

**CHALLENGES FACING THE IMPLEMENTATION OF PEACE EDUCATION
CURRICULUM IN PUBLIC PRIMARY SCHOOLS IN KENYA: CASE OF NAKURU
COUNTY**

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DECLARATION

This Research Project is my original work and has not been presented for a degree award in this or any other University.

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DEDICATION

This research project is dedicated to all Kenyan families who were directly or indirectly affected by the 2007/08 Post Election Violence that rocked the country following the undisputed presidential elections held in December, 2007.

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LIST OF ABBREVIATIONS AND ACRONYMS

B.O.G	Board of Governors
COPA	Child Online Protection Act
CRC	Convention on the Rights of the Child
CSO	Civil Society Organizations
DEOs	District Education officers
FPES	Free primary Education
HUREPI	Human Rights Education and Peace International
KESSP	Kenya Education Sector Support Program
KNHREC	Kenya National Human Rights and Equality Commission (KNHREC),
MDGs	Millennium Development Goals
MoE	Ministry of Education
MoEST	Ministry of Education, Science and Technology
NGOs	Non-governmental Organizations
PDE	Provincial Director of Education
PEC	Peace Education Curriculum,
RCCP	Resolving Conflict Creatively Program
SPSS	Statistical Package for Social Scientists
TOTs	Trainers of Teachers
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
ZQASOs	Zonal Quality Assurance and Standards Officer

ABSTRACT

The aim of this study is to investigate factors Challenges facing the implementation of peace education programme in primary schools. Schools are complex in nature, their operations and strategic focus could be greatly enhanced by well-focused application well-structured curriculum system to support improvements in student's productivity, effective management of schools and ultimately, the quality of education offered. The issue of education system failure can be analyzed by assuming that learning from curriculum failures provided us with important lessons for formulating successful strategies for the planning, development, implementation and management of education systems. The objectives of the study are to assess the Challenges facing the implementation of peace education programme in primary schools in Nakuru County, to establish the impact of teachers training on peace education curriculum for teachers and its influence in implementing the curriculum, and determine the impact of implementation of the peace education curriculum on attitudes of learners on primary education curriculum. The research used simple random sampling methods by selecting a given number of subjects from a defined population as representative of that population. Out of 198 members of the target population, the researcher used proportionate sampling to select 39 participants. Data quality was incorporated in the entire study process especially at the data collection point to include completeness of questionnaires, legibility of records and validity of responses. Data was collected, examined and checked for completeness and clarity. Descriptive statistics were used to analyze the data. Data was analyzed using tables, percentages, means and standard deviations. Statistical Package on Social Sciences version 17 was used in statistical analysis. The study provides data to assist researchers, development practitioners, academicians, policy makers, planners and programme implementers as well a larger society in reducing violent behavior. The findings of this study was useful to the ministry of education formulating policy relevant to education, parents who had easy time with peaceful children as well as other stakeholders to review their policies, operational procedures and come up with proper mechanisms of improving the curriculum of peace and reduce violence among the young ones.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Mahatma Gandhi once stated, “If we are to reach real peace in this world we shall have to begin with the children.” Lasting peace may depend on educating future generations into the competencies, perspectives, attitudes, values, and behavioral patterns that will enable them to build and maintain peace. Peace may be conceptualized as having two separate dimensions (Johnson & Johnson, 2006). On the first dimension, war, violence, and strife are at one end, at the other end are settlements, agreements, or common understandings that end or avert hostilities and violence. On this dimension, if war or violence is absent, then peace is assumed to exist. On the second dimension, discordant, hostile interaction aimed at dominance and differential benefit (i.e., winners and losers) and characterized by social injustice is at one end, and mutually beneficial, harmonious interaction aimed at achieving mutual goals and characterized by social justice is at the other end. On this dimension, if the relationship is characterized by positive relationships, mutual benefit, and justice, then peace is assumed to exist. Thus, peace may be defined as the absence of war or violence in a mutually beneficial, harmonious relationship among relevant parties that is aspects of a person or among individuals, groups, or countries (Avenstrup, Liang, Nellemann, 2004).

Inherent in this definition are several characteristics of peace (Johnson & Johnson, 2006). First, peace is a relationship variable, not a trait. Peace exists among individuals, groups, and nations; it is not a trait or a predisposition in an individual, group, or nation. As a relationship, peace cannot be maintained by separation, isolation, or building barriers between conflicting parties, all of which may temporarily reduce violence but will not establish the relationships required for long-term peace. Second, peace is a dynamic, not a static, process. The level of peace constantly increases or decreases with the actions of each relevant party. Third, peace is an active process, not a passive state. Passive coexistence is not a viable path to peace. Building and maintaining peace takes active involvement. Fourth, peace is hard to build and easy to destroy. It may take years to build up a stable peace, then one act can destroy it. Finally, peace is characterized by continuous conflict (not the absence of conflict) managed constructively (rather than destructively). Conflicts occur continually, and it is not the avoidance, suppression, or denial of conflict that maintains peace but, rather, facing conflicts as they occur and resolving them constructively. Ways of establishing and

maintaining peace may be classified on a dimension with imposed peace at one end and consensual peace at the other end (Clark, 2001; Johnson & Johnson, 2006).

Project management utilizes the systems approach to management by having a functional personnel (the vertical hierarchy) assigned to a specific project (the horizontal hierarchy)' – Kerzner, 2001. This ensures that a project assigns activities to functions rather than to people and minimizes need for continuous reporting. It also identifies time limits for scheduling helps in identifying a methodology for trade off analysis and measuring accomplishment against plan.

The Kenya public sector has applied the project management practices in its major undertaking for the above benefits through government ministries. The sector mainly works towards the achievement of Millennium Development Goals as well as Kenya's Vision 2030. One of the ministries that have utilized the PPM skills in its activities is the Ministry of Education. One of its major undertakings has been the rapid response project to introduce Peace Education into the school curriculum following the Post-Election Violence that rocked the country in 2007/2008 following the undisputed general presidential elections held in December 2007. During this political crisis, over 200,000 primary school's children were displaced and numerous learning institutions destroyed throughout the country. It is in line with these complexities, that the then Minister for Education, Professor Sam Ogeri, during the ministerial-level meeting on "Education for Peace: Integration and Partnerships", September, 2009, advocated for the introduction of Peace Education curriculum in schools (MoE, 2008).

There are around 20,000 government primary schools (3 years – 12 years). Primary schools are managed by a School Management Committee that decides on finances, matters of discipline and overall development of the school. There are approximately another 5,000 + primary independent schools. There are almost 240,000 teachers in Kenya. They are employed by the Teachers Services Commission (TSC). The Ministry of Education monitors and assesses their work, looks into matters of discipline and provides advice for teachers and principals on school improvement. The Ministry also assess school facilities in terms of how they conform to standards and reports on the use of financial resources. Funding is based on the number of students in each school (MoE, 2008).

The Kenyan peace education curriculum is a structured project course of study that was introduced in Primary schools in 2009. In primary schools, one period was taken from

physical education and one period from the history/ geography curriculum to accommodate peace education. The content and proposed pedagogy of the six booklet peace education resources were constructed around the notion of promoting positive relationships, modeling peaceful behavior and developing the problem solving skills required to reduce conflict e.g. good listening and reflective thinking. The activities are developmentally sequenced, student centered and interactive. These are similar to pro-social skills programs elsewhere in the world, including Australia, and touch on the personal, social and emotional aspects of students' lives. As with any curriculum, the program's effectiveness depends on the quality of the teaching and learning environment.

1.1.1 Peace education curriculum

Education continues to play an important role in the process of reconciliation between Indigenous and non-Indigenous Australians. The new federal government, elected in November 2007 is taking a lead in this area, e.g. national apology to „stolen generations“.

There is still much work to do as measures of health and wellbeing, life expectancy, employment opportunities and educational outcomes are significantly below those of non-Indigenous Australians. Basque project Plan of Action for Human Rights and Peace Education was developed in response to a long period of violence and terrorism in Spain. The plan emphasizes co-responsibility to generate systematic, coordinated and sustainable programs including education in schools. This is very much focused on healing social fractures, particularly in relation to the victims of violence and human rights (Basque Government, 2008).

In Kenya, more than 3000 teachers were familiarized with the program that was initially piloted in two of the provinces affected most by the violence, the Rift Valley and Nyanza. The hope is to have 10,000 teachers trained early in the new-year to provide at least one peace educator per school in pilot areas.

