

**FACTORS AFFECTING THE IMPLEMENTATION OF
PEACE EDUCATION CURRICULUM IN PUBLIC PRIMARY
SCHOOLS IN MOLO DISTRICT, NAKURU COUNTY, KENYA**

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DECLARATION

This research project is my original work and has not been presented for a degree in any other university.

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In loving memory of my late mother in law Mrs. Jane Wangechi Mugambi who passed on at the height of the post-election violence of 2007-2008

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May God bless you all.

ABSTRACT

The Kenya Vision 2030, which is the blue print of development in Kenya, aims at making Kenya a globally competitive and prosperous nation through security, peace building, conflict management participatory governance, legal reforms and inculcation of a culture of respect for sanctity of human life.

The general objective of this study is on the factors affecting the implementation of peace education curriculum in public primary schools in Molo District, Nakuru County, Kenya. The researcher has developed five research objectives from which research questions are drawn to be answered by the study. They are to establish whether peace education curriculum has been implemented in schools in the district, to determine availability of teaching materials in the implementation for the peace education in the district, to assess teachers attitude towards implementation of peace education curriculum, determine the approaches used in the implementation of peace education and identify the challenges faced by teachers in implementing peace education. Related literature to peace education was reviewed. This study is grounded on the integrative theory of peace in which Danesh (2008) proposes an "integrative theory of peace" where peace is understood as a psychosocial, political, moral and spiritual reality.

The descriptive research design was used to conduct the study. The study targeted all the 8 public primary schools in the district with a population of 97 teachers and 3,024 pupils. The study employed the survey method to study all the 8 schools. Purposive sampling techniques were used to get 8 head teachers and get 40 teachers and 240 pupils as the respondents. Three questionnaires were used to collect the required information and the return rate was 100%. Data were analyzed using the statistical package for social sciences (SPSS) version 17.0.

The main finding of the study were that, peace education was taught in all the schools within the district, as that there was no uniform time tabling practice on the teaching of peace education across the district, that the subject was mainly taught integrated with other subjects, that peace education was mainly integrated with Christian religious studies, social studies and life skills. That school had inadequate peace education materials, that there was no common methodology used in the teaching of peace education, and that teachers had a positive attitude towards the teaching of peace education.

Challenges faced by teachers in the implementation of peace education in the district included lack of peace educational materials, trained teachers in peace education, inadequate time allocated and teachers being overloaded due to shortage of teachers. Based on the findings the study recommended that the Ministry of Education provides adequate teaching and learning peace education materials in the district, that the Ministry of Internal Affairs conducts comprehensive civic education and social cohesion to the residents in the area, to mitigate instances of recurrent conflict which is witnessed every electioneering years, that the ministry of education provides more in-service courses on peace and that the KIE provides guidelines on the methodologies of teaching peace education.

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ABREVIATION AND ACRONYMS

ARRF	African Research and Resource Forum
ATS	Approved Teacher Secondary
BED	Bachelor of Education
COPA	Coalition of Peace in Africa
EiE	Education in Emergency
IASC	Inter-Agency Standing Committee.
IJR	Institute of Justice and Reconciliation
INEE	Inter-Agency Network for Education in Emergencies.
MOE	Ministry of Education
MSEE	Minimum Standards for Education in Emergencies
NGO	Non Governmental Organizations
P1	Primary One (Teacher)
PEV	Post Election Violence
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commission for Refugees.
UNICEF	United Nations Children’s Fund
ARRF	African Research and Resource Forum
WCPEA	Working Committee of peace Education in Africa

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Building lasting peace in war-torn societies is among the most daunting of challenges for global peace and security. Peace building requires sustained international support for national efforts across the broadest range of activities monitoring ceasefires; demobilizing and reintegrating combatants; assisting the return of refugees and displaced persons; helping organize and monitor elections of a new government; supporting justice and security sector reform; enhancing human rights protections and fostering reconciliation after past atrocities (United Nations, 2005).

Globally conflict has had disastrous effect where more than two million have died as a result of armed conflict in the last 10 years. At the end of 2009, 43.3 million people were displaced globally, including 15.2 million refugees, who were displaced across national borders, and 27.1 million internally Displaced peoples (IDPs), who remained in their own country (United Nation High Commission of Refugee 2010).

The effects of displacement on children are particularly pronounced. United Nation Children Education Fund (UNICEF) estimates that about 50 percent of people forced to flee their homes as a result of conflict are children. In 2009, 18

million children were displaced globally (UNICEF, 2009, p. 25). Displacement jeopardizes children's physical and psychological health, and its present's challenges to child protection especially related to sexual violence and recruitment into armed forces. Conflict – induced displacement also has great implications for education, both for refugees and IDPs. Conflict is a major drawback to education calling for it to be addressed with the best way being through peace education. According to United Nation Education Scientific and Cultural Organization (UNESCO 2009), education is the key to building peace and stability in the world and will act as vehicles to realization to full participation of societies and economics in the 21st Century (UNESCO, 2010).

Peace education plays a role in all phases of education in emergencies. For instance in the first phase of preparedness, peace education play a mitigation role to prevent conflict, in the response phase, none-formal peace education is used in affected area ,while in formal education peace educators visit schools. In recovery phase peace education is used during rehabilitation process, for example equipping teachers and learners with necessary coping skills which are integrated into the curriculum. In the final stage of emergency of reconstruction, peace education helps in development of policies and training.

According to the UN (1995) a culture of peace will be achieved when citizens of the world understand global problems, have the skills to resolve conflicts and struggle for justice non-violently, live by international standards of human rights

and equity, appreciate cultural diversity, and respect the Earth and each other. Such learning can only be achieved with systematic education for peace. (Hague Appeal for Peace Global Campaign for Peace Education)

Much of the work of UNESCO is centered on the promotion of education for peace, human rights, and democracy. The notion of a "culture of peace" was first elaborated for UNESCO at the International Congress on Peace in the Minds of Men, held at Yamoussoukro, Cote d'Ivoire, in 1989. The Yamoussoukro Declaration called on UNESCO to construct a new vision of peace by developing a peace culture based on the universal values of respect for life, liberty, justice, solidarity, tolerance, human rights and equality between women and men and to promote education and research for a this vision. (UNESCO, 1995)

Education acts as a long-term strategy for conflict prevention where peace education is used as the basis of the curricula, textbooks and teacher development. According to Save the Children there are four main elements of peace building and conflict prevention. This is inclusion and access, safety and protection, relevance which makes the curriculum non--biased and relevant to children and their context. Finally education plays a role in creating accountability where school management is supposed to safeguard the student welfare by taking into consideration the opinion of children, parent, and community (Save the Child 2008)

According to the Inter-agency Standing Committee (IASC), in post conflict education is seen not to be a priority. Despite this it plays a crucial role in recovery and rehabilitation by helping the community resolve, heal, recover and reuniting the separated. Schools act as a centre of hope and better opportunities for the future generation as it increases the opportunity of learners and families to participate fully in social-political and economic activities (IASC, 2010)

Recognizing that the United Nations needs to better anticipate and respond to the challenges of peace building, the 2005 World Summit approved the creation of a new Peace building Commission. In the resolutions establishing the Peace building Commission, resolution 60/180 and resolution 1645 (2005), the United Nations General Assembly and the Security Council mandated it to bring together all relevant actors to advise on the proposed integrated strategies for post conflict peace building and recovery; to marshal resources and help ensure predictable financing for these activities; and to develop best practices in collaboration with political, security, humanitarian and development actors (United Nations, 2005).

Peace education has been developed as a means to achieve these goals. It is education that is "directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms". It promotes "understanding, tolerance and friendship among all nations, racial or religious groups" and furthers "the activities of the United Nations for the

maintenance of peace." (Article 26, Universal Declaration of Human Rights, 1948)

Peace education is a human right and a matter of priority for the international community (Vienna declaration and program of action, 1993) and it is vital for world peace as it aims at cultivating the knowledge skills and attitude to cultivate a global culture of peace. For one to understand the role played by peace education one has to understand the relationship between violence and peace. Violence is personal and directly responsible for assault, brutality, terrorism, murder, and ethnic cleansing. Indirectly violence leads to structural sexism, racism, discrimination, poverty, hunger, lack of education, and health services. On the other hand peace is absence of personal and institutional violence and it is known to cater for well being, social justice, and human rights for all. (UNESCO, 1995)

The experience of recent years has also led the United Nations to focus as never before on peace building – efforts to reduce a country's risk of lapsing or relapsing into conflict by strengthening national capacities for conflict management, and to lay the foundations for sustainable peace and development (UN,2009)

Experience over the last two decades has revealed that education system was severely damaged or disrupted by armed conflict where communities become

mobile or displaced, suffered economic hardship and property destroyed leading to destruction of systems that support protection of children. Children were forced to be child soldiers, head of household, seek unsafe employment that removed them from protective environment. All these circumstances affected children physically, psychologically, socially and intellectually leading to long effect on children. Making it necessary to set and implement a peace education curriculum that will equip the children with necessary attitudes and life skills for their healing from conflict trauma and scars caused by sexual abuse, Orphan hood, Injuries, deaths and exploitation (UNICEF, 2004).

Peace education aims at teaching skills, knowledge and attitude through cooperative participatory learning methods in an environment of dialogue of tolerance, care and respect. All this aims at taking learners through a healing process of their experiences during violence. Among the skills taught are communication, active listening, cooperation, mediation, negotiation and conflict resolution, patience, self control and responsible citizenship. The knowledge taught is self awareness, recognition of prejudice, resisting to conflict and war, peace and non- violence environment and ecology, theories of conflict analysis prevention and resolution, human rights, health care and drug abuse. Among the attitude developed are, self respect, and tolerance respect for human rights, intercultural understanding, gender sensitivity, empathy, social responsibility and solidarity among others. Peace education makes the fundamental of the mission of

United Nation and UNESCO. Where implementation of a peace education curriculum will encourages commitment to peace and enhances the confidence of individual as agent of peace and informs student the consequence of war and social injustice (James, 2008)

Across Africa in the last decade peace education has received attention and support. In Sierra Leone, Christian Children's Fund conducted a national exercise for disarmament, demobilization and reintegration of child soldiers (Wessel, 2004). Peace education was integrated into the project leading to reduced fighting and increased reintegration of former child soldiers into the society.

