FACTORS INFLUENCING IMPLEMENTATION OF PEACE EDUCATION: A CASE OF PRIMARY SCHOOLS IN NAKURU MUNICIPALITY, KENYA

BY

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF NAIROBI.

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DECLARATION

This research project is my original work and has not been previously published or presented for the award of a Degree or Diploma at the University of Nairobi or in any other university.

Signed..... DATE .....

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L50/70666/2009

This research project has been submitted for examination with our approval as University supervisors

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DEDICATION

This research project is dedicated to my husband Mr. Naftal Nyang'ara and our Children Fred Momanyi, Godwin Nyakoe, Dolly Kemunto, Brenda Nyaboke and Faith Moraa, whose motivation, stimulation, encouragement and inspiration were key to the development of this research project.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBOs	Community Based Organizations
CRC	Convention on the Rights of the Child
EFA	Education for All
FBOs	Faith Based Organizations
GoK	Government of Kenya
MDGS	Millennium Development Goals
MOE	Ministry Of Education
NGOs	Non Governmental Organizations
PEP	Peace Education package
PEQ	Peace Education Questionnaire
SPSS	Statistical Package for Social Science
TOT	Training Of Trainers
UMECS	United Movement to End Child Soldiering
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissions for Refugees
UNICEF	United Nations Children Fund
UPEACE	University for peace education

ABSTRACT

Peace is a major component for the development of human beings in the whole world over, without peace there can be no development. The physical suffering and economic damage that lack of peace inflicts upon individuals, families, communities, businesses, nations and regions is immense. Recently, Kenya has experienced incidents of conflicts which have led to loss of workforce, learning time and disruption of education services which has negatively affected the quality of education across many regions. Kenya has put several strategies to promote peace with deep recognition that it is the only vehicle to development, it was for this reason that Kenya introduced peace education programme in the primary schools curriculum since 2008.Peace education sets out to redress this culture of violence and aggression and to inculcate values of peace, the concept of human dignity and human rights with specific reference to economic equity, political participation and ecological balance that could be employed through counseling strategies. Development of peace education is timely and critical in addressing both short term and long-term societal and national issues that promote conflicts. Peace education is in tandem with the Kenya vision 2030 under the political pillar on security, peace building and conflict management. The researcher sought to establish whether peace education programme is effectively on course. The purpose of the study was therefore to determine "the factors influencing implementation of peace education programme in primary schools in Nakuru Municipality."The study was carried out amongst standard 8 pupils and teachers. To accomplish this study, the study objectives were: to determine the influence of staff training, programme supervision, programme content and resource availability on the implementation of peace education programme in primary schools in Nakuru Municipality primary schools. The study adopted descriptive survey design and used probability sampling technique in the selection of the study sample. A study sample made up of 138 pupils and 45 teachers was used for the study. Primary data was collected by use of self administered questionnaires, while secondary data was collected from Municipal Education offices and libraries. Data collected was analyzed with the aid of Statistical Package for Social Sciences and Microsoft Excel software. The results of the data analysis were presented in form of tabular summaries. Staff training, resource availability and curriculum content emerged from the study as highly influential factors in the implementation of peace education programme in the schools. The study also revealed the key challenges hindering successful implementation of peace education programme in the primary schools which included: lack of trained teachers on peace education, lack of sufficient time and lack of adequate teaching and learning materials. The teachers and pupils' suggestions were that the Government facilitate training of teachers on peace education; and provide sufficient teaching and learning materials. Following this, the study recommends that, the Government of Kenya puts in place policies and measures that could facilitate training of teachers on peace education provide sufficient teaching and learning materials and strengthen programme supervision. The study gave a further recommendation that the Kenya Government facilitate more uptake and adoption of peace education from primary schools up to university level as well as in the entire society as a very important vehicle to foster development and national cohesion. The study is therefore expected to be of great significance to the Kenya government, communities, policy makers and the teachers in addressing some of the peace education curriculum initiatives and school best practices which will enhance promotion of peace, national healing and reconciliation.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Peace is a major component for the development of human beings in the whole world over, without peace there can be no development (Koffi A.2006)."Without peace, there can be no human, social, economic or cultural development, be it at the individual, community or country level". Mutambuka D (2009). According to Mutambuka in the absence of conflict, we too often take peace as a given right, he calls upon countries to consider peace instead as a process that must continually be nurtured and sustained in human hearts and minds, even in periods of stability and this can well be done through peace education. The physical suffering and economic damage that lack of peace inflicts upon individuals, families, communities, businesses, nations and regions is immense.

In spite of the current educational goals and philosophy which emphasizes on national unity, moral and religious values, social equality and responsible citizenship, peace in Kenya has been very elusive since independence. In recent times Kenya has witnessed escalating cases of violence. This has been manifested itself in forms of recurrent ethnic clashes and political violence culminating in loss of human life, loss of property and displacement among a host of vices. Rift Valley province has been the epicenter, the climax of which was during the 2007 post election violence. The education sector has also been affected through loss of workforce and disruption of teaching and learning. In response to the above issues the Ministry of Education (MOE) in partnership with the United Nations Children's Funds (UNICEF) and United Nation High Commission for Refuges (UNHCR), initiated the Peace Education programme as a strategy aimed at using education system as a platform for fostering national unity and sustainable peace.

Kenya has put several strategies to promote peace with deep recognition that it is the only vehicle to development. Development of peace education is timely and critical in addressing both short term and long-term societal and national issues that promote conflicts.

Peace education refers to processes and skills that are necessary for enhancing understanding, tolerance and goodwill in the world today. Peace education therefore entails learning the skills and values geared towards positive living, discussions on human diversities, cultural differences and human dignity, development of language and social interaction skills to promote peaceful relations among people, nations and between human beings and the natural environment, learning to think critically about conflict and violence related issues in order to solve problems amicably Koffi A (2005).

According to Susan fountain (UNICEF 1999) peace education is the process of promoting the knowledge, skills, attitudes and values needed to bring about the behavior change that will enable children, youths and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, inter-group, national or international level.

In Africa's most conflicts like those in Angola, Mozambique, Liberia and Sierra Leone, the phenomenon of child soldering has become a menace which needs to be addressed. In Nigeria, youths have always been used as agents of violence and unwholesome practices. Peace education sets out to redress this culture of violence and aggression and to inculcate values of peace, the concept of human dignity and human rights with specific reference to economic equity, political participation and ecological balance that could be employed through counseling strategies (UNESCO, 1999).

Peace Education tries to identify and understand sources of local and global issues and instill positive sensitivities to these problems, resolve conflicts and to attain justice in a non-violent way of life by universal standards of human rights and equity by appreciating cultural diversity, respect for the earth and for each other. Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine that the child of farm worker can become the president of a great nation, Nelson Mandela (2004).

Education is a universal right, a prerequisite for democracy, a path out of material and spiritual poverty, (the UN MDGs). There is a lot to be done to place national education at the service of the new society that is being created. Such an undertaking, which is not the result

of a merely mechanical act, implies a radical transformation in the system of colonial education, and without this the whole plan for a new society could be frustrated. This is a fundamental theme. Paulo Freire, Pedagogy in Process: The Letters to Guinea Bissau, 1978.

Ideally, schools will educate children, but just because children go to school does not mean they are being educated, Fafunwa B .A and Aisiku J .U (2003).
It has been shown that, in addition to promoting the classical ideals of 'beauty, truth and goodness', education does more in to combat poverty and ill health (including the current AIDS pandemic) and to enhance economic and social welfare than anything else. Simply put, education improves human capital.

Peace education is a component of a child's right to education. Section 1(d) of Article 29 of the 1989 Convention on the Rights of the Child addresses one aim of education that specifically applies to the subject of this report; The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin. According to UNESCO (2009), "wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed, peace education plays a crucial role for being a foundation for development and an instrument for fostering a culture of peace. Peace Education should not stop at knowledge and skills acquisition but seek to enable human beings to live in harmony, induce learners to consider the racial, cultural and religious diversity of their societies as an asset instead of a problem with a concern to eradicating violence and promoting love of oneself and others.

Countries are faced with insecurity and instability, education is not spared, teaching and learning are interrupted, critical educational resources are often destroyed in the long term, educational quality and achievement of the education for all (EFA) goals are compromised. Therefore Peace Education is intended to address all these issues and promote harmonious coexistence and protect the environment.
The implementation of this programme will enable people re-evaluate their behavior and develop commitment and endeavor to promote national healing and peaceful coexistence. The researcher seeks to establish whether peace education programme is effectively on course. This study therefore endeavours to investigate the factors influencing the

implementation of peace education in Kenya. The researcher's study will mainly focus on Nakuru Municipality, Rift Valley Province which was the most hit during the 2007 post election violence.

1.2 Statement of the problem

Education is a vehicle through which social and cultural values are passed on from one generation to another hence a very vital investment for the future of any society. The current educational goals and philosophy focuses on political stability, economic development and harmonious coexistence amongst all peoples of Kenya. Peace is key to education and economic development. Peace education was introduced in Kenya primary schools in 2008, after the 2007 post election violence which resulted to great damage and destruction of property, caused deaths and brought about educational interruptions thus affecting development at all levels. Therefore, there has been growing concern about the animosity and mistrust that was reflected among various Kenyan communities during the 2007 post election violence especially Rift Valley province.