Peace education has space in the school curriculum since 2009; however there were a number of implementation challenges identified by delegates and Ministry staff including, building support from principals, building teacher capacity and confidence to deliver the

program. Professor Karega Mutahi, Permanent Secretary, Ministry of Education, further suggested that everybody has to take responsibility for peace in their communities. He indicated that the Ministry of Education was investing in the curriculum with a focus on peace education and citizenship education. Psychosocial interventions were being enhanced to promote healing for those who may be experiencing stress or psychological trauma. Further funds have been allocated for a series of co-curricula's e.g. music, drama and sports festivals to help build cohesion, patriotism and co-operation. (Conference on Peace Education in Eastern and Central Africa: The state of the art, lessons and possibilities, December 2008).

1.2 Statement of the problem

Most countries have national policies and education goals to ensure safe and peaceful schools. These may complement international conventions and protocols such as the UN Declaration of Human Rights. However the capacity of primary school systems to include peace education initiatives in policy and practice vary according to the traditions, infrastructure, funding and current concerns of the country. For countries that have experienced internal wars, human rights abuse or been neglected by government, peace education will have a different emphasis (Sinclair et al, 2008). Peace Education project may be thought of as any activity that promotes the knowledge, skills, values and attitudes needed to bring about behavior changes that will allow children, youth and adults to prevent the occurrence of conflict, to resolve conflict peacefully and to create the social conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level within a specific time. Peace Education is a specific context for developing Life Skills.

It is estimated that more than 5 million people have died as the result of conflict and associated violence in the Central and Eastern Africa over the last 15 years (NPI, 2008). Post-election violence in January and February 2008 in Kenya culminated in the death of approximately 1000 people and the displacement of 300,000 more (MoE, July, 2008). At the time of writing this report, over 500 people were reported massacred in a remote area of north-east Congo. (Sunday Age, 4 Jan 2009). According to the Kenyan Minister of Education Professor Onger, Africa accounts for two thirds of people displaced by conflict in the world today. From any humanitarian, political or economic perspective the impact of such violence is incomprehensible. The statistics are even more alarming when one considers the impact on children and education due to the sustained nature of conflict in the region, currently most prominent in the Democratic Republic of Congo, Sudan and Somalia, where civil war has

raged for the last 14 years. For Kenya and other Central and East African countries, peace education efforts are driven by a desire to end conflict and involve young people in a peaceful future. The introduction of a new resource project, framework or policy may be treated with suspicion and must be seen to have some immediate appeal or benefit, e.g. improvement in student relationships, reductions in incidents of bullying etc. Even if there are resources or advocates to champion an innovation, it may take some time to seed and grow. Enormous amounts of human and financial resources have been directed towards the execution and, later, the resolution of these conflicts. Measures such as conflict prevention, reduction, resolution and peace building have been instituted both regionally and internationally.

Life focus group CBO was formed by teachers without borders international to introduce peace education in Kenya beginning in Nakuru and that happened between March-April 2011 where 112 teachers of both secondary and primary schools of Nakuru District were trained by CBO. Global Peace Youth Corps in conjunction with Global Peace Festival Foundation, Brand Kenya, Ministry of Youth and Sports (MOYAS) and Peace Cops of the Administration Police have progressively engaged the youth in the Rift Valley in peace initiatives that range from Peace Education and training, Character Competency Initiative, service for peace and sports for peace. The area of focus is Nakuru County which includes Molo, Njoro, and Kuresoi districts. It is incumbent on the Ministry and CSO is to allow sufficient time for transformation to occur, bearing in mind that sometimes the results of this work may not be seen in the school but rather in homes and communities, this led the researcher to establish the challenges facing the implementation of peace education programme in primary schools Nakuru district being the case study.

1.3 Purpose of the study

The purpose of this study was to establish the challenges facing the implementation of peace education programme in primary schools in Nakuru district. Furthermore, this study understood how different stakeholders (including teachers, learners, principals, district officials and the community) affect curriculum implementation within this context.

1.4 Objectives of the study

- i. To establish the achievement of teachers training on implementation of peace education programme in primary schools in Nakuru district
- ii. To determine the influence of peace education on learners' attitudes in primary schools in Nakuru district?

- iii. To assess the implication of financial resources on implementation of peace education programme in primary schools in Nakuru district
- iv. To evaluate the effects of methodologies used to implement the Peace Education curriculum on implementation of peace education programme in primary schools in Nakuru district

1.5 Research Questions

- i. What is the achievement of teachers training on implementation of peace education programme in primary schools in Nakuru district?
- ii. What is the influence of peace education on learners' attitudes in primary schools in Nakuru district?
- iii. What are the implications of financial resources on implementation of peace education programme in primary schools in Nakuru district?
- iv. What are the effects of methodologies used to implement the Peace Education curriculum on implementation of peace education programme in primary schools in Nakuru district?

1.6 Significance of the Study

The study was important as it contributed to the generation of knowledge and challenges facing the effective implementation of peace education in public primary schools. Research information also provided data to assist researchers, development practitioners, academicians, policy makers, planners and programme implementers as well society at large which enjoyed reduction in violence. The findings of this study were useful to the ministry of education formulating policy relevant to education, parents who had easy time with peaceful children as well as other stakeholders to review their policies, operational procedures and come up with proper mechanisms of improving the curriculum of peace and reduce violence among the young ones.

The findings are also expected to be useful to the Kenyan Government as they may help to implement policies that would address the challenges faced by the society of a violent young generation

1.7 Limitations of the Study

The study was confined in the primary education sub-sector in Kenya in one district. Kenya is a big country with geographical, economic and cultural differences within the country. Thus, the situation in one district may not be generalized to other districts of the country. However, the schools selected for this research represent rather different types of schools in the country. Therefore different schools benefited from the findings. Another limitation was the fact that the topic is a bit sensitive considering the issues of PEV has not been adequately dealt with. This may have hampered data that was collected for this research study. However, the researcher constantly reflected on the possible influence of age, gender, and status and made crosschecks to avoid subjectivity.

1.8 Delimitation of the Study

The study was confined to Nakuru County and involved principals and teachers implementing peace curriculum projects. This offered an opportunity for a rich source of data. The researcher had significant knowledge of the schools and is known to some of the principals and teachers. This made it easier to collect the necessary information.

1.9 Assumptions of the Study

The study was carried out on the basis of the following assumptions:

- a) The sample chosen for the study represents the population
- b) The data collection instruments used in the study have validity and are measuring the desired constructs
- c) The respondents answered questions correctly and truthfully: that all the respondents would give genuine, truthful, and honest responses to the questionnaires.
- d) Public primary schools administrators are facing challenges related to the implementation of peace education programme

1.10 Definition of Significant Terms

Case study- a single social unit studied in depth, so as to understand an important part of a lifecycle of the social unit.

Culture of peace- All the values attitudes and forms of behaviour that reflect respect for life, human dignity and all human rights; the rejection of violence in its

forms and commitments to principles of freedom, justice, solidarity and understanding between people

Curriculum implementation- the process of ensuring that a new curriculum and curriculum materials are made available to all the schools and institutions targeted by the curriculum development project.

Kenya Vision 2030- is the country's development blueprint covering the period 2008 to 2030. Its objective is to help transform Kenya into a, "middle-income country providing a high quality life to all its citizens by the year 2030".

Peace education - is the process of instilling knowledge, imparting skills and inculcating attitudes and values that enhance peaceful relations.

Stakeholders- a person, group, organization, member or system who affects or can be affected by an organization's actions

Triangulation- making of conclusions that are supported by data collected from a number of different instruments to enhance validity

1. 11 Organization of the Study

Chapter one of the study contains introduction, giving a background of the study while putting the topic of study in perspective. It gives the statement of the problem and the purpose of study. This chapter outlines the objectives, limitations, delimitations and the assumptions of the study.

Chapter two presented scholars work on challenges facing the implementation of peace education programme in primary schools. Thereafter the chapter looked at the integration of program theory and social interdependence theory inline with the study objectives.

Chapter three consists of research methodology which was used in the study. It covers the research design, target population, sample design, data collection, validity and reliability of data collection instruments, data analysis techniques, and ethical considerations.

Chapter four presents data analysis, presentation and interpretation. The main objective of the study was to establish the challenges facing the implementation of peace education programme in primary schools in Nakuru district.

Chapter presents a summary of the study findings discussion, conclusions and recommendations. The findings are summarized in line with the objectives of the study which was to establish the challenges facing the implementation of peace education programme in primary schools in Nakuru district.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers the study objectives on teachers training, attitudes of learners financial resources, methodologies used to implement the peace education curriculum and government policy on implementation of peace education programme

Futhure the study reviewed empirical studies on challenges facing the implementation of peace education programme and two theories; program theory and social interdependence theory. The chapter finalizes with a discussion of the conceptual framework and the knowledge gap in the study.

2.2 Teachers training and Peace Education

After the adoption of the Lisbon Strategy (2000), the new education systems and training initiatives until the year 2010 should, among other things, create the common European and commonwealth countries framework for teacher competences and qualifications. To that effect, all European and commonwealth countries should define key competences for teachers and get involved in the process eventually to lead to quality assurance in education and peace studies curriculum.