In Rwanda, peace education was largely introduced in the post genocide, where there was increased public awareness and support for peace education. Schools were used as centre for teaching peace education. Peace education was integrated in civic education and in moral and ethic, in secondary schools in political education. It was initiated through participatory method and skilled-based curricula. In the university peace education has been integrated in Gender and Development course. Rwanda established a centre of conflict management to conduct research on peace related issues and give relevant training. Peace education has led to peaceful co-existence among different Rwandese communities in post genocide (WCPEA, 2008).

Uganda is said to have been going through internal conflict for the last 36 years. Peace education has been introduced in the syllabus under different appellations. This is not reflected in the curriculum and the proposed teaching methodologies that are applied in real teaching. Several NGOs have developed peace education manuals. The problem with these manuals is that they are not accredited by the central government; neither are they examinable, this makes them irrelevant and not to be treated with seriousness it deserve by teachers and learners. Other challenges include the lack of reference materials, financial constraints, supply of qualified teachers and poor working conditions for these teachers. Despite this peace education in Uganda has resulted to decrease in violence. (WCPEA,2008)

Tanzania is seen as one of the rare countries in Africa that can be rated as a peaceful nation. However, the situation on the ground demonstrates a completely different story it is a case of negative peace for most of its citizens. The need for Peace Education in Tanzania is as real as it is for any conflict or post conflict country. to deal with this the government has engaged several NGOs to implement peace education in school system (WCPEA, 2008).

The Kenya post-election crisis of 2007/2008 following disputed presidential elections exposed some regions in the country to a war scenario that was fast degenerating into collapse of governance systems including education. In Kenya there has been the proliferation of ethnic politics where ethnicity has been used for political mobilization. Although this feature was clearly manifested at

independence, it has especially been visible since the restoration of multiparty politics in 1991 and the subsequent elections of 1992, 1997, 2002 and 2007. After the December 2007 elections, the country was sharply polarized along ethnic lines to the extent that none of the two leading parties Orange Democratic Party (ODM) and Party of National Unity (PNU) could form a truly legitimate government. Thus, the crisis was largely caused by the failure of the political class to understand the management of ethnic affairs. It is with this political isolation and intense emotions that the country went to the polls in December 2007 and consequently the violence erupted. (ARRF, 2008)

Although remarkable economic reforms had been realized over the previous four years, the failure to effect political reforms had divided the country sharply. The referendum held in November 2005 to adopt a government-sponsored draft constitution had left the President, his cabinet and his region isolated. Unemployment, especially among the youth (who make up to 60% of the population), was rampant. This, coupled with unequal distribution of resources among regions, was now a major grievance, though highly politicized (ARRF, 2008)

Peace education curriculum was introduced in Kenya by Ministry of Education in collaboration with UNICEF immediately after the 2007 election conflict. This Peace education curriculum is centered on conflict resolution and focus on the

social-behavioral symptoms of conflict, training individuals to resolve interpersonal disputes through techniques of negotiation and (peer) mediation. Learning how to manage anger, “fight fair” and improve communication through skills such as listening, turn-taking, identifying needs, and separating facts from emotions, constitute the main elements of these programs. Participants are also encouraged to take responsibility for their actions and to brainstorm together on compromises. The approach aims at altering the beliefs, attitudes, and behavior, from negative to positive attitudes toward conflict as a basis for preventing violence (Van Slyck, Stern & Elbe dour, 1999).

1.2 Statement of problem

Molo district is located in Nakuru County the former white highland, where agriculture is the main economic activity. The 1992, 1997 and 2007 conflict mostly affected the Rift valley province where the worst hit region was Molo district (ARRF 2008) the district is cosmopolitan with different communities resident in it. The first conflict in the area occurred in 1992 which revolved around land ownership. Thousands of people died, and thousands of residents were displaced. As a result many children were orphaned and left as family heads. A similar situation recurred in 2007 this time revolving around election disputes. Again massive destruction of lives and property occurred at an even higher magnitude than in any of the previous experienced conflict in the district (Maupeu, 2008).

The need to continually improve and strengthen peace education is critical in the recovery and rehabilitation in post- election Kenya. The Coalition For Peace in Africa (COPA, 2008) has been implementing peace education project since 2006. Other peace initiative in Kenya include the collaboration between the Ministry of Education and school safe program in sixty schools, UNICEF peace education programs, the release of safety standard manuals in July 2008 and development of peace curriculum. The aim of all this programs was to enhance value based education for peace co-existence, respect for human dignity and appreciation of diversity among others (Monitoring Report for Peace Education, 2011). It is against this background that this study sought to establish the factors affecting implementation of peace education in public primary schools in Molo District, Nakuru County.

1.3 Purpose of the study

The purpose of this study was to establish the factors affecting implementation of peace education curriculum in public primary schools in Molo District, Nakuru County.

1.4 Objective of the study

The study was guided by the following specific objectives.

- i. To establish whether peace education curriculum has been implemented in schools in Molo District.
- ii. To examine whether teachers attitude affects the implementation of peace education curriculum in Molo District
- iii. To determine how availability of training materials affects the implementation for the peace education in Molo District
- iv. Establish whether approaches used affects implementation of peace education in Molo District.
- v. To identify the challenges faced by Teachers in implementing peace education in molo District.

1.5 Research questions.

The following research questions guided the study;

- i. Has peace education been implemented in the schools in Molo District?
- ii. Were teachers trained on how to implement peace education in Molo District?
- iii. What materials were available in schools to support implementation of peace education in Molo District?
- iv. What approaches were used in implementation of peace education in Molo District?
- v. What challenges did teachers face in the implementation of peace education in Molo District?

1.6 Significance of the study

The findings of the study would assist the Ministry of Education in planning how to mainstream peace education, teacher training and provision of necessary teaching resources in the district. Challenges experienced in teaching of peace education will also be highlighted.

Through the finding of this research other Non Governmental Organizations and development partners would be able to assess the current situation with a view assisting the Government in mitigating the problem should recurrences of conflict be eminent in the district.

1.7 Limitations of the study

Limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations (Best & Kahn, 1998). The major limitations of this study were that it was not possible to control the attitudes of respondents as they give their responses which would affect the validity of the responses. The researcher, therefore, assured the respondents that their responses would be used only for the purposes of the study, and that their identities would be treated with utmost confidentiality.

1.8 Delimitations of the study

The study was specific to Molo District and would, therefore, not be generalized to other districts which are not likely to have experienced violence to the

magnitude that Molo district has. The findings of the study would, therefore, need to be applied in other geographical areas with caution.

1.9 Assumption of the study

The assumption of the study was that the government had

- (i) initiated implementation of peace education in all public primary schools in Molo district
- (ii) Trained teachers have the knowledge of peace education.

1.10 Definition of significant terms used in the study.

Curriculum: refers to all organized experiences that school provides to help children and develop. It includes subjects taught in, school environment and any other organized learning enhancement activities which takes place outside the classroom.

Conflict: refers to an armed struggle or clash between organized groups or between nations

Conflict resolution: refers to the process of ending a disagreement between two or more people in a constructive fashion for all parties involved

Environment: refers to all factors within the school that contribute to participation and retention of learners positively or negatively

Implementation: refers to all activities involved in the process of putting in place a curriculum

Peace: refers to the state of harmony characterized by the lack of violent, conflict behaviors and the freedom from fear of violence. |

Peace building refers to any outside interventions that are designed to prevent the start or resumption of violent conflict within a nation by creating a sustainable peace

Peace education: refers to the process of acquiring values, Knowledge, and develop attitude, skills and behavior to live in harmony with one self, others and natural environment

Reconciliation refers to bringing a sustainable solution to conflict.

1.11 Organization of the study

This study will be organized in five chapters. Chapter one will consist of the background to the problem, statement of the problem, purpose of the study, research question, significance, limitation and delimitations, basic assumption and definition of terms. Chapter two will deal with literature review on the factors affecting implementation of peace education in public primary schools in Molo District, Nakuru County. Chapter three will consist of research methodology focusing on research design, target population, sample and sampling procedures, research instrument, validity and reliability of research instrument, data collection procedure data analysis techniques. Chapter four will constitute data analysis and discussion of findings while chapter five is comprised of the summary of findings, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed literature of other scholars on, Concept of Peace Education, teacher's attitude on peace Education and challenges facing implementation of peace Education in schools. It also stated the justification of peace education in Kenya. The information was drawn from text books, journals and seminar papers from previous study's report.

2.2 The Concept of peace education

Since 2008, the Ministry of Education initiated the Peace Education Program as an emergency response to the post election violence of 2007/2008. The overall goal of the program is to promote peaceful co-existence among learners, hence contributing to peace and national cohesion in the country. This is mainly achieved through equipping members of the school community with knowledge, skills, and attitudes for managing conflict without resulting to violence. The program advocates the culture of respect and sanctity of human life by underlining dialogue as a means for resolving conflicts. In addition, it also highlights the values of compassion, fairness and tolerance. Children and young people are recognized as peace makers of the future, who need to be facilitated to develop a sense of responsibility in society (MOE 2008)

Peace education is "directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms". It promotes "understanding, tolerance and friendship among all nations, racial or religious groups" and furthers "the activities of the United Nations for the maintenance of peace." (Article 26, Universal Declaration of Human Rights 1948)

Peace Education programs in the world are centered on conflict resolution and typically focuses on the social-behavioral symptoms of conflict, by training individuals to resolve inter-personal disputes through techniques of negotiation and (peer) mediation and teaching one how to manage anger through the spirit of "fight fair". It also improves communication through skills such as listening, turn-taking, identifying needs, and separating facts from emotions, constitute the main elements of these programs. Participants are also encouraged to take responsibility for their actions and to brainstorm together on compromises.