Boyden and Ryder, (1996) postulate that conflicts are the result of learned attitudes and learned behavior; and that it is possible to change both attitudes and behaviour through educational interventions such as peace education. Peace education sets out to redress this culture of violence and aggression and to inculcate values of peace, the concept of human dignity and human rights with specific reference to economic equity, political participation and ecological balance that could be employed through counseling strategies (UNESCO, 1999).Since its inception no studies have been carried out on its implementation. The situation after the 2007 general election and the evidenced slow pace in transition to tranquility prompts this research. The research is also motivated with the importance attached to a successful implementation of peace education programme as seen in other countries such as Somali and Uganda. There is need to investigate the factors influencing the implementation of peace education programme in primary schools in Kenya.

Nakuru Municipality was greatly affected by the 2007 post election violence and therefore, it was an area of interest. There was the need to find out how much of the peace education had been implemented in the selected primary schools as a vehicle for fostering national unity and

cohesion in Kenya's primary schools and our society at large; and also to find out the unaddressed challenges. Various studies have mentioned staff training, resource availability, programme supervision and programme content as influencing factors to the implementation of peace education programme. This study therefore sought to determine "the factors influencing implementation of peace education programme in primary schools in Nakuru Municipality."

1.3 Purpose of the Study

The purpose of this study was to determine "the factors influencing the implementation of peace education in Kenya, a case of primary schools in Nakuru Municipality, Rift Valley Province."

1.4 Objectives of the study

The overall objective of this study was to investigate the factors influencing the implementation of peace education programme in Nakuru municipality primary schools. To achieve this objective, the proposed study aimed at meeting the following specific objectives.

1. To determine the influence of staff- training on the implementation of peace education programme in Nakuru municipality primary schools
2. To determine how resource availability influences the implementation of peace Education programme in Nakuru municipality primary schools in regard to fostering national unity.
3. To investigate the influence of the curriculum content on the implementation of peace education in Nakuru municipality primary schools.
4. To determine whether programme supervision bears influence on the implementation of peace education in Nakuru municipality primary schools.

1.5 Research questions

The following research questions have been formulated to guide the research process.

1. To what extent has staff- training influenced the implementation of peace education in selected prima schools Nakuru municipality?
2. To what extent has the teaching and learning resources influenced the implementation of peace education programme in the public primary schools in Nakuru municipality
3 To what extent has the programme content influenced the implementation of peace education in the public primary schools Nakuru municipality?
4. How does programme supervision influence the implementation of peace education in Nakuru municipality primary schools?

1.6 Significance of the study

The principal significance of this research was to determine and document the influence of various factors in the implementation of peace education in selected school in Kenya. The study would assist the public, private sectors and non-governmental organizations and agencies of the United Nations involved in peace programmes about the necessary policies to improve and enhance implementation of peace education in Kenya. This study therefore provides information on the importance of peace education and other related issues that are considered as prerequisites to Kenya's nationhood. The study is therefore expected to be of great significance to the Kenya government, communities, policy makers and the teachers in addressing some of the peace education curriculum initiatives and school best practices which will enhance promotion of peace, national healing and reconciliation.

1.7 Basic Assumption of the study

The basic assumption of the study was that there is peace education programme being implemented in Kenya primary schools since 2008 and that all schools in Nakuru municipality offer peace education programme. The two years post implementation period is also adequate to see tangible outcome.

The study assumed that the sample selected was representative enough and that the data collection instruments that were used were valid, reliable and measured the desired constructs. The study also assumed that the people involved gave accurate information without being subjective.

1.8 Limitations of the study

The study focused on subjects from selected schools within Nakuru Municipality hence no wider generalizations of the findings of this study was done. The study considered one thematic area namely peace education leaving other thematic areas namely; conflict management and resolution, security and peace building. The statistical significance of the study could therefore be partial in magnitude.

Difficulty of collecting data due to busy education working schedules of both the teachers and students. However, the study overcame this, through proper planning for the research. Lack of funds was also another limiting factor. The researcher was unable to use a large population sample; this led the researcher limiting the coverage population to only fifteen schools.

1.9 Delimitations of the study

The study was carried out in selected primary schools within Nakuru Municipality. The focus was on teachers and Standard 8 pupils from the selected primary schools. The study was carried out in the period between November 2009 and July 2010.

1.10. Definition of significant terms

Peace education: Education Programme aimed at promoting nationalism, cohesion and harmonious school environments and the society at large.

School: A learning institution where learners acquire knowledge and skills.

Teachers: People who are trained to create opportunities for learners to acquire knowledge and skills.

School community: This includes the teachers and the pupils.

Municipality: An administrative unit /area under a mayor which falls under local government.

Evaluation: Judging whether or not the programme has met its objectives; judging the impact of the programme.

Indicators: 'Signposts' that show whether peace education is effectively on course.

Influence: To affect something, the effect of a thing on something.

Citizenship: Entails constructive values/ ideals of behaviour and attitudes that are part of peace education e.g. justice, tolerance.

Tolerance: Respect for all people regardless of tribe, status, religion or gender; appreciation of cultural diversity

Nationhood: Development of a sense of belonging and attachment to a state; achieved through high level of social and political unity.

Healing: The process of helping the hurt and stress that is suffered in the event of a conflict

Reconciliation: Process in which an arbitrator tries to help those involved in the conflict to agree and resolve their conflict; getting the parties work together.

Security: The freedom from harm from people individually or collectively, from crime and abuse.

1.11 Organization of the study

This section contains the chapters of the study. It contains five chapters; Introduction, literature review, research methodology, results and discussions, summary and conclusion and an appendices section. It briefly describes the contents of each chapter.

Chapter one, which is the introduction, gives the background of the study, statement of the problem, research objectives and questions that guided the study, significance of the study, the underlying assumptions and delimitations of the study. The chapter also contains the definition of significant terms used in the study.

Chapter two contains a comprehensive literature review of empirical studies, historical records, government reports, newspaper accounts and publications conducted with a great focus on literature related to implementation of peace education in Kenya, other African countries and the world.

Chapter three gives a description of the methodology used for the study. The research design and sampling techniques used are explained. The method of sample selection and determination is explained. The methods of data collection, analysis and presentation are also discussed. This section is concluded with the operational definition of variables, which attempts to associate the objectives with the methodology and provides a map to the expected results.

Chapter four contains the presentation and interpretation of the findings arising from data analysis using the techniques described in chapter three. The chapter also contains the discussions of the findings. The findings are presented in the form of tables accompanied with an explanation of the findings below each table.

Finally, chapter five contains the summary of the findings, the conclusion and the research recommendations. The chapter has a section for suggested areas for further studies arising from the study findings and is concluded with a section for the study's contribution to the body of knowledge.

CHAPTER TWO

LITERETURE REVIEW

2.0 Introduction

This chapter contains a comprehensive literature review of empirical studies, historical records, government reports, newspaper accounts and publications conducted with a great focus on literature related to implementation of peace education in Kenya, other African countries and the world.

2.1 Historical Background

"Peace" is a broad concept with spiritual and practical connotations. It can imply a state of inner calm or the end of a conflict. As Lincoln P. Bloomfield notes, "Peace is what you think it is (or want it to be)" (Bloomfield, 1986: 237). This expansive quality has led to misunderstandings about peace education. Some observers consider it vague, preachy, and insubstantial and perhaps even a waste of time.

UNESCO's "Trans disciplinary Project" for a "Culture of Peace" is undoubtedly one of the most ambitious secular peace initiatives ever attempted. Based on the Declaration on a Culture of Peace adopted by the UN General Assembly on 13 September 1999, the UNESCO-led effort aims to foster and promote a culture of peace involving, among other things, education, economic and social development, and respect for human rights, gender equity and democratic participation within the realm of peace education.

Peace Education tries to identify and understand sources of local and global issues and instill positive sensitivities to these problems, resolve conflicts and to attain justice in a non-violent way of life by universal standards of human rights and equity by appreciating cultural diversity, respect for the earth and for each other.

UNICEF differentiates between two kinds of settings for peace education (within schools and outside them) and develops country-specific programmes that are "highly responsive to local circumstances" (Fountain, 1999:15).

Although direct coordination between country programmes appears to be limited, different country programmes may share a number of general themes. The programmes may include the creation of interventions aimed at "improving the school environment so that it becomes a microcosm of the more peaceful and just society that is the objective of peace education" (ibid.); curriculum development, which usually consists of "activities around themes such as communication, cooperation, and problem solving" (ibid: 16); and teacher training that promotes interactive and participatory teaching methods and may address issues such as children's rights and conflict resolution skills.

UNICEF's peace education programming that takes place outside schools is diverse. It sponsors national peace campaigns, youth camps, groups and clubs, sports and recreation programmes, training and workshops for community leaders and parents, and a variety of youth public awareness and advocacy initiatives. Although it is not always clear how UNICEF's school and out of school based programmes are connected, a UNICEF education official notes that efforts are under way to link "peace education in schools and peace building in the community" more directly.

Early peace education is vital in making it life-long for all citizens of all ages in all countries of the world. Experience is not always the best teacher; children and young persons must not be exposed to war and violence to learn to live in peace. Peace education sets out to redress the culture of violence and aggression and to inculcate values of non violent change among young persons and adults alike. It opens up peoples eyes to see and understand actions taken and their consequences. The youths have to know what peace is and guard themselves against embracing or being used to create violence.

Peace education is also seen as an application of positive peace content as opposed to negative peace (Galtung, 1996) and processes concerning the achievement of peace to individuals who are still growing and learning. Peace education, then, can be interpreted not only as an essential component of a child's educational experience but as an instrument for the promotion of peaceful, responsible, tolerant, equitable, friendly and free societies.
The connection between teaching school children about peace and the cultivation of peaceful societies is one of the central assumptions of peace education.