The most comprehensive discussion of a peace education program and its impact upon teachers comes in *Waging Peace in Our Schools* Lantieri & Patti, (1996), the impact of the Resolving Conflict Creatively Program (RCCP) in New York City that trained teachers in various aspects of peace education, most specifically social emotional literacy, bias awareness, and conflict resolution. ("Social emotional literacy" teaches positive communication skills.) In a recently completed study about the effectiveness of RCCP training, Roderick (1998) reported that 20% of the teachers who receive the training actually use it in their classrooms. Lantieri and Patti (1996) say that coaching and practice are key components in whether or not teachers used the peace education material in which they received training (Haslam, 2004).

Lantieri and Patti (1996) go on to say that peace education should not just be an add on used by a few teachers, but rather should involve all levels of the school. This finding has also been mentioned in other literature dealing with school responses to violence. In fact it has a name, "the peaceable schools project". Under the aegis of such a program, the attempt is made to train all staff in the school from the principal to the janitor in peace education, so

that it is adopted in the whole school. From this literature it can be deduced that those teachers who received peace education training and who find themselves in schools with a strong commitment to peace education principles would be most likely to adopt the principles of peace education in their classes (Crawford & Bodine, 1996).

2.3 Attitudes of learners and Peace Education

Children are in many ways aware of their environment and of the social/political issues that affect their daily lives. Moreover, the disorder of the world around them is reflected in school in many ways. Schooling simply intervenes in an ongoing educational process whereby they learn attitudes, skills and knowledge, which they will require to function as responsible members of their societies. What is interesting is the fact that, the very skills that are needed to address the local/global crisis are the very same qualities required to function in school settings. This means that the schools and other educational institutions can effectively become social arenas, which model how the ideal world ought to be (Morton, 2007).

The school will need a curriculum where the content and the methodology are equally important and where a holistic view of education is entrenched to ensure the acquisition of specific knowledge, skills, behavior and attitudes as different components of such a curriculum, as was suggested by the Koech committee of the working meeting. In the classroom, peace education aims to develop skills, attitudes, and knowledge with co-operative and participatory learning methods and an environment of tolerance, care, and respect. Through dialogue and exploration, teachers and students engage in a journey of shared learning. Students are nurtured and empowered to take responsibility for their own growth and achievement while teachers care for the wellbeing of all students. The practice of peace education is an opportunity to promote the total welfare of students, advocate for their just and equitable treatment of youth, and promote individual and social responsibility for both educators and learners. Through pedagogy and social action, peace educators demonstrate that there are alternatives to violence (Republic of Kenya on Free Primary Education, 1999).

2.4 Financial resources and Peace Education

The Basque Plan of Action for Human Rights and Peace Education was developed in response to a long period of violence and terrorism in Spain. The plan emphasizes co-responsibility to generate systematic, coordinated and sustainable programs including

education in schools. This is very much focused on healing social fractures, particularly in relation to the victims of violence and human rights (Basque Government, 2008).

In her analysis on Peace Education in Uganda, Ms. Christine H. Onen presented Uganda as a country that has been going through internal conflicts for the past 36 years. The country too had been involved in a number of regional conflicts such as the ones in Democratic Republic of Congo (DRC) and Rwanda, and has been subjected over long periods to dealing with huge numbers of both internally and externally displaced persons. These events have greatly put physical and psychological strains on the people and the country's capacity to function at its maximum. Her presentation brought out the following information on the Ugandan education system; a reform is currently going on in the education system as a whole, and that the Ugandan education system had captured some major broad goals aimed at creating national unity. Uganda also offers a case where elements of Peace Education already exist within the syllabus, although under different appellations. This is not reflected only in the content of the curriculum but also in the proposed methodologies for use in the learning settings. It was noted, for instance, that the current pedagogical trend is from teacher centered methodologies to learner-centered approaches (Tsiion, Assouan, Phoebe, 2006)

The developed nations also have the obligation to provide aids and support the developing nations, because only the developed nations have the financial resources and the technical skills for Peace Education. Financial resources have been directed towards the execution and, later, the resolution of these conflicts (Tyler and Bretherton, 2006). Duffy observes that no satisfactory approach has been found, despite considerable effort and expenditure of human and financial resources. Measures such as conflict prevention, reduction, resolution and peace building have been instituted both regionally and internationally. Quite clearly, however these approaches have not been adequate to eliminate violent conflict in the region definitively and ensure their non-recurrence. There is evidence of lack of financial resources to fully implement proposed programmes.

2.5 Methodologies used to implement the Peace Education Curriculum

According to Aline (1994), major components of peace education should emphasize building a culture of peace in schools, communities and society. Understanding peace and building a vision of peace, leads to the benefits of communities and societies living in peace. The relationship between peace, gender equity and how to build a culture of peace in school,

results to building skills in conflict management and mitigation. Understanding how traditional and restorative justice works in many schools and community, combining peace education with student led activities leads to great harmony in the society. There is a relationship between peace education, building a culture of peace, implementing peace education program in primary schools, developing peace education curriculum at primary schools, developing and implementing strategies to prevent future wars, and the importance to effectively train peace educators among many other areas. There was also a strong consensus that teachers should be well trained as peace educators and student peace activities should be included in peace education programs (Arpad, 2002).

According to Roderick (1998), all teachers reported that the training they received was adequate or better than adequate and that they were ready to teach the curriculum upon returning to their schools. Those who are teaching for a second semester all felt somewhat more comfortable with the curriculum than those who are still in their first semester. All teachers expressed a desire for a refresher curriculum in content and especially in the methods of facilitation

Implementation challenges on educational projects have space in the curriculum especially after the post-election violence. However there were a number of implementation challenges identified by delegates and Ministry staff including, building support from principals, building teacher capacity and confidence to deliver the program maintaining consistency of delivery and time in the curriculum and collecting evidence of change and impact. The new resources advocate a student centered pedagogy, and promote learning as fun and promotes positive reinforcement over punishment. Such approaches must be delivered as a part of a whole school commitment to peaceful and inclusive school environments (Arpad, 2002).

2.6 Government policy on Implementation of Peace Education Programme

The lack of government policy to enforce or regulate peace education in learning institutions is a major drawback (Page, 2008). Implementation of relevant programmes is at the mercy of school administrators. As a result peace education is frequently not given the weight it deserves and is viewed solely as an extra curriculum non examinable subject. Furthermore, in relatively stable countries the importance of peace education is often underestimated. In the case of Kenya, until 2008 when the post-election violence occurred, the country had always been relatively calm. During the pre-post-election violence period,

talking about the need for peace education in the country was met with skepticism by relevant stakeholders. During the implementation of the programme many of the challenges were realized. Most crucial was the importance of carrying out peace education programmes in partnership with learning institutions supported by the government (Page, 2008). The experience further demonstrated that successful peace education programmes have to be implemented parallel with additional activities which will strengthen its effectiveness. Thereby, including the teachers in the process and familiarizing them with peace education prior to targeting students is crucial.

According to Page, (2008), for maximizing the impact of peace education, cooperation and support from all stakeholders at all levels is crucial starting from recognition by the government and the school administration. Important is also the provision to students with a 'space' to share their peace building experiences as a way to motivate them to remain engaged in the subject. Therefore, if sustainable peace is to be achieved, institutionalization of the peace building in the formal school system is essential.

2.7 Empirical studies

Some studies that evaluate the impact of peace education courses provide insight into what effect this course might have upon students. Eckhardt (1984) found that after peace education training, college students have a change in their attitudes towards peace and away from violence. Other studies have demonstrated cognitive changes as a result of peace education efforts (Feltman, 1986; French, 1984; Lyou, 1987). Harris (1992) has shown that college students most often are most interested in changing their own behavior after such instruction, rather than trying to work on external circumstances that cause violence.

Several studies not specifically focusing on peace education provide insight into factors that may influence a teacher's adoption of material presented at an in-service workshop or class. A number of studies have reported teacher training as an important factor influencing how and whether teachers implement a given curriculum (Basen-Enquist et al., 1994; Ojanen, 1993). A supportive administration exerts a positive effect on how educators use a new program by helping to locate and provide additional resources, to answer questions about the intent of the program, to help with scheduling problems, and to act as advocates to school district administration. Organization size is a constantly positive predictor for the availability, but not necessarily the implementation of new programs. Positive factors for smaller districts include reduced bureaucracies. If teachers have support staff (school health

personnel) available and supportive administrations, they are more likely to use new curricula (Smith, McCormick, Steckler, & McLeroy, 1993).