In general, approaches of this type aim to alter beliefs, attitudes, and behaviors from negative to positive attitudes toward conflict as a basis for preventing violence" (Van Slyck, Stern and Elbedour, 1999), emphasis added. As one peer mediation coordinator put it: "Conflict is very natural and normal, but you can't go through your entire life beating everybody up you have to learn different ways to resolve conflict.

According to UNHCR (2008) peace education programs as systems are designed to develop positive and constructive attitude towards peace by providing skills aimed at minimizing conflict. Due to this the school and the community are component of the program who are very Interactive and activity oriented, making the participant to have an opportunity to the necessary attitude the will lead to change of behavior. The school curriculum is made up of series of activities and games, songs, stories and role play to help built the desired concept for peaceful and constructive behavior of the intended society. According to Carson, Lange (1997), Simpson (2004) there are two approaches to peace education. First the integrative approach, where peace education is part of the formal curriculum. This offers students the opportunity to reflect critically towards existing inequalities. The second approach is where peace education is carried separate from the existing curriculum and in a non-formal education format.

Advocates of the integrative approach argue that schools have the sole authority, legitimacy, the means and the condition necessary to build a peaceful society, (Bar-Tal, 2002 Davies 2005; Bretherton, 2003). On the other hand, the supporters of the non-formal education argue that non- governmental peace education programs have more flexibility in design with less restriction from the government (Arddizone, 2001, Burns and Apeslagh, 1996). Some scholars (Simpson, 2004, Bush, and Saltarelli 2000) advocates for a combination of the two so as to create a more balanced program. They assert that approaches which

focus only on formal or non--formal are doomed to fail, since the two approaches are complement to one another

The Peace Education Program in Kenya is integrated into the curriculum through subjects such as Life Skills, Social Studies, Religious Education and History and Government. Co-curricular activities, such as Music, Drama and Clubs, are used as an informal learning platform of peace education. The programme also encourages schools to promote a culture of peace through the adoption of participatory school governance, and the prohibitions of all forms of violence and anti-bullying interventions among others (Dev Ed Community, 2013)

2.3 Teachers Attitude towards the implementation of peace education curriculum

Peace education aims at changing ones attitude toward one another (Solomon, Nevo, 1999). It should also aims at constructing a realistic world view (Bar-Tal,2002), and promoting lasting peaceful relationship between current and former rivals, based on the support of the majority decision(Bar-Tal, 2004).peace education should also develop new attitude and conflict resolution skills such as self control, critical thinking, tolerance, sensitivity to others need, empathy and openness (Burns aspelagh,1996: Bart-Tal, Benink, 2004), and fifth approach of peace education is to support and implement democratic values and attitude,

creating an environment which enhances social justice and equality Bloomfield, 2006 Hirseland, Cecchini, Odom.2004', Sites, 2004) .

In 1998, the government instituted structural adjustment programs recommended by the World Bank and IMF. A direct consequence of this was a freeze on the employment of teachers by the Teachers Service Commission. This resulted in a significant shortage of teachers. Since 2003, the government has made efforts to address this shortage. However, to date, there is a need for over 60,000 teachers to fill the gaps in the school system. This has seen teachers being overworked and limiting chances of accommodating an more burden in their work. It is for this reason that the government has introduced peace education as an integrated subject to life skill, social studies and religion other than making it a standalone subject (MOE, 2013)

2.4 Challenges in implementation of peace education

The post election violence of 2007/2008 significantly affected Kenya's social-economic development. The education sector was no exemption. Schools were seriously affected and students could not attend school due to displacement, fear, school closure and lack of teachers. More than 158,000 students and 1,350 teachers were displaced across the country while more than 40 schools were burnt down and 65 vandalized. This tragedy acted as an impetus for the development of Peace Education program me in Kenya. (MOE, 2008)

Education is supposed to play pivot role in establishing peace at times of conflict. Despite all this the implementation of peace education curricula has proved challenging, particularly where it has been used as a reactionary way or to stare up the conflict. The working committee meeting on peace education in Africa (2006) indentified several factor as possible challenges to implementation of peace education. These challenges include lack of comprehensive peace education curriculum which conforms to local needs lack of collaboration and cooperation between actors of peace education programs, lack of well spelt goals, objectives and methodologies, inadequate financial support to implementation of peace programs. Lack of common interest by all actors in the implementation of peace education RWCP,2006).

According to (Developing Education Community, 2013 the effort in mainstreaming peace education in primary and secondary school curriculum has not been done across the board. This has negatively affected the implementation of peace education at the school level. Although there has been heavy investment in training of teachers, capacity gaps are still evident, especially in the delivery of peace education at the school level. Emphasis has been on academic subjects at the expense of value based subjects, such as peace education, this has led to a situation where life skills, which is a component of peace education, has been relegated to a second place, hence peace education has not received the attention it deserves in schools.

The Education For All (EFA) and Education Development Authority (EDA) Report of 2012 notes that conceptualization and measurement of life skills based programs is a challenge due to lack of quantifiable benchmarks. This poses a challenge in measuring results of the peace education program.

Peace education initiatives through the school often lack adequate community based interventions to support and reinforce the gains made. To make it worse there are weak coordination of psychosocial intervention during violent conflicts due to lack of framework for response.

2.5 Summary of literature review

According to literature review it is clear that peace education plays a pivotal role in conflict reduction, prevention and reconciliation. Most countries are implementing peace education despite the challenges faced. Education in Emergency has an uphill task in implementation of peace education through disaster risk reduction by which it is entitled to protect by offering live saving, violence mitigation, and resilience skills among many other skills. However the literature review reveals that there is lack of information and evidence on how and whether it is being implemented at all. This study will examine the specific factors in the Kenyan context which influence implementation of peace education.

2.6 Theoretical frame work

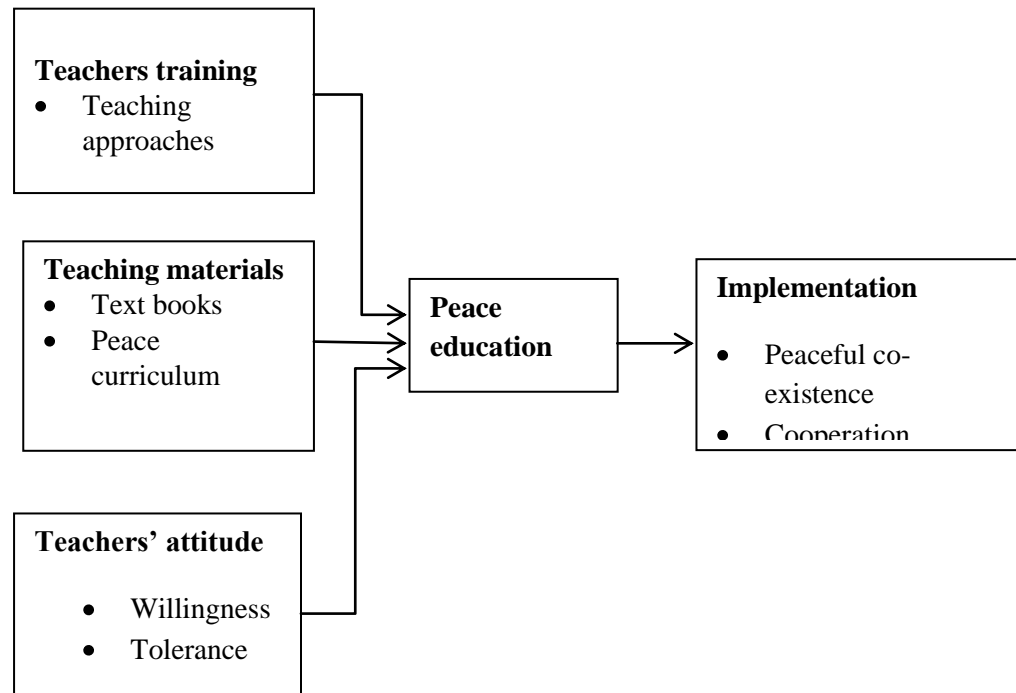
Peace education brings together multiple traditions of pedagogy, theories of education, and international initiatives for the advancement of human development through learning. It is due to this that this study is grounded on the integrative theory of peace in which Danesh (2008) proposes an "Integrative Theory of Peace" where peace is understood as a psychosocial, political, moral and spiritual reality. Peace education, he says, must focus on the healthy development and maturation of human consciousness through assisting people to examine and transform their worldviews. Worldviews are defined as the subconscious lens. Acquired through cultural, family, historical, religious and societal influences, through which people perceive four key issues: the nature of reality, human nature, the purpose of existence, and the principles governing appropriate human relationships.

Surveying a mass of material, Danesh (2008) argues that the majority of people and societies in the world hold conflict-based worldviews, which express themselves in conflicted intrapersonal, intergroup, and international relationships. He subdivides conflict-based worldviews into two main categories which he correlates to phases of human development: the Survival-Based Worldview and the Identity-Based Worldview. It is through the acquisition of a more integrative, Unity-Based Worldview that human capacity to mitigate conflict, create unity in

the context of diversity, and establishes sustainable cultures of peace, is increased - be it in the home, at school, at work, or in the international community.