Kenya is a signatory to International Treaties and Convention such as the United Nations (UN) declaration of "Universal Human Rights"- 1948 and as embraced in the millennium Development Goals (MDGs) and the goals of Dakar Conference on "Education for all". The Government of Kenya has committed itself to provide basic and quality education to every child. In view of this, it is the country's desire to provide a learning environment that is harmonious and safe for all. Kenya lays a lot of emphasis on education as the foundation upon which a just society can be build.

The objective of peace education includes;

1. To create awareness among learners on the causes of conflict and how to resolve them in their daily lives.
2. To prepare students to become good citizens in their communities, nation and the world, and equip them with skills that promote peace and human dignity at all levels of interaction.
3 To use the class room as the springboard through which the global values of positive interdependence social just and participation in decision making processes are learned and practiced.
4 To foster positive images that lead to respect for cultural diversity to enable young People learn to live peacefully in diverse community in the world.

Access to education, moreover, has also been identified as a fundamental human right. Article 28 of the United Nations' 1989; Convention on the Rights of the Child (CRC) states that "Each child has the right to education" (CRC, 1989). Refugee children are covered by this treaty, since "all CRC rights are to be granted to all persons below 18 years of age (Art. 1) Without discrimination of any kind (Art. 2)". The Machel report notes that denying education to refugee children "clearly contravenes" Article 22 of the 1951 Convention relating to the Status of Refugees (which states that refugees should receive "the same treatment as is accorded to nationals with respect to elementary education") in addition to Article 28 of the CRC, it urges that agencies and governments "ensure that education services are part of both the relief and immediate reconstruction activities" (Machel, 1996: 57).

2.2 The concept of peace education

Peace education may be defined as a process of acquiring the values, the knowledge and developing the attitudes, skills and behaviors to live in harmony with oneself, with others and with the natural environment. Thus, there is no shortage of official statement on the importance of peace education.

Peace education refers to processes and skills that are necessary for enhancing understanding, tolerance and goodwill in the world today. Peace education therefore entails earning the skills and values geared towards positive living; examination and discussions on human diversities, cultural differences tolerance and human dignity; development of language and social interaction skills to promote peaceful relations among people, nations and between human beings and the natural environment; learning to think critically about conflict and violence related issues in order to solve problems amicably Koffi A (2005).

According to Susan fountain (UNICEF 1999) peace education is the process of promoting the knowledge, skills, attitudes and values needed to bring about the behavior change that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, inter-group, national or international level.

There are numerous United Nations declarations which confirm the importance of peace education. Koichiro Matsuura, the current Director-General of UNESCO, wrote of peace education as being of "fundamental importance to the mission of UNESCO and the United Nations". Peace Education as a right is something which is now increasingly emphasized by peace researchers such as Betty Reardon and Douglas Roche.

There has also been a recent meshing of Peace Education and human rights Education. Ian Harris and John Synott have described peace education as a series of teaching encounters that draw from people: This is because of their desire for peace; nonviolent alternatives for managing conflict; and skills for critical analysis of structural arrangements that produce and legitimate injustice and inequality.

James Page suggests peace education be thought of as "encouraging a commitment to peace as a settled disposition and enhancing the confidence of the individual as an individual agent of peace; as informing the student on the consequences of war and social injustice; as informing the student on peaceful and just social structures and working to uphold or develop such social structures; as encouraging the student to leave the world and to imagine a peaceful future; and as caring for the student and encouraging the student to care for others" There are several world wide rationales for the introduction of peace education: The 1996 study by Graca Machel on "The impact of Armed Conflict on Children" reaffirmed the importance of education in shaping a peaceful future: "...both the content and the process of education should promote peace, social justice, respect for human rights and the acceptance of responsibility. Children need to learn the skills of negotiation, problem solving, critical thinking and communication that will enable them to resolve conflict without resolving to violence."

With the advent of Western education in Africa, it was generally assumed that once a person acquired the prescribed cognitive skills, they would be able to function optimally as a useful member of his community. History has taught us how far this is from the truth! Some of the worst crimes against the African people in recent years have been committed by the educated elites. The main aim of Peace Education, as has been stated earlier, is to add value to the existing systems of education, in order to ensure that it becomes relevant to real life experiences of the learners, in their quest to create a just and equitable society. Children are in many ways aware of their environment and of the social/political issues that affect their daily lives. 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. In order to achieve this, 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.

Below is a Figure depicting the different components of such a curriculum;

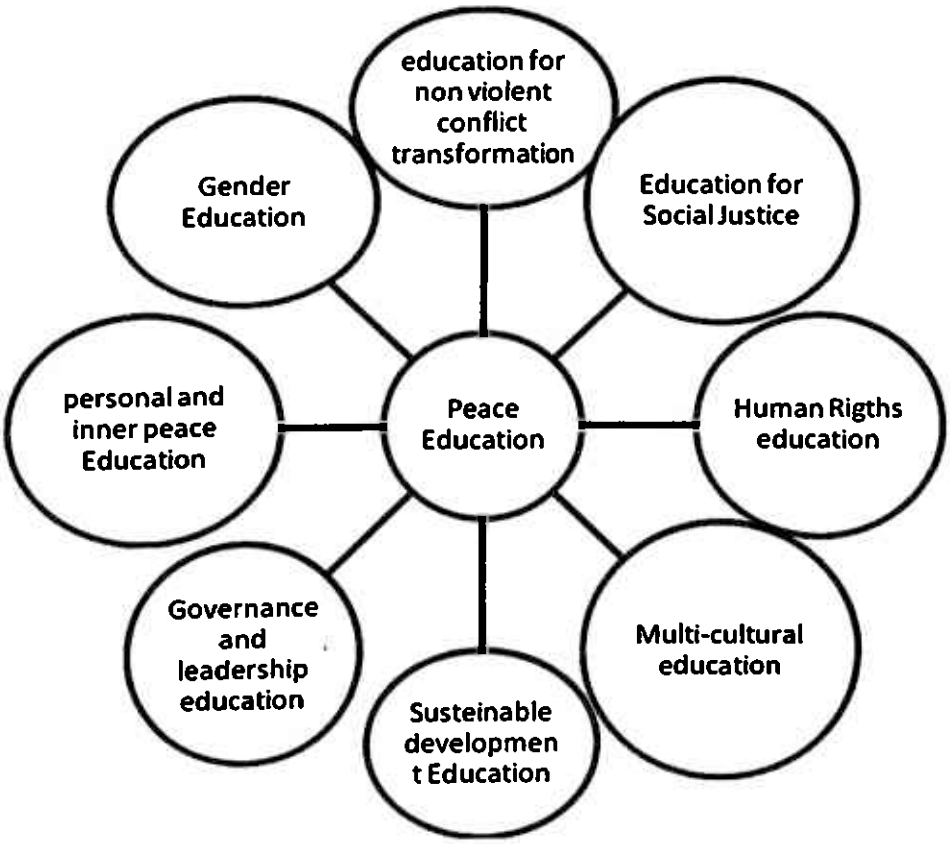

Figure 2.1 Components of Peace Education

2.3 Evolution of peace education

The primordial role that education occupies in human history has been well documented since time immemorial and has been amply recognized through the ages, for instance John Dewey, the pragmatic philosopher vividly captures this in his writings by saying that "education has been closely connected with the development of civilizations and has always been viewed as a way of bringing better life into existence". The evolution of the society depends upon it. This is as true today as it has ever been" (Dewey, 1943).

Peace Education tries to identify and understand sources of local and global issues and instill positive sensitivities to these problems, resolve conflicts and to attain justice in a non-violent way of life by universal standards of human rights and equity by appreciating cultural diversity, respect for the earth and for each other.

The peace education field is still evolving. Many of the programmes reviewed suggest that, like Boulding and Galtung, peace education is increasingly incorporating positive and negative peace components together, mixing, for example, discussions about values and rights connected to peace with the identification of factors that can lead to violence. Peace education can be taught as an explicit course or module, such as the peace education package (PEP) developed for Somalia and described in Aguilar and Retamal's UN discussion document (1998). It can also be infused into existing courses, which Hicks describes as "the creation of a dimension across the curriculum" (1988: 11) which incorporates skills (empathy, cooperation) and attitudes (a commitment to justice, respect for others and oneself) with knowledge (about conflict, peace, power).

2.4 Factors affecting implementation of peace education

Some educators have noted that the pedagogical approaches of teachers do not promote values relating to peace and non-violence. Barsh and Marlor argued that "authoritarian instruction is a form of domination, and implicitly legitimizes domination". Moreover, they contend that being taught about "how 'they' think and act, not how 'I' think and act ... denigrates the students' own lives and experiences" (2000: 33).

The tone in most peace education literature is buoyant. Stomfay-Stitz (1993) for example, observes that the development of peace education in the United States has been "embodied in a philosophy of hope in the future" in which "education is an instrument of peaceful change" (1993: 335). According to Boyden and Ryder conflicts are the result of learned attitudes and learned behaviour and that it is possible to change both attitudes and behaviour through educational interventions. (1996: 51) This characteristic of peace education has attracted two primary criticisms, the first points out peace education's generally poor evaluation record. The second calls into question the tendency of peace education programming to focus on children. The implicit overarching goal of peace education to replace violence with peace is obviously a broad and daunting challenge. Violence is a component of human experience. For some observers, this turns the task of evaluating peace education into an unreasonable expectation. The question of children's best interests, and those of the communities they belong to, lies at the core of the second peace education critique.