In an article entitled "Integrating Curriculum Implementation and Staff Development," Scott (1994) delineates several factors which influence curriculum change. First is whether the administration is supportive of the changes or if financial and peer support are present. Second is what level of input the faculty has regarding the changes or if it was merely dictated to them. Third is whether the teachers felt isolated, had inadequate resources or had the opportunity to make only little impact on the total system. Inger (1991) notices a lack of funds for peace education initiatives. Much training in peace education comes from outside consultants and is limited. As a result educators are not trained in conflict resolution as extensively as they are in subject areas, so that they may feel insecure about pursuing it in their classes.

Other researchers (Araujo, Batista, & Lau, 1992; Bernthal, 1995) have noticed differences between long-term and short-term effects of training. Training in a particular area tends to have long term effects, if the training solves concrete problems. Thus, if the participants in this study find that peace education provides immediate benefits, they are more likely to incorporate into their educational practices

2.8 Knowledge Gap

Despite numerous research to determine key factors in peace curriculum education project implementation, literature indicates there are varying reasons and variables viewed as majorly responsible for the success of peace curriculum education project implementation. According to Cushing, (2002), lack of clear project goals and objectives changing during the project are considered the key factors in peace curriculum education project failure. On the other hand, The Standish Group International, (1999) sited that large projects are more likely to fail than small projects due to their complexity.

Tilman and Weinberger, (2004) identified project management process and organizational culture as the key factors in determining the success of peace curriculum education project. On the contrary, Jenster and Hussy, (2005) concluded that the lack of the management support and user involvement are the two critical factors in peace curriculum education project implementation.

Though there is a general agreement on factors affecting peace curriculum education project implementations, there is no consensus on the extent to which these factors affect the success or failure of peace curriculum education projects in organizations. Furthermore, much of the available literature is based on the developed countries, thus the need for this research in a developing country like Kenya.

2.9 Theoretical Review

The study on challenges facing the implementation of peace education programme in primary schools in Kenya reviewed two theories of program theory and social interdependence theory

2.9.1 Program Theory

Program Theory is a user friendly form of evaluation that can engage practitioners in the process of recording and examining an intervention. The theory for peace education is an amalgam of ideas that explains what peace education is and how it might be communicated to teachers, students and parents. The theory provides the rationale for peace education and its relevance in the curriculum and as a school improvement strategy (Lantieri & Patti, 1996).

Such an approach may enable principals and teachers to better understand the rationale and assumptions associated with their current practice and how this relates to the objectives of peace education. Program theory breaks down the intervention into manageable, measurable components. It will potentially enable teachers to become proactively involved in the evaluation process. Program Theory models are produced in a wide variety of forms but tend to have a common basis in which the program or intervention is defined as a sequence of objectives: with a desired social impact in mind and what steps must be taken to accomplish it. In order to introduce peace education, the Ministry of Education has mandated time in Primary curriculum, initially in pilot schools, along with the training of teacher experts, collaboration between the Ministry and CSOs, enhanced counseling for students and teachers and briefings for principals (Republic of Kenya, 2003).

The plan includes content, form and structures, that is to say, Peace Education theories, anecdotes, knowledge, skills and values conveyed through storytelling, dialogue, reflection and participatory classes. The rationale for the program is supported by thorough analyses of historic Peace Education programs as seen hereafter, and through consultation with colleagues and other educational actors.

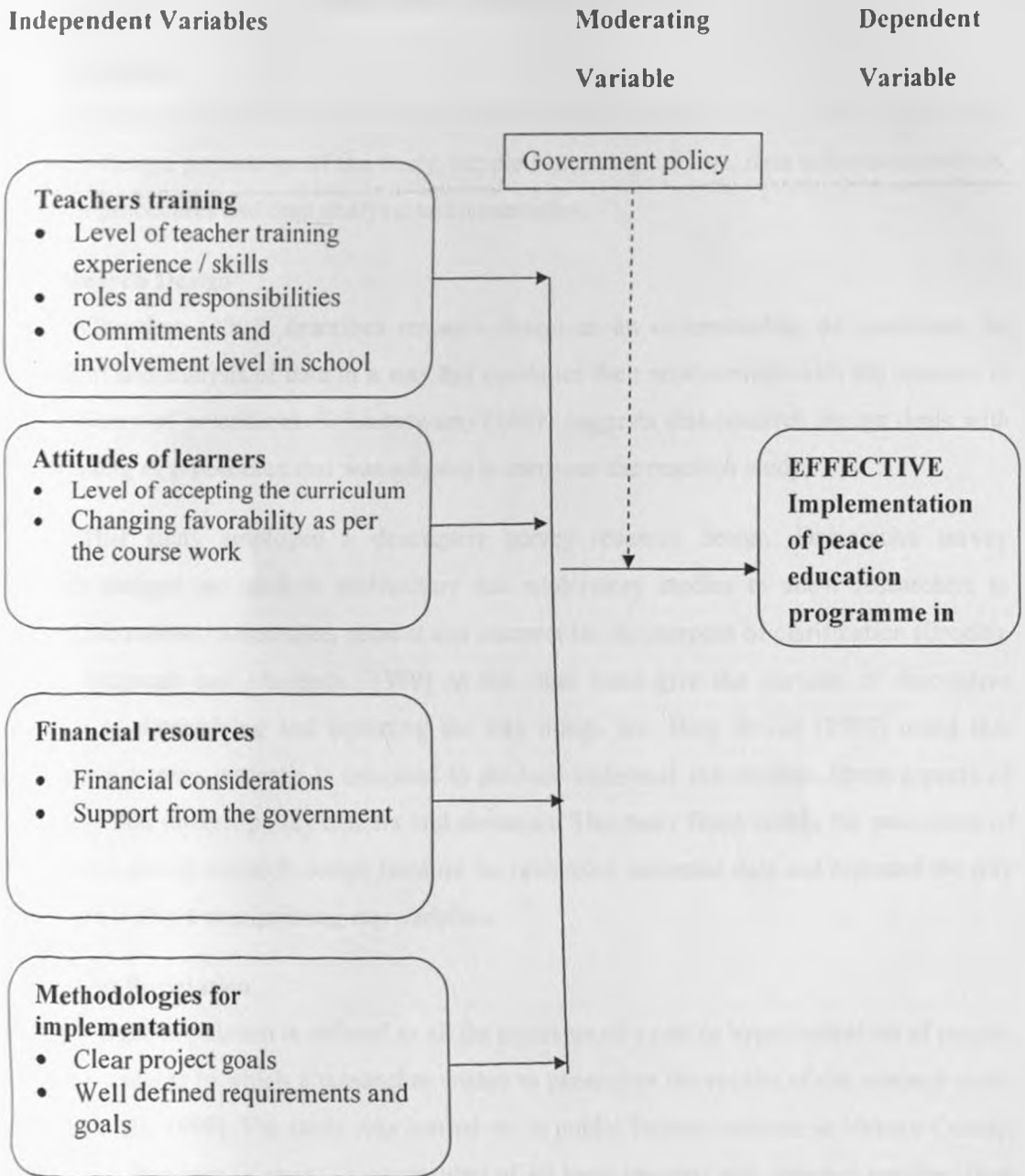
2.9.2 Social Interdependence Theory

In order to create and maintain consensual peace, relationships among relevant parties must be dominated by cooperation, not competition. The theory underlying cooperation and competition is social interdependence theory. Social interdependence exists when the accomplishment of each individual's goals is affected by the actions of others (Deutsch, 1949, 1962; Johnson, 1970, 2003; Johnson & Johnson, 1989, 2005b). There are two types of social interdependence: positive (cooperation) and negative (competition). Positive interdependence exists when individuals perceive that they can reach their goals if and only if the other individuals with whom they are cooperatively linked also reach their goals (i.e., there is a positive relationship among goal attainments) and, therefore, promote each other's efforts to achieve the goals. Negative interdependence exists when individuals perceive that they can obtain their goals if and only if the other individuals with whom they are competitively linked fail to obtain their goals (i.e., there is a negative relationship among goal attainments) and, therefore, obstruct each other's efforts to achieve the goals. No interdependence results in a situation in which individuals perceive that they can reach their goal regardless of whether other individuals in the situation attain or do not attain their goals. Each type of interdependence results in certain psychological processes.

2.10 Conceptual Framework

The Independent variables in this research are the Teachers training on peace education curriculum in implementing the curriculum, Attitudes of learners on Peace education primary education, financial resources on importance of primary education curriculum, Peace Education curriculum on achieving objectives and the dependent variable is Challenges facing the implementation of peace education programme in primary schools.

Figure 2:1 Conceptual Framework



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter outlines the overall methodology used in the study. This includes the research design, population of the study, sample size, sample frame, data collection methods, research procedures and data analysis and presentation.

3.2 Research Design

Chandran (2004) describes research design as an understanding of conditions for collection and analysis of data in a way that combines their relationships with the research to the economy of procedures. Krishnaswamy (2009) suggests that research design deals with the detailing of procedures that was adopted to carry out the research study.