The theory is relevant to this research in that the conflict that erupted in Molo District was due to the communities residing in the area holding conflict-based worldviews which led them to intergroup, interpersonal conflict, where the different groups felt threatened and insecure making them to up rise and fight for their survival. The theory therefore is relevant in the mitigation and understanding of the election violence that erupted in Molo by creating unity in context of diversity and establishes sustainable culture of peace at all human level. The theory will help create a conducive environment for implementation for peace curriculum in school.

Figure 2.1: Conceptual framework



Training of teachers on the methodology of teaching peace education , the supply of peace materials such as text books charts, documentaries magazines and provision of a peace curriculum. If all the above are combined through teaching of peace education. The result will be a peaceful coe-existence, lasting peace, community resilience, cooperation and development of conflict resolution skills.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section provides an insight in to a research methodology that will be used to establish the factors affecting inclusive education during the recovery period of conflict. It focuses on research design, target population, sample size and sampling procedure, research instrument pilot study ‘data collection and analysis.

3.2 Research design

The descriptive design will be used to conduct this study. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individual (Orodho 2005). It can be used when collecting information about people, Attitude, opinion, habit or any of the variety of education issue. Survey is necessary when one want to measure the characteristic of a large population. Descriptive methods are usually popular in obtaining data used in evaluating present way of doing things. This study will employ a descriptive design which will provision of insight into intensive, descriptive and holistic analysis of single entity, thus increasing the reliability of the research finding which can be generalized to the entire population.

3.3 Target population

A population is defined as a set of individual or objects with some common characteristic (Mugenda and Mugenda 2003). The target population comprises

eight public primary schools which were severely affected by PEV in Molo district and in which UNICEF curriculum was introduced. The eight public primary schools have 76 teachers, 3024 pupils' (District education office Molo).

3.4 Sampling size and sampling technique

Sample is a part of population which is a presentation of a larger population. Sampling is a process of selecting a given number of subjects from a defined population (Orodho 2005). According to Mugenda & Mugenda (2003) 10% of the population can be picked from a large population. In our case the population was small (8) therefore the whole population was sampled. This was done so as to reduce biasness in the research finding. All the head teachers of the selected schools were chosen as respondents. The sample of teachers and pupils was through purposeful and proportional sampling technique. Where equal number of teachers and pupils were sampled in all the eight schools in the process, 5 teachers and one class in each of the 8 schools was chosen as the respondents. The sampling is as summarized in Table 3.1

Table 3.1: Sampling

Category	Population	Sample per School	Sample size
Schools	8	-	8
Head teachers	8	1	8
Teachers	97	5	40
Pupils	3,024	30	240

As shown in Table 3.1, the sample of the study comprised of 8 head teachers, 40 teachers and 240 pupils. The selection of the teachers was done through simple random sampling. The pupils were also sampled through random sampling of a class in upper primary specifically standard six, seven and eight. These classes in upper primary were selected because they were able to communicate better and were therefore in a position to fill in a questionnaire as opposed to those in lower classes.

3.5 Research instruments

The main instrument for data collection was the questionnaire. A questionnaire is an instrument used to gather data which allows measurement for or against a particular view point (Orodho 2004). The questionnaire is preferred as it will gather data for analysis within the shortest time possible.

Three sets of questionnaires were developed for head teachers, teachers and pupils respectively. Each set consisted of two sections. Section A gathered demographic information of the respondents while Section B sought information on the various perceptions of head teachers, teachers, and pupils on peace education as sought by the objectives of this study.

3.6 Instrument validity

Validity is the degree to which a test measures what it purports to be measuring. This is how well attest measures what it intended to measure. Validity can be said the degree to which result obtained from and analysis of the data represent the phenomenon under investigation (Orodho 2005). To enhance validity a pilot study was carried out in one of the public primary school affected by the post-election violence. The school chosen was in Starehe District, Nairobi County and was not part of the schools selected for the main study. The questionnaires were then re-edited and all the suggested changes were incorporated. Expert advice was also sought from supervisors in the Department of Educational Administration And Planning whose comments and suggestions were used appropriately to improve the content validity.

3.7 Instrument Reliability

Reliability refers to the consistency of research and the extent to which studies can be replicated Wiersita (1986), Komb and Tromp (2006). An instrument is reliable when it can measure a variable accurately and consistently and obtain the same result under the same condition over a period of time. The reliability of a standardized test is usually expressed as a correlation coefficient, which measure the strength of association between 0.00 and 1.00 with the former(0.00) showing there is no reliability and the latter (1.00) showing that there is perfect reliability which is an ideal situation.

To test the reliability of the instrument in this study, split half method of reliability was used. This involved randomly splitting the instrument responses into two halves, one containing odd numbers and the other even numbers. The scores were computed and correlated by use of Statistical Package for Social Scientists (SPSS) computer program Version 17.0. The reliability analysis scale split yielded an equal length Spearman's – Brown coefficient of 0.7908 for the headteachers' questionnaire, 0.8152 for the teachers' questionnaire and 0.8062 for the pupils' questionnaire. In the social sciences, acceptable reliability estimates range from .70 to .80. However, research in the physical sciences typically demands more rigorous reliability standards, as the constructs involved are more concrete and easily defined. (Nunnally & Bernstein, 1994).

3.8 Data collection procedure

Data collection commenced after receiving a research permit from the Ministry of Cultural and Heritage through the National Council for Science and Technology (NCST). The permit was acquired after presenting an introduction letter from the Chairman Department of Educational Administration and Planning University of Nairobi. The researcher booked appointments with all the schools in advance during piloting and the main study stage. The researcher also administered the questionnaires to the respondents during the pilot and main study. The questionnaires were filled as the researcher waited.

3.9 Data analysis technique

Raw data collected in all the three categories of questionnaires was checked and edited to establish accuracy, usefulness and completeness. The data was then coded to represent attributes or measurements of variables. Quantitative data was analyzed by use of descriptive statistic technique and presented as frequencies. For ease of analysis, data was entered into the computer by use of the Statistical Package for Social Sciences (SPSS version 17.0). Descriptive statistics of frequencies and percentages will be used to summarize the qualitative data. Data from the open-ended items in all the categories of questionnaires was read thoroughly and recorded for qualitative data analysis. The data was then evaluated and analyzed for usefulness in answering research questions and also for report writing.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis of the study findings according to the data collected from the field. It provides general information factors affecting the implementation of peace education curriculum in public primary schools in Molo District, Nakuru County, Kenya. It begins with instrument return rate, demographic data of the respondents, while the other sections are based on the research objectives of the study.

4.2 Questionnaire return rate

Three questionnaires tools were used to collect data from 8 head teachers, 40 teachers and 240 pupils. The response rate was 100 percent for all the three categories of respondents for since all the questionnaires issued were returned. The respondents were quite cooperative and the data collected were taken to be a true representation of the respondents' views due to the independence of the questionnaire method of data collection.

4.3 Demographic information of the respondents

The study sought to find out the demographic information of the head teachers and teachers respective of their gender, marital status, age, professional qualifications, teaching and administrative experience, while information was

sought from the pupils respective of their gender, class and Age. The purpose of this information was to find out if the head teachers and teachers and pupils in the district had the general background of the initialization of peace education and whether there was any skewedness in terms of gender and experience on the head teachers and teachers who handled the subject in the schools in the district.

4.3.1 Gender of respondents

To determine the distribution of the head teachers, teachers and pupils by gender, the respondents were asked to indicate their gender. Their responses were as shown in Table 4.1

Table 4.1 Distribution of head teachers by gender

Gender	Head teachers		Teachers		Pupils	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	5	62.5	19	47.5	106	44.2
Female	3	37.5	21	52.5	134	55.8
Total	8	100	40	100	240	100

As shown in Table 4.1, the study found out that 62.5 percent of the school heads were males while 37.5 percent were females. This suggested that headship positions within the district were dominated by males. It was however noted that the government policy on gender mainstreaming has been implemented in the province and as a result the male gender representation has already met the required basic minimum of 30% of female against male.

The gender distribution for the teachers revealed that 52.5 percent of the teachers were females with 47.5 percent being males implying that there were slightly more female teachers in the district than the males. The gender distribution for the pupils revealed that 55.8 percent of the pupils were females with 44.2 percent being males implying that there were slightly more girls in schools in the district than the boys.

4.3.2 Distribution of respondents by age

The head teachers and the teachers were asked to indicate their age and the findings were presented as shown in Table 4.2

Table 4.2 Distribution of head teachers and teachers by age

Age bracket	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
21 - 30 years	-	-	9	22.5
31 - 40 years	1	12.5	12	30.0
41 - 50 years	5	62.5	13	32.5
51 - 60 years	2	25.0	4	10.0
Over 60 years	-	-	1	2.5
Non response	-	-	1	2.5
Total	8	100	40	100

Study findings show that majority (62.5%) of the head teachers in the schools within the district were aged between 41 and 50 years of age suggesting that most of head teachers were advanced in age which could be attributed to the fact that to be appointed a head teacher one must have attained over 30 years and served as a

teacher making them get to headship at an advanced age. As such, most of the head teachers have gone through numerous life experiences and therefore are able to positively engage teachers and pupils by encouraging and counseling them on a various issues in life including peace in schools thus encouraging positive thinking.

Teachers were of different age brackets with 22.5 % at below 30years, 30 percent at between 31 and 40 years 32.5% at between 41 and 50 years while 10 percent were aged above 50 years. This observation implied that younger teachers were actively and continuously recruited into the profession even as the older ones retired. This further implied that all the teachers were aware of the recurrent incidences of violence that erupt in selected locations across the country once in a while. The distribution of the pupils by age was as summarized in Table 4.3

Table 4.3 Distribution of pupils by age

Age in years	Frequency	Percent
Less than 10years	0	0
10-12	41	17.08
13-15	185	77.08
16-18	14	5.84
Over 18	0	0
Total	240	100.0

Data on the age of pupils was collected from pupils in class seven and eight. Findings show that the pupils were aged between 10 and 18 years of age with the highest proportion (77.08 %) aged between age 13 and 15 years old. Majority of

the pupils (82.92%) were at least 13 years of age confirming that majority of the pupils were on the onset of adolescence and therefore seemed to be most vulnerable to environmental changes as they could influence their behavior.