Psychologist Ed Cairns has observed that "adults continue to pursue conflictive relations" while peace educators focus on changing the behaviour of children (Boyden and Ryder, 1996: 55). Peace education thus positions itself between schoolchildren and adults in the same community, making it "virtually impossible for education to inculcate peaceful values in children when adult role models are built on conflict". In fact, cultivating a disjunction between values promoted at home and in school may cause "anxiety and distress in children" rather than optimism and peace building (ibid: 55–6). This is a serious charge. If it is true, then educating school children about peace is counter-productive, as it serves to increase the distance between peace education's work and its goals. But instead of addressing this criticism directly, peace educators tend to emphasize the universally commendable principles inherent in their work and the paramount importance of addressing children's needs.

To most, educating children about peace seems a manifestly logical starting place for cultivating peaceful change in society. Many, moreover, cite the fact that access to education, and, somewhat indirectly, peace education, are the rights of all children guaranteed by internationally sanctioned instruments. As a result, the inspiring and hard to reach mission of peace education has led its implementers to view their methodologies uncritically; if peace is good then peace education must be good. The outcome can be fairly sentimental. At the end of her book on peace education, Stomfay-Stitz (1993: 343–44) notes that "there is one common dream that could unite all; concern for children". She adds that "children and young people should be the heart and core of peace education".

The introduction to a peace education manual for schools in Bosnia-Herzegovina is justified in a still more expansive fashion: "It is only by placing the struggle to understand the complexities of what it means to be a human being alongside the struggle to understand the world in which we all live, that people can begin to examine the separate strands that contribute towards existence" (Dulic and Chamberlain, 1998: v).Good intentions, of course, do not guarantee good results. Patience and faith that positive outcomes will eventually arrive are ultimately insufficient. Galtung(1983 pg.282) suggests that the connection between children and peace faces a fundamental challenge: If *peace* and war are, above all, about relations among states, and if peace *education* is something that takes place, above all, among teachers and pupils at school, then how are these pupils going to make use of what they have learnt?

Boyden and Ryder (1996: 56) go still further, calling the entire peace education approach into question; since it is group identity and group behaviour, rather than inter-personal behaviour that are determinant in armed conflict it is suggested that many of the premises upon which peace education and similar approaches are built are false. At the core of Boyden and Ryder's criticism is peace education's tendency to concentrate not simply on children but individuals instead of groups. This emphasis on individuals is an issue considered by An-Na'im (1998: 8) in his analysis of international human rights. In both fields, individuals are the primary focus: the target for behaviour and attitude change in most peace education programmes and the primary optic of international human rights instruments. But the strong emphasis on the individual, An-Na'im argues, is primarily based on a Western conception. In the case of human rights, Western elites have asserted their claim to "an exclusive right to prescribe the essential concept and normative content of human rights for all societies to implement".

An-Na'im considers the heavy influence of "Western civil liberties theory and practice" over the definition of human rights for all people to be inappropriate not simply because of an implicit power imbalance between Western and non-Western societies. The emphasis on the individual has also resulted in "the conceptual exclusion of collective rights as human rights" which is "essential for the majority of human societies and communities around the world" (ibid: 10–11). This critique could be applied to many if not most peace education programmes. Paul Lederach supplies a response to An-Na'im's concern over Western centrism, in this case regarding the conflict resolution field (a field related to peace education). Lederach argues that "we should not operate on the supposed, self-evident basis that conflict resolution, as we understand it in North America, is a good thing worthy of wide dissemination" (1995: 119). Culture (and non-Western cultures in particular) "should not be understood as a challenge to be mastered and overcome", but instead should be "approached as a seedbed" that can be "excited, probed, and fed" (ibid: 120).

Many peace educators, together with experts in related fields, struggle to adapt their work to the cultural contexts in foreign settings. What role, if any, should cultural context play in a peace education programme and its evaluation? Will other cultures and their adherents ultimately turn out to be seedbeds for peace building, or do peace education's assumed universal principles ultimately transcend the values inherent in specific cultures? The responses to these questions remain insufficient.

Indeed, peace educators have yet adequately to address the most serious criticisms about their work. The field has yet to be adequately evaluated. The logic of targeting schoolchildren or individuals instead of adults or communities, respectively, remains largely unsupported, and, as just mentioned, there is also the problem of the cultural relevance and appropriateness of peace education programming. Given these challenges to peace education, what has peace education accomplished thus far? Does it work? Like all African nations, Kenya is a country of many cultures, languages and peoples and has close to fifty different distinct groups of people and like is the case with most of the African countries, it is still a developing country and is characterized by poverty, bad governance, man made and natural catastrophes. Under these conditions, especially given the lack of political will to equally distribute the little wealth that exists, conflict has become the order of the day, both in its structural form and sometimes overt form.

It is notable, however, that since independence, there was a clear government policy to use education as a tool in development and for national cohesion. Education, therefore, took up the two themes as primary goals and has evolved over the years in attempts to be more and more relevant to its set ideals.

The sessional paper 2005 states the following goals for education;

1. Development, management, organization, and delivery of education and training services in Kenya will be guided by the philosophy of "Education and Training for Social Cohesion as well as Human and Economic Development.
2. The focus of various sub-sectors of education will be on the acquisition of life-skills and life-long learning.
3. Emphasis will be on the provision of holistic quality education and training that promotes education that involves both cognitive and affective domains.
4. Instilling values such as patriotism, equality, peace, security, honesty, humility, love, respect, tolerance, cooperation and democracy through education and training will be critical.
5. Quality and relevant education and training for Kenya will also address emerging challenges such as respect for human rights, drug and substance abuse, corruption, violence and social exclusion.

6. It sees education for the 21st century as taking a significantly different trend from the past as they will be addressing globalization issues such as environmental concerns, technology and terrorism.
7. It sees education as a tool for tackling issues of parity and calls for the necessity to take affirmative action to compensate for historical and emerging inequalities and disparities in all areas of Kenyan national life including gender.
8. It therefore advocates for an education and training that promotes sustainable development, peace and social justice.

These goals stated above, have so far eluded the education system in Kenya, despite being one of the African countries with the highest literacy numbers in the continent.
The most cited reason for this failure has been the fact that the changes in the education system notwithstanding, it still does not conform to the realities and needs of the society and therefore calls for more reflective work to be done on it

In recent years, there has been an increase in violence in the learning institutions of Kenya, from the primary school level right through university. In one incident during 2005, for example, more than 800 primary school pupils stormed out of their classrooms and started stoning some parents for protesting against the reinstatement of their head teacher. One of the parents was seriously injured (Daily Nation, January 22, 2005). In another incident in June 2004, over 100 secondary schools were closed down due to violent protests that caused extensive damage to property. In another incident during the first a half of the year 2001 a wave of student unrest and violence hit more than 200 schools in the country leading to their early closure (Kosgey 2001).In the aftermath of these kinds of problems, attention has focused on the role teachers' play in promoting peace in schools. Indeed, for peace to prevail and be sustained in learning institutions, teachers need to play a significant role.

Studies have shown that, collectively, teachers have the potential to influence millions of children during their professional careers. The Ministry of Education information handbook Education in Kenya (1987:64) observes that the teacher is in a position to influence the behavior of children and to enhance the development of a sense of national belief and way of life.

Ansu Datta (1984:115-116) notes that at the primary and secondary levels the teacher is a disciplinarian, a parent substitute, a judge, a confidant and above all a mediator of learning who guides children to achieve certification in education. This is an important point in that it concerns the strengthening of values that could promote peaceful coexistence in schools. Bogonko (1992: 171) considers this as the reason why teachers in contemporary society are regarded as the most important socializing agents of the child. The Kamunge Report (GoK 1988:59) sees teachers as the surest media through which schools can foster a sense of nationhood and serve as agents of social and economic change at both the individual and social levels.

Along with many other African countries, Kenya is committed to achieving the UN Millennium Development Goals (MDGs) by 2015. However, because her education system emphasizes competition and the passing of exams and gives little emphasis to the enculturation of values that promote peace, a key ingredient in realizing the MDGs, it may prove a hindrance instead of a help. Despite good will and sincere efforts on the part of many teachers, there are structural and curricular obstacles that need to be addressed. An examination of the education system in Kenya reveals there has been considerable discussion about the need for an education that nurtures an independent African psychology through the teaching of African culture, history, languages, literature and other aspects of African life, which ought to form the core of all learning (Bogonko ibid: 117).

In 1964, the first independent parliament under President Jomo Kenyatta set up a commission to advise the government on the kind of education suitable for Kenya. The Kenya Education Commission Report, often referred to as the Ominde Report, indicated that one of the objectives of the school system should be to foster respect for cultural traditions Ominde Report (GoK, 1964). According to Somjee (1996: 94) the report emphasized the Africanization of the history and geography syllabi and the promotion of African art, crafts and music in the school system. Kenya's indigenous heritage was further supported by the Ndegwa Report of 1971, which stated that the educational system must respect, foster and develop the country's rich and varied cultures (Ndegwa Report 1971).The Mackey Report of 1981 strengthened this again through the syllabus developed for the new 8-4-4 system of education (denoting years of primary, secondary and university). According to Bogonko (ibid: 121), more than ever before, the 8-4-4 syllabus aims to make pupils aware that they are Kenyans, initiating them into their culture and place in society, both locally and globally.

To a large extent, the government entrusts teachers with the responsibility of fostering indigenous traditions in the learning institutions of Kenya. Although this is not part of their training in college, the government expects them to be familiar with traditional cultures so that they can carry out the aforementioned task. However, Somjee notes (1996: 6) that there is no guidance on what aspects of culture are to be integrated into the school curricula. The syllabus only tells teachers what they "must" do, and "should" do, but does not explain *how* to do it. Thus, the infusion of aspects of indigenous traditions depends entirely on teachers' perceptions of these traditions. If a teacher's perception is positive then s/he will include them in the classroom and, if negative, s/he will not include them.