This study employed a descriptive survey research design. Descriptive survey research designs are used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2002). Mugenda and Mugenda (1999) on the other hand give the purpose of descriptive research as determining and reporting the way things are. Borg & Gall (1989) noted that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers and educators. The study fitted within the provisions of descriptive survey research design because the researcher collected data and reported the way things are without manipulating any variables.

3.3 Target Population

Target population is defined as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the research study (Borg & Gall, 1989). The study was carried out in public Primary schools in Nakuru County, Rift valley Province, Kenya. This consisted of all head teachers and selected teachers from each public primary school in the County. There are 66 primary schools in Nakuru County. The target population for this study consisted of all the 66 head teachers and 2 teacher from each of the schools, who were trained on PEC from the 66 schools where PEC was first implemented. Nakuru County is one of the areas that bore the brunt of the post-election violence experience in the country. The county has been selected because it hosts some of the schools that were selected as pilot projects for implementing the peace education curriculum. The county provided good context for evaluation of an education program because the

schools in the county provide to a certain extent a picture of schools and classrooms in Kenya. Singleton (1993) advises that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants. Nakuru County was chosen because it is within reach. Furthermore, reports from the District Education Office, Nakuru for the period before introduction of Free Primary Education indicated that Primary schools were facing challenges related to understaffing, inadequate physical facilities, poverty, congestion in classrooms, negative attitude towards education by the community, and drug abuse (Nakuru county Education Office, 2006). It would be important to gain empirical data on the challenges being faced in the district since the introduction of PEC

3.5 Sampling Procedures and Sample Size

3.5.1 Sample Size

Gay (1992) recommends that when the target population is small (less than 1000 members), a minimum sample of 30% is adequate for educational research. From the 198 members of the target population, the researcher used proportionate sampling to select 59 participants. This formed 30% of the target population, which is in line with Gay's (1992) recommendation. Using proportionate sampling, there were 19 head teachers and 40 teachers.

3.5.2 Sampling Procedures

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). It is however agreed that the larger the sample the smaller the sampling error (Gay, 1992). This study uses simple random sampling to get 59 respondents as it is the ease of assembling the sample. It is also considered as a fair way of selecting a sample from a given population since every member is given equal opportunities of being selected. Simple random sampling is its representativeness of the population. Theoretically, the only thing that can compromise its representativeness is luck. If the sample is not representative of the population, the random variation is carried out.

Table 3.1: Sampling Procedure

Description	Population	Sample size
Head teachers	66	19
Teachers	132	40
TOTALS	198	59

3.6 Research Instruments

The main tools of data collection for this study were questionnaires and interview schedules.

3.6.1 Questionnaires

The questionnaire was used for data collection because it offers considerable advantages in the administration. It also presents an even stimulus potentially to large numbers of people simultaneously and provides the investigation with an easy accumulation of data. Gay (1992) maintains that questionnaires give respondents freedom to express their views or opinion and also to make suggestions. It is also anonymous. Anonymity helps to produce more candid answers than is possible in an interview. The questionnaires were used to collect data from head teachers and teachers.

The questionnaire for teachers comprised of five sections. Section 1 collected the background information of head teachers. Each of the other four sections collected information related to the challenges faced in the effective implementation of free secondary education in relation to adequacy of physical facilities, students' enrolment, adequacy of learning resources, and adequacy of school finances. The questionnaire comprised of both close-ended and open-ended items.

3.6.2 Interview Schedules for Head Teachers

Interview schedules were used to guide interviews to be conducted with the head teachers on the challenges facing the effective implementation of PEC in Nakuru County. The interview guides contains items covering all the objectives of the study.

3.7 Validity of Research Instruments

Validity, according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure. According to Borg and Gall (1989) content validity of an instrument is improved through expert judgment. As such, the researcher sought assistance of

the assigned supervisor, who, as an expert in research, helped improve content validity of the instrument.

3.8 Reliability of Research Instruments

Mugenda and Mugenda (2003) define reliability as a measure of the degree to which a research instrument yields consistent results after repeated trial. The questionnaires were divided into two equivalent halves and then a correlation coefficient for the two halves computed using the Spearman Brown Prophecy formula. The coefficient was showing the degree to which the two halves of the test provide the same results and hence describe the internal consistency of the test. According to Kiess and Bloomquist (1985) a minimum correlation coefficient of 0.65 is recommended as indicating that an instrument is reliable. Reliability was also be maintained by checking the procedures and documentation so that they are precise.

3.9 Ethical measures

This study was conducted after permission is obtained from the education offices and officers concerned as was advised by the MoE. Ethical procedures were adhered to. Informed consent was sought from all the participants that agreed to participate. A research permit was obtained from the Ministry of Education after approval by the UoN. The office of the DEO for Nakuru was then be contacted before the start of the study. The researchers personally administer the questionnaire to the teachers and the head teachers and interview the head teachers. The selected head teachers were visited in their schools and the questionnaires administered to the respondents.

Participants were informed of the confidentiality in the study so to ensure respect for the dignity of participants in the study. Their confidential information was only accessed by the researcher and the supervisor. They not are required to provide any identifying details and as such, transcripts and the final report will not reflect the subjects identifying information such as their names, in the case they are not comfortable with it. After the study has been completed and a final report written, the tools used to collect data was destroyed.

3.10 Data Analysis

The study sought to explore the challenges facing the implementation of the PEC in primary schools. This objective was achieved by exploring the effectiveness of PEC teacher in content delivery; exploring management issues in schools and identifying the problems associated with PEC.

Data was collected, examined and checked for completeness and clarity. Numerical data collected using questionnaires were coded and entered and analyzed using a computer Statistical Package for Social Scientists (SPSS) programme. Frequency tables with varying percentages were used to present the findings. Results of interviews and focused group discussions went through a critical assessment of each response and examined using thematic interpretation in accordance with the main objectives of the study and thereafter presented in narrative excerpts within the report. Stake (1995) describes this method of data analysis as a way of analysing data by organising it into categories on the basis of themes and concepts. Different colours were representing different themes. This is known as coding. The procedure assisted in reducing and categorising large quantity of data into more meaningful units for interpretation.

3.11 Operationalization of variables

This section analyses the operational definition of variables on the challenges facing the implementation of peace education programme in primary schools in Nakuru district. Variable are given in Table 3.2

Table 3.2 Operationalization variables

Objectives	Type of Variable	Indicators	Measurement scale	Tools of Analysis	Type of Statistics
Independent Variables					
To establish the impact of teachers training on peace education curriculum for teachers and its impact in implementing the curriculum	Teachers training	Level of teacher training and his/her, experience / skills) Defined roles and responsibilities Commitments and involvement level in school time table	Ordinal	Mean, Percentage, mode, Standard deviation	Descriptive
Determining the impact of implementation of the peace education curriculum on attitudes of learners on primary education curriculum	Attitudes of learners	Level of accepting the curriculum and changing favorability as per the course work	Ratio	Mean, Percentage, mode, Standard deviation	Descriptive inference
Identify implication of financial resources on importance of primary education curriculum	Financial resources	Financial considerations Evaluation of peace curriculum project Application usage Support from the government	Ratio	Mean, Percentage, mode, Standard deviation	Descriptive

Assess the methodologies used to implement the Peace Education curriculum and their impact on achieving objectives	Peace Education curriculum	Clear project goals and objectives Well defined requirements and goals	Ratio	Mean, Percentage, mode	Descriptive
Dependent variable					
	Implementation of peace education programme in primary schools	Financial considerations Evaluation of peace education system project Application usage Support from the government	Ratio	Mean, Percentage, mode	Descriptive

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, presentation and interpretation. The main objective of the study was to establish the challenges facing the implementation of peace education programme in primary schools in Nakuru district. The study targeted a sample of 69 respondents who comprised of head teachers and teachers of primary schools in Nakuru district. However, only 50 questionnaires were returned filled thus making a response rate of 72.4%, which is an adequate response rate for statistical reporting. According to Mugenda and Mugenda (2003), a response rate of 50% and above is a good for statistical reporting. Statistical Software for Social Sciences (SPSS) was used to generate descriptive and inferential statistics. The study findings are presented in Tables and with explanations done in prose. the spearman correlation was 0.76 which was within the acceptable range of reliability (0.6-0.9).

4.2 Demographic Characteristics

The study sought to establish the information on the respondents employed in the study with regards to the gender, age, academic background, duration of service, and teaching specialist. These bio data points at the respondents' appropriateness in answering the questions and also looks at the employment demographics in primary schools in Nakuru district.

Table 4.1: Gender

Gender	Frequency	Percentage
Male	21	42
Female	29	58
Total	50	100

The study findings in figure above show that a majority of the respondent (58%) were female while 42% were male. The study findings show that the information collected to establish the challenges facing the implementation of peace education programme in primary schools reflected perspectives from both gender.