4.3.3 Distribution of respondents by teaching experience

The study also sought to find out the teaching experience of the respondents. The results were as shown in Table 4.4.

Table 4.4 Distribution of head teachers and teachers by teaching experience

Teaching experience	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
1-5 years	1	12.5	14	35.0
6-10 years	2	25.0	3	7.5
11-15 years	1	12.5	8	20.0
16-19 years	2	25.0	4	10.0
20 years and over	2	25.0	10	25.0
Non response	-	-	1	2.5
Total	8	100	40	100.0

Study findings in Table 4.4 indicate that the head teachers in the district had varied teaching experience, with 87.5 percent of them having over 10 years of experience suggesting that they were well equipped to lead teaching teams and handle administration issues in their respective schools effectively. This confirmed some earlier finding of this study that to be appointed a head teacher one must be thirty years and above having served as a teacher for a given duration

of time thus making them get to headship at an advanced age. Table 4.5 further revealed that 35 percent of the teachers had taught for less than 5 years confirming that most of the teachers were still adapting to their schools after posting. The finding suggests that the Ministry of Education had vigorously recruited teachers and transferred some to the district in the last five years. The remaining proportion of 65 percent of the teachers had varied experiences of over five years in their station confirming that they had adequate experience that would enable them carry the teaching roles effectively.

4.3.4 Administrative experience of the head teachers

The head teachers were asked to indicate their administrative experience and the results were as shown in Table 4.5.

Table 4.5 Distribution of head teachers by administrative experience

Duration	Frequency	Percent
1 -5 years	2	25.0
6 - 10 years	3	37.5
11 - 15 years	3	37.5
Total	8	100

The aim of this information was to find out if head teachers were exposed to the activities of instructional supervision in their respective schools long enough to enable them carry out their role of head teacher in educational administration. Table 4.5 indicates that 75 percent of the head teachers had served in

administrative experience position for over 6 years. Some of the head teachers (37.5%) were rated as having very high experience of over ten years. This confirms that head teachers in public primary schools in the district have adequate experience that would enable them carry out administrative duties effectively.

4.3.5 Distribution of head teachers and teachers by stay at current station

The study also sought to find out the teaching experience of the respondents. The results were as shown in Table 4.6. The aim of seeking this information was to find out if teachers in the district were exposed to instances of violence during their stay at Molo district so as to assess if they would be in a position to give more factual information.

Table 4.6 Duration teachers stayed at their current school

Duration	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
1 - 5 years	6	75.0	21	52.5
6 - 10 years	2	25.0	8	20.0
11 - 15 years	-	-	4	10.0
15 - 20 years	-	-	3	7.5
21 years and above	-	-	2	5.0
Did not respond	-	-	2	5.0
Total	8	100	40	100

Findings in Table 4.6 show that 52.5 percent of the teachers and 75% of head teachers had been at their current working station for less than five years. The

remaining proportion had been at their current station for more than 5 years confirming that indeed the teachers clearly understood the institutional management and peace education issues that existed in their respective schools.

The aim of seeking this information was to find out if teachers in the district were exposed to activities of instructional supervision to assess if they would be in a position to give more factual information about peace education. The academic qualifications of the head teachers and teachers were as tabulated in Table 4.7.

Table 4.7 Academic qualifications of teachers

Qualification	Headteachers		Teachers	
	Frequency	Percent	Frequency	Percent
P1	1	12.5	23	57.5
Diploma	1	12.5	2	5.0
A.T.S	4	50.0	9	22.5
B.Ed	1	12.5	4	10.0
Did not respond	1	12.5	2	5%
Total	8	100	40	100

Findings from Table 4.7 show that 57.5% held P1 qualifications with the remaining proportion holding varied qualifications including diploma, ATS and bachelor of education degrees. It was encouraging to find out that a proportion of the teachers in the district had acquired higher academic qualifications where 10 percent had attained Bachelor’s Degree certification in education. This suggests

that teachers in the district were adequately equipped with knowledge on academic matters. The findings in Table 4.7 indicate a positive attribute of the study in the district because a teacher's academic and professional qualifications have significant influence on pupils' achievement (Heyneman 1976).

4.4 Implementation of peace education curriculum in schools

To establish the extent to which peace education has been implemented in schools in the district the head teachers and teachers were asked whether peace education is taught in their respective schools. The head teachers' responses were as shown in Table 4.8

Table 4.8 Teaching of peace education in schools

Response	Head teachers		Teachers		Pupils	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	8	100	36	90.0	218	91
No	-	-	4	10.0	22	9
Total	8	100	40	100.0	240	100

From Table 4.8 it was observed that peace education was taught in schools within the district as confirmed by all the head teachers, 90 percent of the teachers and 91% of the pupils. Additional information was sought on the number of lessons it is taught per week. The results were as shown in Table 4.9.

Table 4.9 Number of lessons allocated in a week

No. of lessons	Head teachers		Teachers		Pupils	
	F	%	F	%	F	%
1	5	62.5	22	55.0	22	9.2
2	1	12.5	7	17.5	22	9.2
3	1	12.5	1	2.5	49	20.4
4	-	-	2	5.0	20	8.3
5	1	12.5	4	10.0	87	36.3
6	-	-	-	-	18	7.5
Non response	-	-	4	10.0	22	9.2
Total	8	100	40	100	240	100

As seen from Table 4.9, varied responses were received from the head teachers, teachers and pupils on the number of lessons peace education was taught in a week. Whereas majority of the head teachers (62.5%) and teachers (55%) indicated only one lesson per week, pupils indicated varied frequencies with no clear majority. This finding implied that there was no uniform practice on the teaching of peace education across the district.

Further information was sought from the teachers on who taught peace education in the schools. The results were as shown in Table 4.10

Table 4.10 Teaching responsibility for peace education according to teachers

Responsibility	Teachers	
	Frequency	Percent
Class teacher	14	35.0
Subject teacher	16	40.0
G&C teacher	9	22.5
Deputy head teacher	-	-
Head teacher	-	-
Non response	1	2.5
Total	40	100.0

Data from Table 4.10 reveals that peace education was mainly allocated to the subject teacher as confirmed by 40 percent of the teachers. Again, the subject was also allocated to the class teacher as confirmed by 35 percent of the teachers and. This finding implies that the subject is mainly taught by class teachers and specific subject teacher who are trained or sensitized on peace education across the district. The study further enquired on how the subject was taught and the results were as shown in table 4.11

Table 4.11 Teaching format for peace education

	Head teachers		Teachers	
	F	%	F	%
Stand alone	4	50.0	6	15
Integrated	4	50.0	29	72.5
Extra curricula activity	-	-	2	5
Non response	-	-	3	7.5
Total	8	100.0	40	40

Findings from table 4.11 show that the subject was mainly taught integrated with other subjects as confirmed by 50 percent of the head teachers, 72.5 percent of teachers. This finding implied that whereas peace education had been introduced in schools, it had not been accorded major emphasis as a subject and the main content was therefore taught as a by the way alongside other subjects. Further enquires on what peace education was integrated with revealed that the subject was integrated with Christian religious studies, social studies and life skills.

4.5 Availability of peace education teaching materials

To determine availability of teaching materials in the implementation for the peace education in the district, the respondents were to indicate whether their respective schools had peace education materials. The results were as shown in Table 4.12 to 4.16.

Table 4.12 Availability of text books in peace education

Adequacy	Head teachers		Teachers		Pupils	
	F	%	F	%	F	%
Very Adequate	2	25	2	5	90	37.5
Adequate	3	37.5	11	27.5	86	35.8
Inadequate	3	37.5	6	15	31	12.9
Very Inadequate	-	-	12	30	22	9.2
Non Response	-	-	9	22.5	11	4.6
Total	8	100	40	100	240	100

As is seen from Table 4.12 text books on peace education were available to schools at varied adequacies where 25 percent of the schools had very adequate and a further 37.5 Percent had adequate stock of text books as confirmed by their respective head teachers. However, 37.5 percent of the schools had inadequate textbooks as confirmed by 37.5 percent of head teachers, 15 percent of teachers and 12.9 percent of the pupils. Results on story books were as shown in Table 4.13.

Table 4.13 Availability of story books in peace education

Adequacy	Head teachers		Teachers		Pupils	
	F	%	F	%	F	%
Very Adequate	1	12.5	1	2.5	79	32.9
Adequate	2	25	9	22.5	86	35.8
Inadequate	5	62.5	11	27.5	41	17.1
Very Inadequate	-		10	25	22	9.2
Non Response			9	22.5	12	5
Total	8	100	40	100	240	100

As is seen from Table 4.13 storybooks on peace education were not available to schools as confirmed by their respective head teachers. However, 37.5 percent of the schools had inadequate textbooks as confirmed by 62.5 percent of teachers and 17.1 percent of the pupils who rated them as inadequate. A further 25 percent of teachers and 9.2 percent of the pupils rated the story books as very inadequate.

Results on peace manuals were as shown in Table 4.14

Table 4.14 Availability of peace education manuals for teachers

Manuals	Head teachers		Teachers	
	F	%	F	%
Adequate	1	12.5	7	17.5
Inadequate	4	50	10	25
Very inadequate	3	37.5	16	40
Non response	-	-	7	17.5
Total	8	100	40	100

Table 4.14 reveals that peace education manuals were not adequately available to schools as confirmed by the head teachers where 50 of them rated them as inadequate, with a further 37.5 percent rating them as Very inadequate. This finding was further confirmed by 17.5 percent of the teachers who rated peace manuals as adequate. Results on peace charts were as shown in Table 4.156.