2.5 Dominant values that promote conflict

Unfortunately, the teaching that takes place in most schools is a kind of military training. This occurs through the use of learning materials embedded with values that promote violence and through the use of militaristic teaching methods that emphasize competition over cooperation. The education system gives little room to indigenous traditions that promote sharing, negotiation and cooperation. For example, there is little in the history curriculum about the peaceful values that our ancestors developed in response to conflict. Post-colonial literature, much of which is being studied in schools as set books, is associated with virtues such as heroism, self-sacrifice and hostility. It holds up as hero's people with physical or moral courage who are admired for their bravery in armed combat.

The concept of heroism is interpreted within the arena of warfare with little attention given to the idea of peaceful heroes whose courage and bravery is able to serve humankind without participating in battle. This literature ends up sowing seeds of violence in our schools rather than seeds of peace, and it is probably part of the culture behind the unrest in our universities. There is no society without significant traditions of peace and peace building. According to Boulding (2000: 91) each social group has developed its own strategies of conflict resolution over time, uniquely rooted in local culture and passed on from generation to generation. This knowledge is woven into religious teachings, music and poetry, dancing ceremonies, celebrations and play. It is present in women's culture, in the world of work, in traditional decision-making assemblies, in environmental lore and in the memory of the past. Hicks asserts (1988: 9), "Children do not of course come to school unaware of the world in which they live.

Schools merely intervene in an ongoing educational process that of childhood socialization, by which children learn mores expected of their culture, class and gender." This concurs with Whiting and Edwards' observation (1988: 253) that by the time the child joins school s/he has already constructed a working knowledge surrounding the "do's" and "don'ts" of interpersonal aggressiveness, the distribution of resources, social roles, task assignments, damage of property, etiquette, hygiene and other matters of social behaviour. With the growing recognition of the value of peace education for sustainable development and peace building, Ndaruga and Irwin observe (2003: 201), there is a possibility that teachers' perceptions (of indigenous peace traditions), may have an influence on its frequency of mention in the classrooms and on the activities in which teachers engage pupils.

Indigenous knowledge as Coatis observes (1994: 22) focuses on the acquisition of social skills and associated attitudes necessary for living in the present as well as the future. Characterized by a code of conduct transmitted conventionally from generation to generation, these traditions encourage individuals to live in ways that promote the well-being of society. They bring order and social control to all aspects of life. They make provision for socialization and worship, as well as for the sustenance and protection of every individual. They also ensure that there is authority and guidance in shaping values, attitudes and opinions, and in molding identification with the social group. Furthermore, indigenous traditions provide the means to deal with inappropriate behaviour and conflict within the community. Individuals are bound into a network of social and religious relationships that inhibit severe non-conformity and lead to controlled behaviour according to certain social norms (Mudavadi 1983: 6).

2.6 Peace Education curriculum in Africa

According to the report of the working committee for peace education in Africa under University for peace education (UPEACE) held in Addis Ababa Ethiopia in 2006 many countries had in fact realized the need for Peace Education, as their curricula already contained various components that could easily be labeled as belonging to this particular field. However, in almost all the cases, there was still need to enhance the understanding of Peace Education from a perspective that brings out its interconnected and holistic nature and to adopt relevant methodologies that can effectively engage the learners, into appreciating and benefiting fully from such a programme.

During this conference several recommendations were made in regard to peace education in the promotion of national unity and development to African countries, it was recommended that a broad based curriculum peace education should be produced at all levels. Peace education should be enshrined in national education systems with a focus on strengthening the capacities of teachers to play a role in peace education. In Africa's most conflicts like those in Angola, Mozambique, Liberia and Sierra Leone, the phenomenon of child soldering has become a menace which needs to be addressed. In Nigeria, youths have always been used as agents of violence and unwholesome practices. Peace education sets out to redress this culture of violence and aggression and to inculcate values of peace, the concept of human dignity and human rights with specific reference to economic equity, political participation and ecological balance that could be employed through counseling strategies.

The UNESCO (1999) charter helped to make the invaluable point that wars originate from the Minds of Men (and women); it is in the same Minds that the defenses of peace must be constructed. This therefore, means that deliberate effort must be made to ensure that everyone is educated and enlightened about peace and young persons to be made the vanguards of peace.

The youths have been repeatedly used as instruments to fight wars for reasons which they have little knowledge about. In many of Africa's conflict like those in Angola, Mozambique, and Sierra Leone, the phenomenon of child soldering became a menace that needed to be tackled. In Nigeria, the sense of insecurity, suspicion and lack of trust arising from political thuggery such as what arose from the constitution review blunder, Niger Delta crisis and several unwarranted crisis in the country has generated a lot of heat in the political system. The youths are the doorways to a peace continuum. Peace Education is the deliberate attempt to educate the youths in the dynamics of conflict and the promotion of peacemaking skills in homes, schools, and communities throughout the world, using all the channels and instruments of socialization. It provides education for global security and focuses on direct, organized violence particularly, the institution of war and armed conflicts, employing the framework based on recent theories of human security. Peace education concerns itself with human and social dimensions of peace.

Refugee youth have been highlighted as "the most explosive segment" of a population in conflict-related situations (Retamal and Devadoss, 1998: 87). In the highly influential report prepared by Graça Machel on children in armed conflict, education for forced migrant adolescents is recognized as "particularly effective in assisting their psychosocial wellbeing" and "keeping them out of military service" (Machel, 1996: 56).In addition to military recruitment, this population is also considered "at high risk of prostitution, indoctrination and criminality" (UNHCR, 1997: 18).

According to Gumut (2006), it introduces the concept of human dignity and human rights with specific reference to such values as economic equity, political participation, ecological balance and particularly, the formative principles fundamental to international human rights standards. It concerns itself with the global ethics, gender issues and various aspects of cultural violence. Global governance is also of great concern to peace education which creates the concept of global civil society. Generally, peace education is an investment in the younger generations, and attests to the fact that by educating younger minds in the virtue of peace, the skills of conflict analysis and management, identification of conflicts and sources of conflicts etc, a more peaceable future could be secured for humanity.

The objectives of post-independence education reforms in West Africa are as varied as the political and socio-economic situations in each country. But generally, the new education policies tended to make a shift from producing "bureaucrats" to the concept of popular education (Attar, 2003).In most countries, the teaching programmes were re-structured and new subjects were introduced in the school system. This was done on the demand of international organizations. New disciplines introduced in the system include the following: population education, environmental education, family life education, health education, civic education, human rights education, arts education and ICT education. Another characteristic of new education systems in West Africa was the introduction of national or maternal languages into school programmes. In fact, UNESCO (2000) suggests to "promote the use of the mother tongue in the early childhood education, early years of primary education and adult education" as a principle of quality education. In Togo the Educational Reform and Curriculum guidelines introduces moral and civic education into teaching subjects. This is a good entry point for Peace Education to be introduced into the educational system.

2.7 Global Response on Peace Education curriculum

One of the objectives of the Millennium Development Goals is that of primary universal education for all by the year 20154. This goal aims at having children all over the world, boys and girls alike; achieve a full cycle of primary education (UNDP, 2003). Education is very critical to the development of stability of a country. By achieving the educational objective of the MDGs, African countries will also assure the achievement of the other goals, because education is important for opening up opportunities for all.

Education in Africa is characterized by its rigidity, by a low access and enrolment rate, by a low quality of the teaching, a high rate of drop-outs, and, the inadaptability of curricula to the learners' environment and to new technologies imposed by globalization. Aglo (2001) in his analysis of the problems of educational systems in Africa writes that there are problems related to the context, problems of qualitative order, and structural and infrastructural problems. He noted that in too many African countries;

1. School is selective, and not relevant to the concerns, realities and needs of the Populations
2. School is oriented towards the formation of execution agents at the service of an administration with external-oriented interests
3. School gives little room to creativity, imagination, and to development of autonomy of reflection
4. Education is characterized by the weakness of internal and external achievements
5. Education lacks learning materials with insufficient and under-qualified teachers and administration personnel

Consequently, school drop-outs are increasing on the continent and every year, several young men and women leave school without having any primary qualification. Africa is one of the world regions where literacy rates are very low. Between the years 2000 and 2004, only 60% of adults of more than 15 years old were literate, according to a UNESCO (2005) report. However, there has been substantial improvement, as the literacy was of only 49% in 1990.

A quality and relevant education should be able to prepare future generations to improve everyone's conditions of living and to teach to each individual to have a critical vision on major problems of his/her country's current problems: poverty, diseases, war, environmental destruction, etc. A number of research results have demonstrated that there is a clear link between education and conflict, and that education should not be only considered as the victim of war and political violence, but can also itself contribute to the warfare situation. Indeed, in their analysis of the role of education in "ethnic conflict", Bush&Saltarelli (2000) explore and identify a positive face and a negative face of education. They argue that formal education can become destructive when it is unequally distributed, when it is used by politicians as a weapon of cultural repression, when a group of people are denied access to it, when the curricula, especially history textbooks, are manipulated for political aims, and finally when education is segregated in order to ensure "inequality, lowered esteem and stereotyping". In this case, education can easily fuel suspicion, hostility, ethnic intolerance and violence. This is the negative side of education. This situation can be exacerbated when combined with economic tensions and poor governance.