Table 4.2 Age

Age (Years)	Frequency	Percentage
21-30	14	28
31-40	21	42
41-50	10	20
50 and above	5	10
Total	50	100

The study findings in Table above show that a majority of the respondent (42%) were aged between 31 and 40 years followed by 28% of the respondents aged between 21 and 30 years. The proportion of respondents aged less than 41 to 50 years was 20% while 10% were aged above 50 years. The study findings show that teachers in Nakuru district are of different ages from youth, middle aged to old persons. The findings also reveal that most of the respondents were of the ages between 31 and 40 years and therefore had rich experiences which rendered them conversant enough with challenges facing the implementation of peace education programme in primary schools.

Table 4.3 Academic Background

Academic background	Frequency	Percentage
Certificate	7	14
Diploma	14	28
Undergraduate Degree	24	48
Postgraduate	5	10
Total	50	100

The study findings in Table above show that 48% of the respondents held their undergraduate degree, 28% held a diploma, 14% were certificate holders while 10% held their postgraduate certificate. These findings indicate majority of teachers employed in Nakuru district have attained undergraduate degree and are therefore knowledgeable enough to provide information on challenges facing implementation of peace education programme in primary schools.

Table 4.4 Academic specialization

Specialization	Frequency	Percentage
Mathematics	9	18
Languages	10	20
Science and technology	17	34
Humanities	14	28
Total	50	100

The study findings in Table above show that majority 34% of the respondents had specialized in science and Technology; this was followed by those who specialized in humanities 28%. Those who specialized in languages were represented by 20% while specialization in mathematics was represented by 18% of the respondents.

Table 4.5 No of years in teaching the subject

No of years teachers taught the subject	Frequency	Percentage
1 – 2 years	8	16
3 – 5 years	15	30
6 – 10 years	17	34
10 – 15 years	6	12
Over15year	4	8
Total	50	100

The findings indicate that majority 34% of the respondents had taught the specialized subject for a period of 6-10 years. 30% had taught the subject for a length of 3-5 years, 16% had taught for 1-2 years, 12% had taught for 10-15 years while 8% had taught the specialized subject for over 15 years. This shows that majority of the respondents had rich experience and were therefore in a position to respond effectively on factors affecting peace implementation in primary schools.

4.3 Challenges Facing the School in the Implementation Peace Education Curriculum

Table 4.6 Challenges

Enough teachers	Frequency	Percentage
Yes	21	42
No	29	58
Total	50	100

The results in table above show that there is a shortage of teachers in majority 58% of the primary schools. 42% indicated that there was no shortage of teachers in their school. Asked how they cope with the shortage of teachers majority indicated that their school employed part time teachers and also recalling the retired teachers to assist in teaching as the government addresses the issue. Others cope with it by not dividing the classes into groups and therefore one class has a large number of students. Some principals indicated that they have to overload the teachers meaning one teacher has to teach more than three subjects in order to cope with the shortage of teachers.

Table4.7 Training

Training on peace studies	Frequency	Percentage
Yes	15	30
No	35	70
Total	50	100

The findings indicate that majority 70% of the teachers had not been trained on peace studies in the schools. Those who had been trained in peace studies indicated that they had been trained for a minimum period of 6 months and maximum period of 2 years.

Table 4.8 Seminars

Training or seminar on Peace Education curriculum	Frequency	Percentage
Yes	30	70
No	15	30
Total	50	100

The findings indicate that majority of the respondents had attended training or a seminar on peace education curriculum. The seminars were organized as a way of giving the

teachers some knowledge and also sensitize them on how implementation of peace programs in the school were done and also the need for such programs in the schools.

Meaning of peace and conflict

Peace is not the absence of war. It is health, the environment, a gift of relationship, peace is greetings as well as peace is beauty. It is a state of well-being with oneself, others and nature. For peace to prevail, we need to think of our relationship with our own selves, others and nature; the beauty of the land, the sharing of resources, how we welcome strangers, treat our neighbours. Peace is a state of harmony characterized by the lack of violent conflict and the freedom from fear of violence. It can also be said it is absence of hostility. Peace was said to be the existence of healthy or newly healed interpersonal relationships, prosperity in matters of social welfare, the establishment of equality, and a working political order that serves the true interests of all, thus the presence of positive and respectful cultural and economic relationships.

The study found out that conflict is a struggle between two ideas fighting to occupy the same space at the same time. It is a struggle between to interdependent organizations with un-matched goals and who fear interference from each other. Levels of conflict include intra-personal, interpersonal, intra-group and inter-groups.

Table 4. 9 Peace Education Manual

Peace education manual	Frequency	Percentage
Yes	17	34
No	33	66
Total	50	100

The results in table above show that majority 66% of the schools did not have a manual on peace implementation in the schools. 34% indicated that there existed a peace manual in the schools.

Table 4.10 Teaching peace in schools

Teaching peace in schools	Frequency	Percentage
Incorporated to other subjects	30	70
Taught separately as a subject	15	30
Total	50	100

The results show that the subject was mainly taught by incorporating it to other subjects as this was represented by 70%. Others 30% taught it separately as a subject.

4.4 Teachers Training

One of the objectives of the study was to establish the extent to which training influences the implementation of peace education programme in primary schools. The study investigated the extent to which training factors shown in Table below influence implementation of peace programmes in schools in Nakuru district.

Table 4.11 Training factors

Training factors	Mean	Standard Deviation
Teachers who receive the training actually use it in their classrooms	3.0214	0.8625
Social emotional literacy" teaches positive communication skills	4.2147	0.7521
Definition of key competences for teachers and get involved in the process eventually to lead to quality assurance in education and peace studies curriculum.	2.135	0.8852
Average	3.1237	0.8333

From the study findings in table above majority of the respondents agreed to a high extent that Social emotional literacy" teaches positive communication skills (4.2147).the respondents agreed to some extent (3.0214) that teachers who receive the training actually use it in their classrooms. The respondents agreed to a little extent that definition of key competences for teachers and get involved in the process eventually to lead to quality assurance in education and peace studies curriculum.

The study revealed that positive communication skills are taught through social emotional literacy. Implementation of peace programs has not been done successfully and therefore training skills acquired are not used in classrooms in many cases and also defining key competences would not be the way leading to quality assurance in education and peace studies.

4.5 Attitudes of learners

Table 4.12 : Attitudes of learners

Attitude Factors	Mean	Standard Deviation
Schooling simply intervenes in an ongoing educational process whereby they learn attitudes, skills and knowledge, which they will require to function as responsible members of their societies	3.8625	0.6591
The very skills that are needed to address the local/global crisis are the very same qualities required to function in school settings	4.3658	0.3615
Schools and other educational institutions can effectively become social arenas, which model how the ideal world ought to be	4.4125	0.6223
Peace education aims to develop skills, attitudes, and knowledge with co-operative and participatory learning methods and an environment of tolerance, care, and respect.	3.9625	0.7426
The practice of peace education is an opportunity to promote the total welfare of students, advocate for their just and equitable treatment of youth, and promote individual and social responsibility for both educators and learners	4.0321	0.5621
Average	4.1271	0.5895

The study findings show that the respondents agreed to a high extent that the attitude factors were of influence to implementation of peace programs in primary schools. The major factors include; Schools and other educational institutions can effectively become social arenas, which model how the ideal world ought to be (4.4125), skills that are needed to address the local/global crisis are the very same qualities required to function in school settings (4.3658) and The practice of peace education is an opportunity to promote the total welfare of students, advocate for their just and equitable treatment of youth, and promote individual and social responsibility for both educators and learners(4.0321).

4.6 Financial resources

Table 4.13 Financial resources

Financial resources factors	Mean	Standard Deviation
The education system has facilitated national unity, mutual social responsibility, accelerated industrial and technological development, life-long learning, and adaptation in response to changing circumstances	3.0261	0.6254
The launch of peace Education (PE) in Kenya in 2003 resulted to high enrolments of pupils in the primary schools	2.3125	0.3261
According ministry of finance report (2005) Kenya government has invested billions of shillings on FPE program since 2003	4.3267	0.4215
This money has gone to tuition fees, school infrastructures and learning hardware like books	2.6257	0.7518
Average	3.0727	0.5312

The findings show majority of the respondents agreed to a high extent (4.3267) that that the ministry of finance report (2005) Kenya government has invested billions of shillings on FPE program since 2003. The respondents agreed to an extent (3.0261) that the education system has facilitated national unity, mutual social responsibility, accelerated industrial and technological development, life-long learning, and adaptation in response to changing circumstances. The respondents agreed to a low extent that the money has gone to tuition fees, school infrastructure and learning hardware like books and the launch of peace Education (PE) in Kenya in 2003 resulted to high enrolments of pupils in the primary schools with means of 2.6257 and 2.3125.