Table 4.15 Availability of charts on peace education for teachers

Charts	Head teachers		Teachers	
	F	%	F	%
Very adequate	2	25	3	7.5
Adequate	1	12.5	3	7.5
Inadequate	5	62.5	6	15
Very inadequate	-	-	19	47.5
Non response	-	-	9	22.5
Total	8	100	40	100

As is seen from Table 4.15 charts on peace education were not adequately available to schools as confirmed by the head teachers where only 37.5 percent of them rated them as adequate. In confirmation only 15 percent of the teachers rated

charts as adequate or very adequate. Additional information was sought on whether the teaching of peace education involved any activities. The results were as shown in Table 4.16.

Table 4.16 Involvement of activities in the teaching of peace education

Activites	Head teachers		Teachers		Pupils	
	F	%	F	%	F	%
Involves	8	100	33	82.5	209	87
Does not involve	-	-	6	15.0	26	11
Non response	-	-	1	2.5	5	2
Total	8	100	40	100	240	100

As is seen from Table 4.16, there are other activities that are engaged in the teaching of peace education. This was confirmed by all the head teachers, 83 percent of the teachers and 87 percent of the pupils. Enquiry into the specific activities revealed that the teaching of peace education involved dances, dramas debate, discussion groups, and role plays. Results on the assessment of the subject were as shown in Table 4.17.

Table 4.17 Assessment of peace education

Assessment status	Teachers		Pupils	
	Frequency	Percent	Frequency	Percent
Assessed	6	15.0	31	12.9
Not assessed	32	80.0	201	83.8
Non response	2	5.0	8	3.3
Total	40	100.0	240	100.0

Findings on table 4.17 reveals that peace education is largely not assessed in the district. This was confirmed by 80 percent of the teachers and 83.8 percent of the pupils. It was however noted that in some instances the subject was assessed as confirmed by 15 percent of the teachers and 12.9 percent of the pupils. Oral presentations, songs and dances were some of the methods that were used to assess the subject in the few instances that it was assessed.

Information was sought on teacher training on peace education and the results were as shown in Table 4.18

Table 4.18 Teacher training on peace education

	Head teachers		Teachers	
	Frequency	Percent	Frequency	Percent
Trained	8	100	20	50.0
Not trained	-	-	14	35.0
Non response	-	-	6	15.0
Total	8	100	40	100.0

Findings show that there are teachers who have been in-serviced by the ministry of education in conjunction with Catholic Church who provided venue. The topic was on approaches of teaching peace education in all the schools in the district. This was confirmed by all the head teachers and 50 percent of the teachers.

4.6 Headteachers attitude towards implementation of peace education curriculum

To establish teachers attitude towards implementation of peace education curriculum, several questions were posed to the head teachers and teachers, their opinion was sought on whether peace education initiative in the district were of any importance. Their responses were as summarized in Table 4.19.

Table 4.19 Headteachers’ ranking of teachers’ attitudes towards peace education

Statement	Positive		Satisfactory		Total	
	F	%	F	%	F	%
Teaching of peace education in class	6	75	2	25	8	100
Participation in Peace education co-curricular activities	6	75	2	25	8	100
Teachers' training in peace education	6	75	2	25	8	100

From Table 4.19, 75 percent of the headteachers believed that their teachers had a positive attitude towards peace education regarding teaching of peace education in class, participation in peace education co-curricular activities, teachers' training in peace education and in balancing peace education with other subjects. All the headteachers believed their teachers satisfactorily handled the subject. On the other hand, teachers also believed that their colleagues had a positive attitude towards peace education as shown in Table 4.20.

Table 4.20 Teachers ranking of their attitude towards peace education

Statement	Positive		Satisfactory		Below average		Total	
	F	%	F	%	F	%	F	%
Teaching of peace education in class	22	55	43	17	1	3	40	100
Participation in Peace education co-curricular activities	18	45	19	47	3	3	40	100
Teachers' training in peace education	20	50	17	42	3	8	40	100

From Table 4.20, 55 percent of the teachers believed that teachers had a positive attitude towards peace education regarding teaching of peace education in class 8 percent of teachers felt that that their colleagues had a negative attitude towards participation in peace education co-curricular activities, and teachers' training in peace education. Again, only 3 percent of teachers pointed a negative attitude towards teaching of peace education in class and balancing peace education with other subjects.

4.7 Approaches used influence the implementation of peace education.

In order to establish how the approaches used influence the implementation of peace education in the district, information was sought from the teachers on the approaches they used to teach peace education. Various approaches and methodologies were presented to the teachers who were to indicate the frequency of the usage in their respective peace education lessons. They were to rank the

approaches as either ‘very frequent’, ‘frequent’, ‘rare’ or ‘very rare’. The results were collated and tabulated as shown in Table 4.21.

Table 4.21 Teachers' responses on teaching approaches employed in peace education

Teaching approaches	Frequent		Rare		Very Rare		Total	
	F	%	F	%	F	%	F	%
Storytelling	18	46	10	24	2	5	40	100
Dances	16	40	17	43	7	17	40	100
Songs	22	54	14	36	1	3	40	100
Plays	13	33	14	36	8	19	40	100
Discussion	14	34	9	24	1	3	40	100
Drama	8	21	20	50	7	18	40	100

As shown in Table 4.21, six approaches were used by the teachers in varied intensities. Teachers employed story telling (78%), songs (62%), and discussions (74%), more frequently over plays (44%), dances (40%), and drama (33%).

Table 4.22 Students' responses on teaching approaches employed

Teaching approaches	Very frequent		Frequent		Rare		Very rare		Total	
	F	%	F	%	F	%	F	%	F	%
Story telling	38	16	98	41	81	34	22	9	240	38
Dances	12	5	42	18	57	24	129	54	240	12
Songs	23	9	96	40	72	30	49	21	240	23
Plays	30	13	96	40	63	26	51	21	240	30
Discussion	65	27	96	40	48	20	31	13	240	65
Drama	27	11	42	17	56	23	115	48	240	27

As shown in Table 4.22 Students indicated that the most frequently used approaches included discussions (67%), storytelling (57%), plays (53%), and songs (49%), over dances (23%), and drama (28%).

This finding implied that there was no common methodology used in the teaching of peace education in schools in the district. The teachers adopted the methodologies randomly and as it deemed convenient to them. This finding demonstrates lack of clear information to teachers on the teaching methodologies of peace education in the district. The circular of the Ministry of Education indicates that experiential and learner centeredness methods should be used in the teaching of peace education in schools (KIE, 2008) but according to the findings this is not the case, this could be attributed to inadequate information to the teachers on recommended methods of instructing peace education. The teachers therefore used their discretion in disseminating it to the students. This could be the result of lack of in-service training on teaching of peace education.

When the headteachers and teachers were asked whether the prevailing peace in the area could be attributed to peace education initiatives. The results were as shown in Table 4.23.

Table 4.23 Contribution of peace education to prevailing calm in study area.

Response	Frequency	Percent	Frequency	Percent
Contributed	8	100	31	78
Did not contribute	-	-	9	22
Total	8	100	40	100

Findings in Table 4.23 show that the prevailing peace in the study is could be attributed to peace education initiatives as indicated by all the headteachers and 78 percent of the teachers. When asked to indicate the other factors responsible to the prevailing peace, 98 percent of the teachers and all the headteachers indicated that the national political climate which is largely peaceful was mainly responsible.

When the students were asked whether peace education lessons had improved relationships with other fellow pupils, the results were as shown in Table 4.24.

Table 4.24 Influence of peace education on pupils relationship

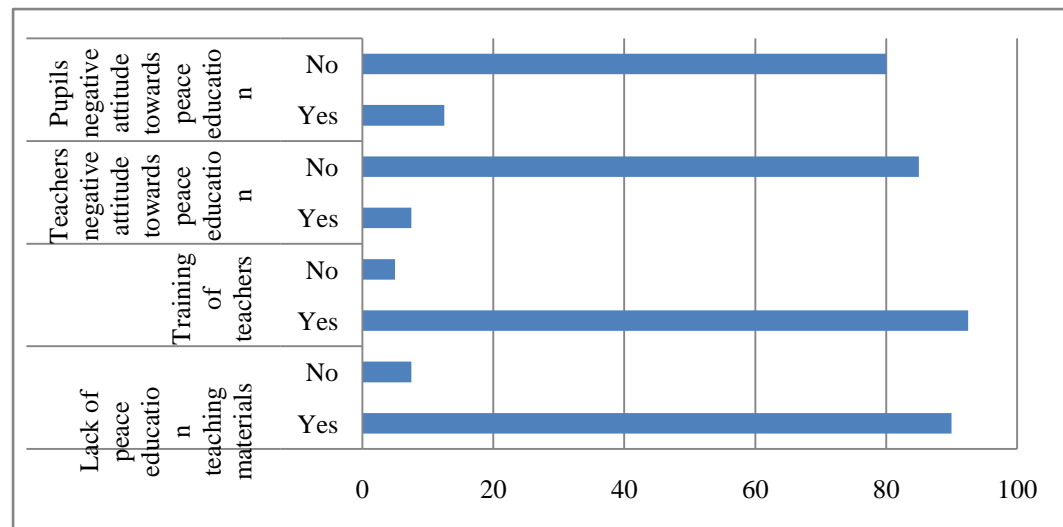
Relationship	Frequency	Percent
positive	194	81
No effect	17	7
Non response	29	12
Total	240	100

The majority of the pupils in the district confirmed that peace education had assisted the pupils improve relationships with other fellow pupils in schools within the district. This was as confirmed by 81 percent of the pupils interviewed. 7 percent related their improved relation to other factors such as political environment.