On the other hand, education can be used to elaborate and implement peace programmes, to cultivate inclusive citizenship, to 'disarm history', 'de-segregate the mind', and build a culture of tolerance. In a nutshell, education can be a tool to respond to state oppression and nurture and sustain a peaceful climate. In the same way, one of the U.K. Department for International Development (DfID)'s issues paper, Education, Conflict and International Development (smith&Vaux, 2003) states that education is not only part of the problem but is part of the solution as well. The authors of the issues paper, Alan Smith and Tony Vaux suggest that education is a potential source of conflict and recommend policies and practice at all levels within any educational system to be analyzed in terms their potential to aggravate or ameliorate conflict and violence. As such they insist that education is "a right that should be maintained at all times", and that education is a Millennium Development Goal (MDG) because of its importance for human development and poverty reduction.

Economic and social development is linked with peace and cannot be achieved in a country where there is violence and social instability. Peace Education is thus urgently needed as a way of finding new solutions and improving the living conditions of millions of people.

According to UNESCO, Peace Education aims at creating conditions for building peace, resolving conflict in its different forms by looking at its root causes and consequences, and dealing with ethical, religious and philosophical ethics of human rights UNESCO (1995). It is obvious that Peace Education deals with social problems and helps find sustainable solutions. Thus, Peace Education is mandatory if Africa wants to achieve the Millennium Development Goals.

2.8 Education Policy Framework

According to Sessional Paper No. 1 of 2005, entitled "A Policy Framework for Education, Training and research", the overall goal of education is to achieve education for all (EFA) by 2015 in tandem with national and international commitments. The short-term goal is to attain Universal Primary Education (UPE) by 2010 and to increase the transition rate, from primary to secondary schools, from 47% to 70%. In addition, the policy envisages expansion of capacity for universities to enroll an average of 5,000 students annually. In addition the policy provides commitment for enhancement of access, quality equity delivery of education services at all levels. Equally important, the policy provides commitment to ensure that learning needs for all are met through appropriate learning and life-long skills by 2015.

Kenya's Vision 2030 marks an important milestone in the country's development. The vision is based on three "pillars", the economic, social and political in the country's new blue print. One of its aims is creating a cohesive, equitable and justice society based on democratic principles and issue-based politics grounded on Kenya's rich diverse cultures and traditions. It also aims to transform Kenya into a newly industrializing middle- income country providing a high quality life to all its citizens by the year 2030

In order to realize these policy objectives, commitment is made to integrate Peace Education in the delivery of the education curricula, to enhance nationalism and to promote effective and efficient administration at all level s of education.

2.9 Peace education strategy for education and training

Peace education was introduced in primary schools after 2007 post election violence as a strategy of conflict management and technique for peace building, peace development and sustainability in the society at large.

There are some notable challenges posing a hindrance in effective implementation of peace education for promotion of nationalism and sustainable peace. This includes; Lack of trained teachers to handle the teaching of peace education programme, inadequate teaching and learning materials and media of transmission of peace education knowledge, Teachers and student negative attitudes. The Kenya government through the ministry of education introduced peace education to foster justice, reconciliation and national healing following decades of armed conflicts in several parts of the country.

Regardless of the challenges noted above, the MOE in response of the issues has initiated teachers training workshops throughout the country to ensure effective implementation of peace education programme. The training approach entails: training of master trainers; sensitization of senior education managers; training of district teams; and training of teachers who will in turn impart knowledge, skills and values and develop positive attitudes in the learners. There has been an effort also to effect development and production of peace education support materials.

The implementation of this programme will enable individuals re-evaluate their behavior, develop commitment and endeavour to promote national healing and peaceful coexistence. It will also lay a firm foundation for future peace work by Kenyans who chooses to be peace makers.

The United Movement to End Child Soldiering (UMECS) Director Charles Onencan noted that some schools are enthusiastic to have Peace Education programme introduced on the timetable. Springs Director for Peace and Access to Justice Jessica Huber said "To build sustainable peace, the critical need comes to investing in students She said Peace Education should be introduced in schools to help children keep hope amidst challenges

2.10 Theoretical framework

The theory or philosophy of peace education has been assumed and not articulated. Johan Galtung suggested in 1975 that no theory of peace education existed and that there was clearly an urgent need for such a theory. More recently there have been attempts to establish such a theory. Joachim James Calleja has suggested that a philosophical basis for peace education might be located in the Kantian notion of duty.

James Page has suggested that a rationale for peace education might be located in virtue ethics, consequentialist ethics, conservative political ethics, aesthetic ethics and the ethics of care. Peace education is now well recognized within international legal instruments and within critical education literature as an important aspect of education.

Despite this, little attention has been given in the critical literature to the philosophical foundations for peace education and the rationale for peace education thus remains substantially an assumed one. This investigation explores some possible ethico-philosophical foundations of peace education;

Virtue ethics, whereby peace may be interpreted as a virtue and virtue is interpreted as usefulness, and peace education as education in that virtue.

Consequentiality ethics, whereby peace education may be interpreted education regarding the consequences of our action and inaction, both as individuals and collectivities

Conservative political ethics, whereby peace education may be interpreted as emphasizing the importance of the evolution of social institution and the importance of ordered and lawful social change.

Aesthetic ethics, whereby peace may be interpreted as something beautiful and valuable in itself, and peace education as emphasizing the importance of that beauty and value.

The ethics of care, whereby care may be interpreted as a core element in peace and peace education as encouraging trust and engagement with the other.

Peace education should be a must in schools, and adults and children should be made aware of the value of such education. Today we enjoy a relative peace. Some people are dissatisfied saying they are made to feel there are second-class citizens but the fact is we are all equal in a Plural society of a great diversity. Let us live and let others live. We are not entitled to take another persons life.

2.11 Conceptual Framework

This section presents the conceptual framework. It identifies the concepts included in the study and shows their relationships in a schematic representation.

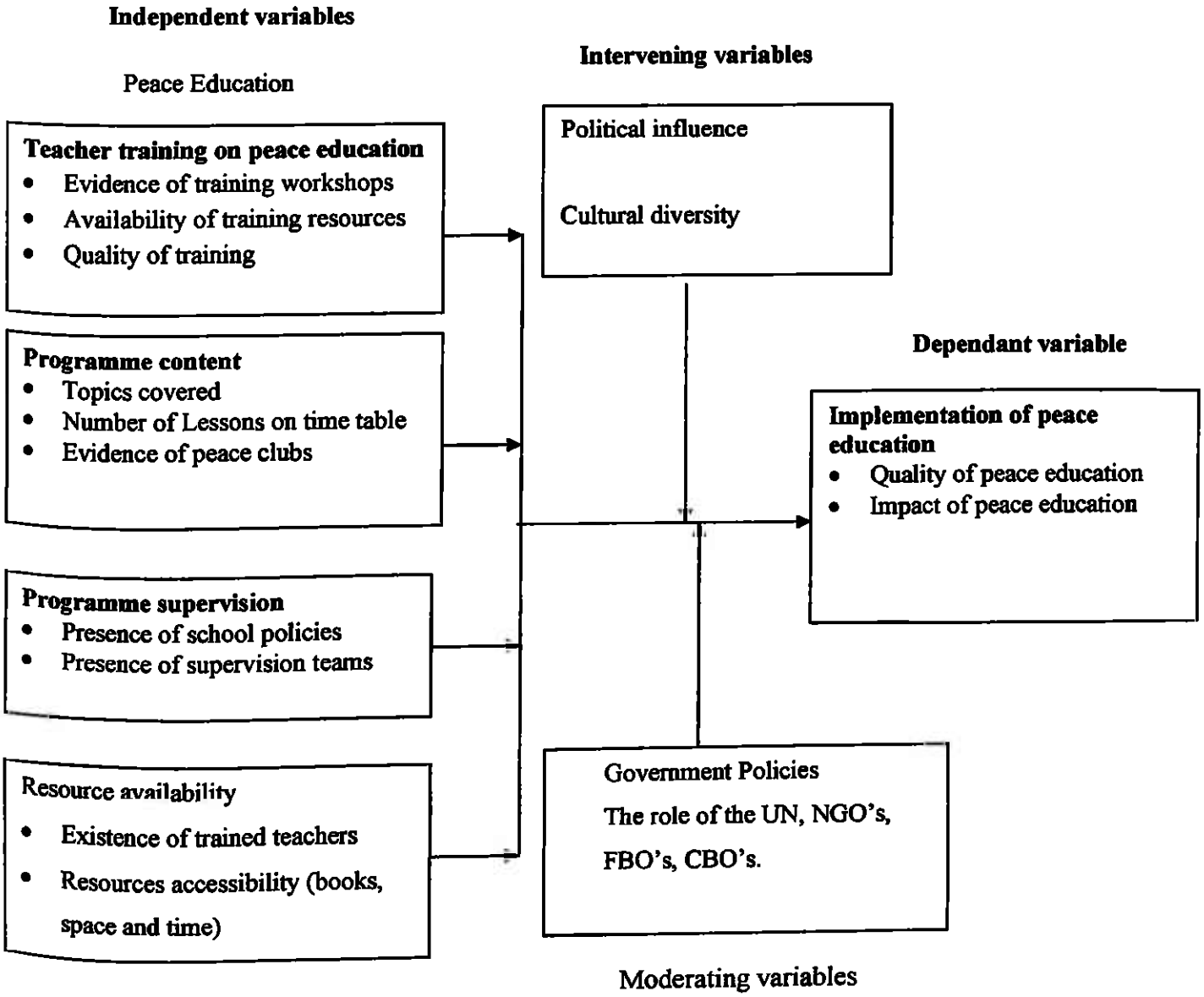

Figure 2. 2: Factors influencing the implementation of peace education

The conceptual framework was developed by the researcher in order to give guidance for the study on the Factors influencing the implementation of peace education in primary schools of Nakuru municipality. It contains both the independent and dependent variables. The independent variables include; Staff training, programme content programme supervision and resource availability.