4.7 Methodologies for implementation of Peace Education curriculum

The respondents were asked to show the extent to which the statements on methodology were used in implementation of peace programs. The table below shows the study findings

Table 4.14 Methodologies for implementation of Peace Education curriculum

Methodology Factors	Mean	Standard Deviation
understanding peace and building a vision of peace curriculum, leads to the benefits of communities and societies living in peace	3.6251	0.6541
The relationship between peace and gender equity and how to build a culture of peace in school, results to building skills in conflict management and mitigation	2.9652	0.8625
Understanding how traditional and restorative justice works in many schools and community, combining peace education with student led activities leads to great harmony in the society	3.0321	0.6251
The relationship between peace education and building a culture of peace, implementing a peace education program in primary schools, developing a peace education curriculum at primary schools, developing and implementing strategies to prevent future wars	4.3021	0.5312
Average	3.4811	0.6682

The study results in table above shows that the relationship between peace education and building a culture of peace, implementing a peace education program in primary schools, developing a peace education curriculum at primary schools, developing and implementing strategies to prevent future wars was rated to a high extent $m=4.3021$. Understanding peace and building a vision of peace curriculum, leads to the benefits of communities and societies living in peace was rated a high extent with a mean of 3.6251. Understanding how traditional and restorative justice works in many schools and community, combining peace education with student led activities leads to great harmony in the society was rated to some extent (3.0321) and also the relationship between peace and gender equity and how to build a

culture of peace in school, results to building skills in conflict management and mitigation (2.9652).

4.8 Teachers opinion on the study

Sustainable peace in Kenya will only be realized when we discover that our individual and collective actions constitute choices either for peace or violence. Peace education, while not offering all the answers, holds the possibility that we can begin to build the foundations for peace in our young school-going people. This study should assist in spurring the region towards embracing peace education in our schools. For Kenya, peace education efforts should be driven by a desire to end conflict and involve young people in a peaceful future. Teachers should be included in the process and familiarized with peace education prior to targeting students is crucial.

Sustainable formation of attitudes towards peace is only achievable if deliberate efforts are made to reach out to young people in schools with programmes which instill positive behaviors in addition to equipping them with skills that empower them to engage positively in conflict situations both at school and community level. For maximizing the outcomes all relevant stakeholders have to be actively involved in this process.

4.9 Information from Key Informants

4.9.1 Views on the adequacy of funds in implementation of PEC in your schools

Majority of the respondents indicated that they did not have enough funds to implement the peace education program. The schools lacked enough funds to buy materials needed to train students. They also did not have sufficient funds to buy books for peace education which can aid in training the peace program. More funds were also required to train more teachers since the cost of training is high and also there were not enough funds to pay more teachers who will be employed since there was a shortage of staffs in most schools. Thus the study concludes that there are inadequate financial resources to fully implement the proposed programmes.

4.9.2 Introduction of PEC in schools an extra workload for the teachers

Introduction of PEC in schools was seen as an extra load to teachers since majority of the schools did not have enough teachers and therefore the few who were there were overloaded with another subject. Thus peace education has not been given much weight it

deserves and is viewed solely as an extra curriculum non examinable subject. The importance of this education has been underestimated since the subject is not examinable.

4.9.3 Effects of the implementation of the PEC in your school

Implementation of PEC has enabled students gain knowledge of peace that deepens their human dignity and individuality. Students have been impacted with knowledge on conflict, peace, identity, justice, and environmental care for peace. Help students understand that their daily decisions and actions can bring the greatly needed social transformation. Create a sense of national pride amongst the students and the need to protect human life and value unity in diversity. Capacitate the students in facing some daily challenges in life.

4.9.4 Adequately training teachers on how to implement the PEC in public primary schools

Teachers should be adequately trained so that they can transfer the acquired skills to the students and therefore training is crucial. Educating the teachers will help promote the development of the whole person, so as to enable everyone to contribute to society in a caring and responsible manner. In order to recruit and retain the best teachers, governments should give priority to adequate salary, which must provide teachers with a reasonable standard of living for themselves and for their families, as well as the means of enhancing their professional qualifications by developing their knowledge and improving their cultural resources. Governments must also focus on providing attractive working conditions including small class sizes, career paths and more opportunities for professional growth and development, financial and other incentives, and support systems for new teachers, such as mentoring programs. Training is a participatory and interactive process of instruction and learning, and the curriculum and pedagogy should give prominence to understanding the wealth of distinctive cultural and linguistic characteristics, in response to globalization. Training context should provide programs addressing psychological and physical violence, including cyber bullying, through violence prevention, conflict resolution and mediation in all levels of education.

4.9.5 Impact of staffing levels on the implementation of Peace education in the schools

Poor staffing in majority of the schools has led to overloading of the teachers. When teachers are overloaded they are not able to teach this subject in most cases since it is not examinable. Implementation of this program becomes difficult yet it a crucial program that

can help our students gain knowledge in rebuilding peace and conflict resolution and management. Due to low staffing, some schools have incorporated the subject to other subjects but it's not given much emphasis as it requires.

4.9.6 Enough hardware teaching/learning resources (e.g. textbooks) to implement Peace education in the schools

Asked whether there were enough hardware teaching/learning resources, the study revealed that the schools had a shortage of the resources. Majority of the schools lacked textbooks to use in training the student. The schools have found text books to be expensive and they do not have enough resources to buy the books. On the other hand this cost cannot be pushed to the parents since the unit has not been given much emphasis as it requires and this would also burden the parents.

4.9.7 Implementation of PEC effects on adequacy of teaching/learning resources

Implementation of PEC has affected teaching and learning resources since some resources required to implement other programs have been used for this program and therefore lowering the resources level. There has been a significant increase in the number of students enrolling in the schools and yet the classes are few, thus students are congested in classes and this cannot be an effective way of learning. The classes cannot be split since there are inadequate classrooms and teachers.

4.9.8 Involvement of the government, parents and other stakeholders in implementation the program

The government has been supportive though there lacks proper understanding and interest in Peace Education by all the stakeholders. There is also partial withdrawal of communities from supporting education hence reducing community participation and ownership. Also different stakeholders due to post election violence have met the program with skepticism.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study findings discussion, conclusions and recommendations. The findings are summarized in line with the objectives of the study which was to establish the challenges facing the implementation of peace education programme in primary schools in Nakuru district.

5.2 Summary of Findings

The study established the challenges facing the implementation of peace education programme in primary schools in Nakuru district by looking at effect of training, attitudes, financial resources and methodology applied in implementation of peace program in primary schools.

The study established that training was a crucial factor in implementing of PEC IN schools. Training it teaches on Social emotional literacy which deals with positive communication skills. It was seen that teachers who receive the training actually use it in their classrooms to an extent.

The study revealed that Schools and other educational institutions can effectively become social arenas, which model how the ideal world ought to be also the very skills that are needed to address the local/global crisis are the very same qualities required to function in school settings and The practice of peace education is an opportunity to promote the total welfare of students, advocate for their just and equitable treatment of youth, and promote individual and social responsibility for both educators and learners this were rated to be of very high importance

The study showed respondents agreed that According ministry of finance report (2005) Kenya government has invested billions of shillings on FPE program since 2003 though they to a low extent was the money used on to tuition fees, school infrastructures and learning hardware like books. The education system has facilitated national unity, mutual social responsibility, accelerated industrial and technological development, life-long learning, and adaptation in response to changing circumstances to an extent.

The study show that the relationship between peace education and building a culture of peace, implementing a peace education program in primary schools, developing a peace education curriculum at primary schools, developing and implementing strategies to prevent future wars was rated highly with a mean of 4.3021. This was followed by understanding peace and building a vision of peace curriculum, leads to the benefits of communities and societies living in peace $m= 3.6251$. The lowest rated method was the relationship between peace and gender equity and how to build a culture of peace in school, results to building skills in conflict management and mitigation $m= 2.9652$.

5.3 Discussion

Discussion of findings is presented as follows:

5.3.1 Training

The study findings show that teachers who receive the training actually use it in their classrooms though not to the extent that is required for effective implementation of PEC program. There is "Social emotional literacy" which teaches positive communication skills needed. Definition of key competences for teachers and getting involved in the process eventually to lead to quality assurance in education and peace studies curriculum though to a low extent.

5.3.2 Attitude Factors

The study established that schools and other educational institutions can effectively become social arenas, which model how the ideal world ought to be. The very skills that are needed to address the local/global crisis are the very same qualities required to function in school settings. The practice of peace education is an opportunity to promote the total welfare of students, advocate for their just and equitable treatment of youth, and promote individual and social responsibility for both educators and learners. Peace education aims to develop skills, attitudes, and knowledge with co-operative and participatory learning methods and an environment of tolerance, care, and respect.