4.8 Challenges faced by Teachers in implementing peace education.

To identify challenges faced by teachers in the implementation of peace education in the district the teachers were asked to indicate the challenges they faced when rolling out the subject. The responses were collected and summarized as shown in Figure 4.1.

Figure 4.1.
Challenges faced by teachers in implementing peace education



As is seen from Figure 4.1, lack of peace educational materials (90%) and lack of teachers trained in peace education (93%) were the main challenges highlighted by the teachers as impediments to mainstreaming peace education. On the other hand, pupils and teachers' attitude towards peace education were not seen as impediments to peace education by the teachers confirming that there were positive attitudes of the teachers and pupils towards peace education only that resources were inadequate. Other challenges to peace education as highlighted by

the teachers include; lack of enough time to teach the subject (13%), inadequate time allocated and teachers being overloaded(28%) , shortage of teachers (36%) and non - supportive community, due to illiteracy and tribal emotions (16%).

To mitigate the challenges, the teachers argued that provision of adequate peace education materials, civic education, employing more teachers and introduction of tests and assessment could alleviate the challenges mainstreaming of peace education faces in the district. Teachers further argued that chiefs should make sure that all children come to school if the whole community were to benefit. In the process fighting out tribalism through peace initiative seminars and church activities should be encouraged.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary, conclusions and recommendations of the study. The general objective of the study which was on the factors affecting the implementation of peace education curriculum in public primary schools in Molo District, Nakuru County, Kenya

5.2 Summary of the study

The purpose of this study was to establish the factors affecting implementation of peace education curriculum in public primary schools in Molo District, Nakuru County. The researcher developed five research objectives from which research questions were drawn to be answered by the study. The first objective was to establish whether peace education curriculum has been implemented in schools in the district while the second was to determine availability of teaching materials in the implementation for the peace education in the district. The third objective was on teachers attitude towards implementation of peace education curriculum and the forth on the approaches used in the implementation of peace education. The fifth objective was to identify the challenges faced by teachers in implementing peace education.

Related literature to peace education was reviewed. A theoretical and conceptual framework was provided. The study targeted all the 8 public primary schools in

the district which were severely affected with a population of 97 teachers and 3024 pupils. The study employed simple random sampling method to get 8 head teachers and purposive sampling to get 40 teachers and 240 pupils as the respondents. Three questionnaires were used to collect the required information. The total number of questionnaires issued was 248 and the return rate was 100% since all the questionnaires issued were returned. Data were analyzed using the statistical package for social sciences (spss) version 17.0 to process the frequencies and percentages and descriptive statistics which were used to discuss the findings. The following were the findings of the study.

5.3 Summary of findings

The first objective of the study was to establish the extent to which peace education has been implemented in schools in the district it was found out that peace education was taught in schools within the district as confirmed by all the head teachers, 90 percent of the teachers and 91% of the pupils. There was no uniform time tabling practice on the teaching of peace education across the district but most of the schools (62.5%) had allocated one lesson per week, as confirmed by the head teachers. The subject was mainly taught by the subject teachers and the class teachers. Findings show that the subject was mainly taught integrated with other subjects as confirmed by 72.5 percent of teachers and 72.9 percent of the pupils. It has therefore not been accorded major emphasis as a subject and the main content was therefore taught as a by the way alongside other subjects. Peace

education was integrated with Christian religious studies, social studies and life skills.

The second objective was to determine availability of teaching materials in the implementation for the peace education in the district; it was found out that only 62.5 percent of the schools in the district had peace education materials confirming that it had not been accorded major emphasis in all the schools. On text books only 62.5 percent of the schools had adequate stock and only 32.5 percent had adequate stocks of story books. Peace education manuals were only adequately to 50 percent of the schools while only 37.5 percent of the schools had charts on peace education. The teaching of peace education involved dances, dramas debate, discussion groups, and role plays. Peace education largely went assessed except in a few instances where assessment was by way of oral presentations, songs and dances. Whereas there are teachers who have been in-serviced to teach peace education, the fraction was only 17 percent of all the teachers in the district.

The third objective was to establish teachers' attitude towards implementation of peace education curriculum. A positive attitude was reported of the teachers towards peace education activities especially in the teaching of peace education in class, participation in peace education co-curricular activities, teachers' training in peace education and in balancing out peace education with the other subjects

The fourth objective was on the approaches used in the implementation of peace education in the district, it was established that six approaches were used by the teachers in varied intensities. The most frequently used approaches as reported by students included discussions (67%), storytelling (57%), plays (53%), and songs (49%), dances (23%), and drama (28%). This implied that there was no common methodology used in the teaching of peace education in schools in the district. The teachers adopted the methodologies randomly and as it deemed convenient to them. This finding demonstrates lack of clear information to teachers on the teaching methodologies of peace education in the district. Nevertheless all the head teachers and 78 percent of the teachers indicated that the prevailing peace in the study area could be attributed to peace education initiatives 81 percent of the pupils also believed that peace education had assisted the pupils improve relationships with other fellow pupils in schools within the district.

Challenges faced by teachers in the implementation of peace education in the district included lack of peace educational materials (90%) and lack of teachers trained in peace education (93%) lack of enough time to teach the subject (13%), inadequate time allocated and teachers being overloaded (28%), shortage of teachers (36%) and non - supportive community, due to illiteracy and tribal emotions (16%).

To mitigate the challenges, provision of adequate peace education materials, civic education, employing more teachers and introduction of tests and assessment could alleviate the challenges mainstreaming of peace education faces in the district were proposed. Teachers further argued that chiefs should make sure that all children come to school if the whole community were to benefit. In the process fighting out tribalism through peace initiative seminars and church activities should be encouraged.

5.4 Conclusion

The study area is cosmopolitan with different communities residing therein. It has experience recurrent violent confrontations in the past and especially in the election years (1992, 1997 and 2007) with massive loss of lives, displacements and destruction. As mitigation peace education was introduced and is taught in all the schools within the district. The subject was mainly taught integrated with Christian religious studies, social studies and life skills. It has therefore not been accorded much emphasis like the other subject because it is not assessed. Schools do not have adequate stock of learning and teaching materials to address the subject and only 17 percent of the teachers have been in-serviced to teach peace education. There is no common methodology used in the teaching of peace education in schools. Nevertheless the prevailing peace in the study area could be attributed to peace education initiatives. The pupils believed that peace education had assisted the pupils improve relationships with other fellow pupils in schools.

The major challenges faced by teachers in the implementation of peace education in the district included lack of peace educational materials and lack of teachers trained in handling peace education, lack of enough time to teach the subject where inadequate time is allocated to it compared to other examinable subject, teachers are being overloaded due shortage and non - supportive community, due to high illiteracy level and tribal groupings.

5.5 Recommendations

Based on the findings of this study the following recommendations are made:-

- (i) That the Ministry of Education provides logistical support towards provision of adequate teaching and learning peace education materials in the district.
- (ii) That the Ministry of Internal affairs conducts comprehensive civic education and social cohesion to the residents in the area, to mitigate instances of recurrent conflict which is witnessed every 5 years coinciding with the electioneering years.
- (iii) That the Ministry of Education provides logistical support towards training of more teachers in the district on peace education through in-service courses.
- (iv) That the Kenya Institute of Curriculum Development provides guidelines on the methodologies of teaching peace education. The study established

that there were no uniform approaches to peace education and as a result, teachers adopted varied approaches.

Employing more teachers and introduction of tests and assessment could alleviate the challenges mainstreaming of peace education faces in the district were proposed. Teachers further argued that chiefs should make sure that all children come to school if the whole community were to benefit. In the process fighting out tribalism through peace initiative seminars and church activities should be encouraged.

5.6 Suggested areas of further research

Based on the findings of this study the following areas are suggested for further research.

- i. The role of national politics in education administration in public schools
- ii. The role of the church in peace education
- iii. The effect of people's culture and traditions in peace prevalence in Education administration.

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APPENDICES

APPENDIX A: LETTER OF INTRODUCTION

Matindi B Wainaina
University of Nairobi
P.O Box 92-0902
KIKUYU
Date 10-6- 2013

The Head teacher
_____ Primary School

Dear Sir/ Madam,

RE: REQUEST FOR DATA COLLECTION.

I am a post graduate student in the department of administration and planning University of Nairobi pursuing Masters of Education degree. I am carrying out a study on Factors that affect the Implementation of Peace Education Curriculum in Public Primary Schools in Molo District Nakuru County, Kenya

I kindly request you to assist me gather information in your institution. The questionnaires designed are for this research purpose only therefore no names of respondent will be required.

Your co-operation will be highly appreciated.

Yours faithfully

Boniface Wainaina Matindi

APPENDIX B

QUESTIONNAIRE FOR HEAD TEACHERS

You have been selected to participate in a study on education administration in public primary schools Molo District, Nakuru County. You are requested to respond to each question thoughtfully and honestly. Your independent view is required and your cooperation is highly appreciated. You are not required to write your name unless you choose to. Your responses will be treated confidentially.

Part I: Demographic Information.

1. Gender Male [] Female []
2. What is your age bracket?
21-30[] 31-40[] 41- 50yrs [] 51-60 [] 51-60 []
over 60[]
3. For how long have you been in the teaching profession?
1-5yrs [] 6-10yrs [] 11-15yrs [] 15-20yrs [] Over
20yrs []
4. For how long have you been a head teacher?
1-5yrs [] 6-10yrs [] 11-15yrs [] 15-20yrs [] Over
20yrs []
5. For how long have you been a head teacher at your current station?
1-5yrs [] 6-10yrs [] 11-15yrs [] 15-20yrs [] Over
20yrs []
6. Please indicate your professional qualification

P1 [] P2 [] Diploma [] A.T.S [] B.Ed []

Masters []

Others, (please specify)_____

Section ii Peace Education Curriculum

7. (a)Is peace education taught in your school?