2.12 Chapter Summary

In this chapter effort has been made in reviewing literature outlining the philosophical foundation, evolution and importance of Peace Education in Kenya, Africa and other continents. Literature on various commissions of peace education has been reviewed too. The literature review has clearly pointed out on the challenges. Literature on peace education strategies has been reviewed with specific reference to education and training.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter deals with the description of the methods and procedures applied in conducting the research. The chapter deals with research design, location of the study, target population, sampling techniques, research instruments, data collection procedures, data analysis and the types of variables and measurement scales to be employed in the study.

3.1 Research Design

A research design is a specific plan for studying the research problem. It constitutes the blue print for collection, measurement and analysis of data. The study adopted the descriptive survey design. Descriptive survey design is a method of collecting information by interviewing or administering questionnaire to a sample of individuals (Orodho, 2003).This design will provide both quantitative and qualitative information about the study. It can be used to collect information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho and Kombo, 2002). The design was applicable because it enabled the researcher to establish relationships between two or more variables to achieve an in depth analysis of peace education programme in selected primary schools. The design provided self-reported facts about respondents and their inner feelings, attitudes, opinions and habits. It was appropriate for finding out characteristics and attitudes of a population and rich source of information according to Kothari, (2007)

3.2 Target Population

Best and Kahn (1998) defines population as any group of individuals who have one or more characteristic in common that are of interest to a researcher. Mugenda (2003) defines population as entire group of individuals, events or objects having common observable characteristics. Target population is defined by Best and Kahn as a small portion of the population selected for observation and analysis.

The study's target population therefore was made up of standard 8 pupils and teachers from s primary schools within Nakuru Municipality which had 58 public primary schools. Fifteen schools with an estimate population of about 2,000 standard 8 pupils and 500 teachers formed the target population.

3.3 Sample size and sampling procedure

Sampling is the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population Patton (1990).A sample is a finite part of a statistical population whose properties are studied to gain information about the whole Webster (1 985). When dealing with people, it can be defined as a set of respondents selected from a larger population for the purpose of a survey. In order to obtain a representative sample of the population, kathari and pals, (1993) recommend that a survey research targets a major sub-group at least 100 cases should be investigated. However according to Frankel and Wallen (2000), they recommend that for descriptive studies a minimum of 100 subjects are needed.

This research used probability sampling. The goal of probability sampling is to select a reasonable number of subjects or respondents that represent the target population. Probability sampling provides a researcher with accurate information about groups that are too large to study in their entity (Mugenda and Mugenda 2003). The zones and the study sample size were identified and selected using Simple random sampling technique. Sampling was done at stages .The first stage was to purposively select the fifteen municipality schools according to zones, then the sample size would be randomly selected from the target population. According to (Borg and Gall 1989, Mugenda and Mugenda 2003), stratified sampling technique ensures the inclusion into the sample, subgroups which otherwise could be omitted entirely by other sampling methods because of their small number in the population, in this case stratified sampling technique will ensure that all schools of Nakuru Municipality have a chance of being included in the sample. (Kathuri and Pals, 1993).

In some cases it might be difficult to trace some teaching staff due to various reasons ranging from being away from their offices for official duties elsewhere e.g. supervising exams, out on studies or being away on leave. In such cases therefore convenience sampling will be used which shall involve taking a group or individuals that will be available and willing to participate in a study (Black, 1993, Mujis, 2004). Wellington (1996) argued that in situations where the probability sampling may not be practical, a researcher may sometimes combine "judgment and probability". This technique provides each element of the target population with an equal chance to be selected. This sampling method secures a representative group, which enabled the researcher to gain information about an entire population when faced with limitations of time, funds and energy (Mugenda and Mugenda, 1999).

To determine the sample size for target respondents, the study adopted a formula provided by Mutai (2000) as shown in equation 1:

$$n = \frac{z^2(1-p)}{x^2 p} \qquad \text{(Equation 1)}$$

Where $0<p$, $x<p$, n is the sample size, z the confidence level, x the accuracy of sampling and p the proportion or percentage of the target residents

p is set at 0.1, at 95% confidence level, $z = 1.96$ and the sampling error, x^2, is taken to be 0.5^2. Consequently, the sample size n_e will be given as in equations 2 and 3:

$$n = \frac{1.96^2(1-0.1)}{(0.5)^2 0.1} \qquad \text{(Equation 2)}$$

$$n = \frac{3.816(0.9)}{(0.025)} \qquad \text{(Equation 3)}$$

Therefore, $n = 138.2976$ or 138.

This adapted from the table below:

Table3.1: Sample size determination guide by Mutai, (2000)

Confidence level %	z	p% proportion	+x% accuracy	n
95	1.96	10	20	864
95	**1.96**	**10**	**50**	**138**
95	1.96	50	10	384
95	1.96	50	20	96
90	1.64	10	20	605
90	1.64	10	50	97
90	1.64	50	10	269
90	1.64	50	20	67

Source: Mutai, (2000)

The study therefore used a sample size of 138 std8 pupils in primary schools. This number will be distributed equally in fifteen schools. Three schools from each of the Five zones were sampled, thus a total number of fifteen schools. The study also targeted 45 teachers, three from each school.

3.4 Methods of Data collection

The researcher made use of questionnaires to collect data. Since it was important to collect data as accurately as possible, the researcher administered the questionnaire personally. The questionnaires were administered from the school's administration offices to individual teachers and students on a daily basis. A drop and pick method was used so as to give the respondents ample time and freedom to provide as much information as possible. The exercise took place during school days considering the tight working schedules of teachers and students. The process registered great success.

3.5 Data collection Instruments

The research instruments used were self-administered questionnaires and to collect primary data from the target respondents. Self-administered questionnaires have the advantages of relatively low cost and easy access, physical touch to widely dispersed samples (Fowler, 1993). Additionally, questionnaires facilitate easier coding and analysis of data collected (Mugenda & Mugenda, 1999).The questionnaires contained both structured and unstructured questions for the sake of obtaining quality information. Two sets of questionnaires were used, whereby one was used for the pupils and the other for teachers. The instruments were developed in consideration of the study objectives. Results from such collection were quantifiable (kombo and Tromp, 2006). Secondary Information was obtained from peace education reports pamphlets and documents.

3.5.1 Validity of data collection instrument

According to Saunders *et al* (2000) research is only valid if it actually studies what it set out to study and only if the findings are verifiable. Validity is the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda and Mugenda, 1999).
It is the degree to which the results obtained from an analysis of data actually represents the phenomenon under study. Validity further refers to the quality that a procedure or instrument or tool used in the research is accurate, correct, true, meaningful and right.

The questionnaires were clear for respondents to interpret and respond correctly. Validity was enhanced by limiting to a large extent the occurrence of systematic errors by the use of simple understandable language. The instrument aimed at collecting information in line with the purpose and objectives of the study. Construct and content validity of the questionnaire was determined by use of experts, Research Supervisors. The value attached to construct validity is emphasized in Mutai, (2000), whereby the construction and content of the questionnaires were reviewed with the assistance of the Research Supervisors. The outcome translated into improved instruments. External validity was guaranteed by taking a representative sample so as to ensure results obtained in the study are generalizable and representative enough.

3.5.2 Reliability of the Data collection instrument

Reliability indicates the stability and consistency with which the data collection instrument measures the concept (Zikmund, 2000). According to Mugenda and Mugenda, 1999 Reliability of an instrument is the degree of consistency with which it measures a variable. The questionnaires combined both open- ended and closed- ended items. This facilitated the respondents to have an opportunity to give a more insight of the research problem while forced responses type facilitated consistency of responses among respondents. The questionnaires were pilot tested to check on their reliability. A pilot test was conducted at Mama Ngina, Madaraka, and RaceTrack Primary schools before the actual study to improve on the reliability. This group of subjects was not involved in the actual study to prevent interaction with the actual subjects. .

The results of the pre-test survey helped in restructuring of the questionnaire by incorporating the missing information, omitting irrelevant questions and paraphrasing questions that appeared ambiguous to the respondents. The data collected was converted into numerical codes to facilitate the determination of reliability. An internal consistency procedure was used to determine the true score variance in the characteristics measured by the instrument. Cronbach Reliability coefficient value was computed to determine how items correlated among themselves. Cronbach's alpha reliability coefficient normally ranges between 0 and 1. However, there is actually no lower limit to the coefficient. The closer Cronbach's alpha coefficient is to 1.0 the greater the internal consistency of the items in the scale. Based upon the formula $=rk / [1 + (k -1) r]$ where k is the number of items considered and r is the mean of the inter-item correlations the size of alpha is determined by both the number of items in the scale and the mean inter-item correlations. According to Fraenkel and Wallen, (2000) and Mugenda and Mugenda, (2000), an instrument with a value of 0.7 and above is considered reliable.

3.6 Data analysis Techniques

The data collected were organized and cleaned of any errors made during data collection. The data collected was coded, keyed into the computer and analyzed using descriptive statistics with the aid of the Statistical Package for Social Sciences (SPSS) vertion13.0 and Microsoft Excel 2007 computer software. Qualitative and quantitative statistical techniques were used during the analysis to describe and summarize data. The results of the analysis were presented and interpreted in the form of descriptive statistics (frequencies, percentages, and mean) and non parametric tests (Chi-Square tests). The findings were presented in the form of tabular summaries.