5.3.3 Financial resources

The study revealed that according ministry of finance report (2005) Kenya government has invested billions of shillings on FPE program since 2003 though this money was not used fully for tuition fees, school infrastructures and learning hardware like books as it was supposed to. The education system has facilitated national unity, mutual social

responsibility, accelerated industrial and technological development, life-long learning, and adaptation in response to changing circumstances. The launch of peace Education (PE) in Kenya in 2003 did not result to high enrolments of pupils in the primary schools. Turn up was not as expected though an increased effect was noticed.

5.3.4 Methodologies for implementation of Peace Education curriculum

The study revealed that the relationship between peace education and building a culture of peace, implementing a peace education program in primary schools, developing a peace education curriculum at primary schools, developing and implementing strategies to prevent future wars were some of the ways peace education can be implemented in the schools. Another way is to understand peace and building a vision of peace curriculum that leads to the benefits of communities and societies living in peace. And also understanding how traditional and restorative justice works in many schools and community, combining peace education with student led activities leads to great harmony in the society.

5.4 Conclusion

Peace education is a necessity in Kenya now more than ever before, since it is at this time that the country is recovering from the 2007/8 post-election violence. Kenyans need to pull together towards stitching back the torn national fabric of trust and make a bright future for this nation. This will be possible if we give our children the hope that they aspire to and capacitate them in peace building through cultivating in them some national values as opposed to ethnic values. The future of this nation depends very much on its children their daily decisions and actions.

Mahatma Gandhi once stated, “If we are to reach real peace in this world we shall have to begin with the children.” Lasting peace may depend on educating future generations into the competencies, perspectives, attitudes, values, and behavioral patterns that will enable them to build and maintain peace. To understand how to make peace education effective and sustainable, it is first necessary to define the nature of peace and peace education. In order to build programs to achieve the goals of peace education, it is necessary to understand the social science theories on which the programs need to be based.

Schools have sometimes contributed to conflict, so it is important to make sure that they are on the side of peace and human rights. Likewise, schools alone cannot bring about good governance but they can contribute to multi-faceted efforts towards this goal. Understanding and enacting shared values are critical for promoting tolerant and peaceful communities. Democracy, citizenship, and governance can be taught but it is when students

have opportunities to rehearse civic responsibility, practice social skills and develop an awareness of other values and positions that notions of social cohesion are developed. Such experiences are reinforced when teachers model democracy and inclusion and promote citizenship through such activities as peer mediation, student leadership programs and service learning initiatives.

5.5 Recommendations

The study recommends that the government should promote the training of Teachers and Administrators towards peace education and democratic interactions as one of the leading agenda of Teacher education programs. Teachers to be trained on peace education programs in order for them to apply the skills in their teaching lessons and for students to gain this knowledge.

The study revealed that there is a shortage of teachers in majority of the schools and this has caused low implementations of PEC programs since teachers' are overloaded with work. The study therefore recommends more teachers to be employed in this teaching area.

The government should enhance the quality of education by expanding access to education, enrollment, and reduction in education wastage. The role of Peace Education must be activated by the government, awareness strategies to be adopted and proper strategies for coordinating and collaborating all the initiators of peace education to be enhanced.

5.6 Suggestions for further Research

The study suggests further research on the effectiveness of strategies used in implementing peace education programs in schools. The study will supplement the findings of this study by providing information on the strength and weaknesses of methods used in implementing peace programs in the schools.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Linet Moraa Kaneba,
University of Nairobi,
School of Distance and Continuing Education,
P.O Box 30197,
Nairobi.

Dear Sir/Madam,

I am a Masters student at the University of Nairobi, School of Distance and Continuing Education. In partial fulfillment of the requirement for Master of Arts in Project Planning and Management, I am conducting a survey on the effect of Kenya Education Sector Support Programme on expansion of special needs education

I am glad to inform you that you have been selected to form part of the study. I would therefore kindly request you for assistance in completing the attached questionnaire which forms a major input of the research process. The information and data will be strictly be used for academic purposes only and strict confidence shall be observed on the same.

Your cooperation will go a long way in ensuring the success of this project.

I would like to thank you in advance for your time and consideration.

Yours Sincerely,

Linet Moraa Kaneba,
University of Nairobi

APPENDIX II: RESEARCH QUESTIONNAIRE FOR TEACHER PERSONNEL

Instructions

Please tick (✓) the box that matches your answer or fill the space provided

PART A: General Information

Date

1) What is your gender? (tick one)

Male Female

2) Age(tick one)

20 -30 () 21 -30 () 31- 40 () 40 and above ()

3) What is your academic background?

Certificate [] diploma [] undergraduate [] postgraduate []

4) How long have you been working in your present capacity?

Less than 3 years () 3 to 5 years () 5 to 7 years () Over 7 years ()

5) Kindly indicate your teaching speciality? _____

6) How long have you taught the subjects?

1 – 2 years () 6 – 10 years () Over15year ()

3 – 5 years () 10 – 15 years ()

PART B:

The questionnaire seeks to find out challenges considered important in the implementation peace education curriculum

Does the school have enough number of teachers? Yes No

(b) If no how do you cope with the shortage?

2. Have you been trained on peace studies teachers in the school

Yes No

3. If yes for how long?.....

4. (a) Have you attended any training or seminar on Peace Education curriculum?

Yes

No

5. Have you been sensitized/ trained on peace education? Yes () No ()

b) What is your understanding of the terms peace and conflict?

.....

c) Does your school have the peace education manual and activity books on peace studies?

Yes ()

No ()

If yes is it how is it been taught in your school?

Incorporated to other subjects () Taught separately as a subject ()

Others methods specify

PART C:

Using a Likert 1-5 scale, with 1 being 'to no extent at all', 2 being 'to a small extent' 3 being 'to some extent', 4 being 'to a high extent' and 5 being 'to a very high extent', to what extent are the challenges facing the implementation of peace education programme in primary schools? Please tick (✓) all as appropriate

Teachers training

Factors Under Consideration	1	2	3	4	5
Teachers who receive the training actually use it in their classrooms					
"Social emotional literacy" teaches positive communication skills					
Teacher training peace education program upon teachers					
Definition of key competences for teachers and get					

Factors Under Consideration	1	2	3	4	5
involved in the process eventually to lead to quality assurance in education and peace studies curriculum.					

Attitudes of learners

Factors Under Consideration	1	2	3	4	5
Schooling simply intervenes in an ongoing educational process whereby they learn attitudes, skills and knowledge, which they will require to function as responsible members of their societies					
The very skills that are needed to address the local/global crisis are the very same qualities required to function in school settings					
Schools and other educational institutions can effectively become social arenas, which model how the ideal world ought to be					
Peace education aims to develop skills, attitudes, and knowledge with co-operative and participatory learning methods and an environment of tolerance, care, and respect.					
The practice of peace education is an opportunity to promote the total welfare of students, advocate for their just and equitable treatment of youth, and promote individual and social responsibility for both educators and learners					

Financial resources

Factors Under Consideration	1	2	3	4	5
The education system has facilitated national unity, mutual social responsibility, accelerated industrial and technological development, life-long learning, and adaptation in response to changing circumstances					

Factors Under Consideration	1	2	3	4	5
The launch of peace Education (PE) in Kenya in 2003 resulted to high enrolments of pupils in the primary schools					
According ministry of finance report (2005) Kenya government has invested billions of shillings on FPE program since 2003					
This money has gone to tuition fees, school infrastrature and learning hardware like books					

Methodologies for implementation of Peace Education curriculum

Factors Under Consideration	1	2	3	4	5
understanding peace and building a vision of peace curriculum, leads to the benefits of communities and societies living in peace					
The relationship between peace and gender equity and how to build a culture of peace in school, results to building skills in conflict management and mitigation					
Understanding how traditional and restorative justice works in many schools and community, combining peace education with student led activities leads to great harmony in the society					
The relationship between peace education and building a culture of peace, implementing a peace education program in primary schools, developing a peace education curriculum at primary schools, developing and implementing strategies to prevent future wars					

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What is your opinion of the study?

.....

Thank you for your time and cooperation

APPENDIX III: INTERVIEW SCHEDULE FOR THE HEAD TEACHER

1. What are your views on the adequacy of funds in implementation of PEC in your schools?
4. Was the introduction of PEC in schools an extra workload for the teachers?
5. What are the effects of the implementation of the PEC in your school?
6. Do you think it is important to adequately train teachers on how to implement the PEC in public primary schools?
7. What impact has the staffing levels have on the implementation of Peace education in the schools?
8. Are there enough hardware teaching/learning resources (e.g. textbooks) to implement Peace education in the schools?
9. How has the implementation of PEC affected adequacy of teaching/learning resources?
10. Is the government, parents and other stakeholders involved in implementation the program?