Yes [] No []

(b).If yes, how many lessons have been allocated to peace education in a week?

1 [] 2 [] 3 [] 4 [] 5 [] 6 []

8. Who teaches the subject?

Class teacher [] subject teacher [] guidance & counseling teacher

[] deputy head teacher [] head teacher []

9. How is the subject taught?

Stand alone subject [] integrated [] extra curricula activity []

10. If integrated, please indicate the subject it is integrated with._____

Section ii: Availability of teaching materials

11. Are there any peace education materials in your school? Yes [] No []

(b) If yes, how do you rate the availability of the materials

Material	Very adequate	adequate	Less adequate	Inadequate
Text books				
Story books				
Peace manuals				
Charts				

(c) Please rate the content of the materials to the user

Material	Relevant	Not Relevant
Text books		
Story books		
Peace manuals		
Charts		

12. Do you involve any activities in the teaching of peace education?

Yes [] No []

b) If yes, please indicate the activities involved_____

13. Is the subject examined at school level?

Yes [] No []

If yes, how is it assessed_____?

14. Are there teachers who have been trained on peace education at your the school?

Yes [] No []

(a) If yes, what is the overall number of teachers at your school_____

(b) Out of those, How many have attended the in-service course on peace education _____

Section iii: Teacher’s attitude toward Implementation of peace education.

15. In your own opinion do you consider peace education an important tool for enhancing peace within the surrounding community? Yes [] No []

16. In your own opinion is peace education given the attention it deserves in the

(i) Time table Yes [] No []

If no what need to be done? _____

(ii) Real class teaching Yes [] No []

If No, what need to be done? _____

17. How do you rate teachers attitude towards the following activities in the implementation of peace education curriculum (tick where appropriate)

Items	Very Positive	Positive	Negative	Very Negative
Teaching of peace education in class				
Participation in Peace education co curricular activities				
Teachers training in peace education				

Section iv: Teaching methods

18. Which of the following teaching methods are used in the teaching of peace education at your school

Method	Very frequent	Frequent	rare	Very rare
Story Telling				
Dances				
Songs				
Plays				
Discussions				
Drama				

19. Can the prevailing peace in the area be attributed to the implementation of peace education in schools?

Yes [] No []

20. If not, what other factors are responsible for the prevailing peace in the area. _____

SECTION V Challenges faced in the implementation of peace education

21. The following challenges are some of the challenges faced during implementation of peace education. Please tick the challenges that are faced at your school.

	Yes	No
Lack of peace education teaching materials		
Training of teachers		
Teachers negative attitude towards peace education		
Pupils negative attitude towards peace education		

22. Other than above, please indicate any other challenges that are faced at your school in the process of implementing peace education. _____

23. In which ways could these challenges solved _____

APPENDIX C

QUESTIONNAIRE FOR TEACHERS

You have been selected to participate in a study on education administration in public primary schools Molo District, Nakuru County. You are requested to respond to each question thoughtfully and honestly. Your independent view is required and your cooperation is highly appreciated. You are not required to write your name unless you choose to. Your responses will be treated confidentially.

Part I: Demographic Information.

1. Gender Male [] Female []
2. What is your age bracket?
21-30[] 31-40[] 41- 50yrs [] 51-60 [] 51-60 []
 over 60[]
4. For how long have you been in the teaching profession?
1-5yrs [] 6-10yrs [] 11-15yrs [] 15-20yrs [] Over
20yrs []
5. For how long have you been a teacher at your current station?
1-5yrs [] 6-10yrs [] 11-15yrs [] 15-20yrs [] Over
20yrs []
6. Please indicate your professional qualification
P1 [] P2 [] Diploma [] A.T.S [] B.Ed []
 Masters []
Others, (please specify) _____

Section ii Peace Education Curriculum

7. Is peace education taught in your school?
Yes [] No []
8. If yes, how many lessons have been allocated to peace education in a week?
1 [] 2 [] 3 [] 4 [] 5 [] 6 []

9. Who teaches the subject?

Class teacher [] subject teacher [] guidance &
 counseling teacher [] deputy head teacher [] head teacher []

10. How is the subject taught?

Stand alone subject [] integrated [] extra curricula activity []

11. If integrated, please indicate the subject it is integrated with. _____

Section ii: Availability of teaching materials

12. Are there any peace education materials in your school?

Yes [] No []

(c) If yes, how do you rate the availability of the materials

(d)

Material	Very adequate	adequate	Less adequate	Inadequate
Text books				
Story books				
Peace manuals				
Charts				

(c) Please rate the content of the materials to the user

Material	Relevant	Not Relevant
Text books		
Story books		
Peace manuals		
Charts		

Do you involve any activities in the teaching of peace education?

Yes [] No []

b) If yes, please indicate the activities involved_____

Is the subject examined at school level?

Yes [] No []

If yes, how is it assessed_____?

Are there teachers who have been trained on peace education at your the school?

Yes [] No []

If yes, what is the overall number of teachers at your school_____

Out of those, how many have attended the in-service course on peace education_

Section iii: Teacher's attitude toward Implementation of peace education.

In your own opinion do you consider peace education an important tool for enhancing peace within the surrounding community? Yes [] No []

In your own opinion is peace education given the attention it deserves in the

Time table Yes [] No []

If no what need to be done?_____

Real class teaching Yes [] No []

If No, what need to be done? _____

How do you rate teachers attitude towards the following activities in the implementation of peace education curriculum (tick where appropriate)

Items	Very Positive	Positive	Negative	Very Negative
Teaching of peace education in class				
Participation in Peace education co curricular activities				
Teachers training in peace education				

Section iv: Teaching methods

How regular are the following teaching methods used in the teaching of peace education

Method	Very frequent	Frequent	rare	Very rare
Story telling				
Dances				
Songs				
Plays				
Discussions				
Drama				

How effective are the are the methods in the teaching of peace education

Method	Very effective	Effective	Ineffective	Very ineffective
Story telling				
Dances				
Songs				
Plays				
Discussion				
Drama				

Can the prevailing peace in the area be attributed to the implementation of peace education in schools?

Yes [] No []

If not, what other factors are responsible for the prevailing peace in the area. _____

SECTION V Challenges faced in the implementation of peace education

The following challenges are some of the challenges faced during implementation of peace education. Please tick whether the challenges that are faced at your school.

Challenges	Yes	No
Lack of peace education teaching materials		
Training of teachers		
Teachers negative attitude towards peace education		
Pupils negative attitude towards peace education		

Other than above, please indicate any other challenges that are faced at your school in the process of implementing peace education. _____

In which ways could these challenges solved _____

APPENDIX D

QUESTIONNAIRE FOR PUPILS

You have been selected to participate in a study on education administration in public primary schools Molo District, Nakuru County. You are requested to respond to each question thoughtfully and honestly. Your independent view is required and your cooperation is highly appreciated. You are not required to write your name unless you choose to. Your responses will be treated confidentially.

Part I: Demographic Information.

1. Gender Male Female
2. Please indicate your class Std 6 Std 7 Std 8
3. What is your age? _____

Section ii Peace Education Curriculum

4. Is peace education taught in your school?
Yes No
5. If yes, how many lessons are you taught peace education in a week?
1 2 3 4 5 6
6. Who teaches the subject?
Class teacher subject teacher guidance &
counseling teacher deputy head teacher head teacher

Section ii: Availability of teaching materials

7. Are there any peace education materials in your school?
Yes No

(b) If yes, how do you rate the availability of the materials.

Material	Very adequate	Adequate	Less adequate	Inadequate
Text books				
Story books				

8. Do you share peace education text books? Yes [] No []

9. If yes, how many pupils share one text book _____

10. Is peace education examined at your school?

Yes [] No []

11. If yes, how is it examined _____

Section iv: Teaching methods

12. How regular are the following teaching methods used in the teaching of peace education

Method	Every lesson	Some lesson	Once in a while	Never
Story telling				
Dances				
Songs				
Plays				
Discussion				
Drama				

13. Among these methods which one do you enjoy?

Method	Enjoy	Do not enjoy
Story telling		
Dances		
Songs		
Plays		
Discussions		
Drama		

14. Has peace education lesson improved your relationship with other pupils within the school?

Yes [] No []

SECTION V Challenges faced in the implementation of peace education

15. Which of the following problems do face during the learning of peace education?

	Yes	No
Lack of peace education learning materials		
Teachers negative attitude towards peace education		
Pupils negative attitude towards peace education		
Little time is allocated to peace education lessons		

16. Please indicate any other problems that are faced at your school in the process of learning peace education. _____

APPENDIX E

AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/867**

Date: **3rd June 2013**

Bonface Wainaina Matindi
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **22nd May 2013** for authority to carry out research on "*Factors affecting the implementation of peace education curriculum in public primary schools in Molo District, Nakuru County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Molo District** for a period ending **31st July, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Molo District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Molo District.

APPENDIX F


RESEARCH PERMIT

PAGE 2 PAGE 3

THIS IS TO CERTIFY THAT
Prof./Dr./Mr./Mrs./Miss/Institution
Bonface Wainaina Matindi
of (Address) University of Nairobi
P.O Box 92-0902, Kikuyu
has been permitted to conduct research in

Research Permit No. NCST/RCD/14/013/867
Date of issue 3rd June, 2013
Fee received KSH. 1000

Location
Molo District
Rift Valley Province



on the topic: Factors affecting the implementation
of peace education curriculum in public primary
schools in Molo District, Nakuru County, Kenya

for a period ending: 31st July, 2013.

Applicant's Signature
For Secretary
National Council for
Science & Technology