some multiplier effects that will affect the general mentality of the host communities of the project.
2. The present orientation of the students, some 360 of them, in thinking peace and doing peace is bound to produce good citizens that yarn for peace as well as advocates for peaceful behaviour at all levels.
3. Adults quite often become sympathetic to the call of children on issues that affect them, it is very likely that these adults (parents of the students) will consider the call of students for peace at particularly community level.
4. The monitoring and documentation of human rights abuses and violations as well as the documentation of conflicts that occurred and those resolved in schools will help the schools to deal officially with these problems in the schools.
5. With the current trend, little effort will most likely attract the attention of policy makers to articulate the need for peace education for schools.



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RECOMMENDATIONS

1. Green Scenery as an organization should engage the government of Sierra Leone on the issue of including Peace Education in the schools curriculum. The existence of Peace and Conflict studies departments in the universities and other tertiary institutions and glaring indicators.
2. Green Scenery should have enhanced capacity and institutional support to be able to expand the program.
3. This program should be introduced to the police as expressed by the Kenema police unit. The rationale for it is very glaring noting the delay in adjudicating cases take in courts and sometimes the injustices that take place there.
4. The need for peace education is now very evident. Those who have perceived it are quite right in their thinking. Peace education introduced in the curriculum will reach all students and will help develop their mental frame and orientation them for a culture of peace. The idea of catching the children young as was coined by one teacher would go a long way to groom children into peace loving adults.