3.7 Ethical consideration

The researcher exercised utmost caution while administering the questionnaires. Authorization was obtained from the municipal education officer (MEO) prior to the study. The researcher gave assurance to the respondents regarding confidentiality of the information obtained and an assurance phrase to the introductory letter. The respondents were appreciated for finding time to answer the questionnaires.

3.8 Operational definition of variable

This section defines variables in terms of measurable indicators with associated measures, measuring scale and data analysis processes. The constructs of research must be operational so as to enable the researcher to measure them Zikmund (2000). This is done by reducing them to observable behaviours or characteristics.

Table 3.2: Operational definition of variables

Objective	Variable	Indicator	Measurement	Measurement scale	Data collection (survey)	Data analysis tools
To determine the influence of staff training on the implementation of peace education	**Independent** Staff training	Training workshops Training resources Trained peace education teachers	Evidence of training workshops Availability of training resources Quality of teaching and learning	Nominal Ordinal	Interview Questionnaire Observation	Computation of: Frequencies Percentages Chi-square tests
To establish the influence of curriculum content on the implementation of peace education	Curriculum content delivery	Allocation of lessons Peace education T/L activities Peace clubs	Number of peace education lessons on the time table Frequency of teaching/learning activities Evidence of peace education clubs	Nominal Ordinal	Interview Questionnaire Observation	Computation of: Frequencies Percentages Chi-square tests
To establish how resource availability influences the implementation of peace education	Resources	Trained teachers Available materials and facilities Accessibility of the resources	Number of trained teachers Number of available books Availability of rooms for peace education activities Level of accessibility of the resources	Nominal Ordinal	Interview Questionnaire Observation	Computation of: Frequencies Percentages Chi-square tests
To determine the influence of programme supervision on the implementation of peace education	Programme monitoring and evaluation	Content delivery School policies Supervision team Reports of reduced conflicts	Level of content dissemination Presence of school policies Presence of supervision team Number of conflicts reported	Nominal Ordinal	Interview Questionnaire Observation	Computation of: Frequencies Percentages Chi-square tests

3.9 Chapter summary

The chapter covered the methodology that was used to conduct the research on factors influencing the implementation of peace education in primary schools, Nakuru municipality. A descriptive survey design was adopted for this study. The population of the study was identified. Sampling procedure was explained, the data was collected from the selected schools in Nakuru municipality. Self administered questionnaires were used as the data collection instruments. Quantitative methods of data analysis used were also discussed. Ethical issues involved in the research were also explained.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS

4.0 Introduction

This chapter presents findings of the study. It presents results arising from the analysis of data collected using descriptive statistics. The findings are presented in tabular summaries, and their implication discussed. The study sought to determine the influence of staff training, programme supervision, programme content and resource acceptability on the implementation of peace education programme in selected primary schools in Nakuru Municipality; and to establish the measures put in place by the school management to enhance implementation of peace education in primary schools. Data instruments were developed and distributed targeting 138 primary school children and 45 primary school teachers. The data collected was analyzed and the results are presented and discussed in the sections below.

Table 4. 1: Response rate

Category of respondents	*No. of questionnaires returned*	*Target No. of questionnaires*	*Response rate*
Standard 8 pupils	114	138	83%
Teachers	45	45	100%

The study was able to get a response from 114 respondents out of the 138 questionnaires distributed to the Standard 8 pupils; that is a response rate of 83%. The rest of the respondents did not return the questionnaires citing reasons such as forgetfulness, misplacement and lack of time. The study was also able to get a response from 45 respondents out of 45 questionnaires distributed to the teachers; that is a response rate of 100% from the questionnaires distributed to teachers as shown above in the Table 4.1 above.

4.1 Presentation and interpretation of data

This section presents the findings of the study. The findings are presented in form of tables. The results are interpreted and their implication discussed.

4.1.1. Demography of Respondents

The researcher sought to find out background characteristics of the respondents relevant to the study including gender, marital status, and age and teachers length of service.

4.1.1.1 Gender of the respondents

The gender of the respondents is given in Table 4.2

Table 4. 2: Distribution of respondents according to gender

Gender	*Teachers*	*Pupils*	*Frequency*	*Percentage*
Male	19	50	69	43%
Female	26	64	90	57%
Total	45	114	159	100%

The study used a sample size made up of 57 % female respondents and 43% male respondents as shown in the figure above. This implied that there were more girls than boys in the selected primary schools. The number of female teachers was higher than that of male teachers in the primary schools.

The impact of conflicts was greatly experienced among female than men as shown in the post election violence of 2007, therefore, it was okay to use these representation in the study.

4.1.1.2: Age of the teachers.

The age of the respondents is given in Table 4.3 below.

Table 4. 3: Distribution of the respondents according to age.

Age of the Teachers	*Frequency*	*Percentage*
Below 25 years	6	13.3
25 - 35 years	9	20
36 - 49 years	22	48.9
50 - 69 years	8	17.8
Total	45	100

The findings reveal that most of the respondents interviewed (22 teachers) were aged between 36 - 49 years, 9 were aged 25 - 35 years, 8 between 50 - 69 years and 6 Below 25 years. The age of the teachers was critical in the teaching of peace education, in that the age above 35 years was a mature age. Most teachers had attained this age hence; they had the capacity to influence the child's perception positively through quality peace education teaching activities.

4.1.1.3: Teacher's marital status.

Table 4.4: Distribution of the respondents according to marital status

Marital status	*Frequency*	*Percent*
Married	30	66.7
Single	15	33.3
Total	45	100

As illustrated on table 4.4 above, most teachers (67%) were married, while 33% were single. Since most teachers were married they were able to incorporate the parental perception in the implementation of peace education.

4.1.1.4: Teacher's length of service in the school.

Teacher's length of service in the school is given in Table 4.5.

Table 4. 5: Teacher's length of service in the school

Length of service	*Frequency*	*Percent*
0 - 1 year	3	6.7
2 - 5 years	20	44.4
6 - 10 years	11	24.4
Above 10 years	11	24.4
Total	45	100.0

The research findings show that 20 teachers indicated that they had been in school for a period of 2 - 5 years, 11 for a period of 6 - 10 years, 11 for a period above 10 years, while 3 teachers had been in school for a period between 0 - 1 year. Teachers with a higher length of service (above 2 years) had a good understanding of the learners in the school therefore, could easily handle them in the implementation of the peace education programme.

4.1.2: Teaching and learning of peace education in the schools

The study sought to find out facts about the teaching and learning of peace education in the schools

4.1.2.1 Teaching of peace education in the schools.

Table 4. 6: Teaching of peace education in the schools

Teaching of peace education	*Frequency*	*Percent*
Yes	28	62.2
No	17	37.8
Total	45	100.0

It is established from the findings that majority of the teachers (62%) indicated that they taught peace education in their schools, while 38% said that it was not taught. The teachers indicated that peace education implementation programme was being implemented. The implication here was that most schools were implementing peace education programme.

4.1.2.2: Reasons why peace education is not being taught in schools.

The researcher sought to find out the reasons why peace education is not being taught in schools and the result is given in Table 4.7

Table 4. 7: Why peace education is not being taught in some school

Reason		*Frequency*	*Percent*
	No qualified Peace education teacher	9	20.0
	I don't know	3	6.7
	I am not sure	3	6.7
	No materials for peace education in our school	5	11.1
	Not Applicable	25	55.6
	Total	45	100.0

The study shows that majority of the respondents (20%) attributed the failure by some schools in implementing peace education to lack of qualified teachers, 11% attributed it to lack of materials for peace education in their school, and 6.7% were not sure, while 6.7% did not know the answer. The implication was that some schools were not implementing peace education programme due to lack of peace education materials such as books and space; hence action by the government to correct this situation was needed.

4.1.2.3: Pupil's knowledge of the meaning of "peace education"

The study sought to find out from the pupils if they understood the meaning of "peace education. It was established that all the pupils interviewed indicated that they knew the meaning of the meaning of "peace education. They also indicated that they had been taught in school. Therefore, it implied that peace education was being implemented in schools within Nakuru Municipality.

4.1.2.4: Frequency of teaching peace education

The study sought to find the frequency of teaching peace education and the results were as shown in Table 4.8

Table 4. 8: Frequency of teaching peace education

		Frequency	*Percent*
Valid	Once	66	57.9
	Twice	42	36.8
	Thrice	6	5.3
	Total	114	100.0

Majority of the pupils (57.9%) indicated that peace education was taught once per week, 36.8% indicated a frequency of twice per week, while 5.3% indicated thrice per week. The implication was that peace education was taught in schools frequently and in most schools it had been incorporated in normal school learning process.

4.1.2.5: Learner's enthusiasm in peace education

The study sought to find out if the children enjoyed being taught peace education and the results were as shown in Table 4.9.

Table 4. 9: Learner's enjoyment of learning peace education

		Frequency	*Percent*
Valid	Yes	102	89.5
	Sometimes	12	10.5
	Total	114	100.0

Majority of the pupils indicated that they enjoyed learning peace education, while 10.5% said they enjoyed sometimes. This implied that the pupils appreciated the implementation of peace education programme and were willing to cooperate to make it a success.

4.1.2.6: Existence of extra curricula activities for all pupils

Table 4.10 presents analysis of whether there were extra curricula activities for all pupils.

Table 4. 10: Existence of extra curricula activities for pupils

Response	Frequency	Percent
Yes	26	57.8
No	8	17.8
In the process	11	24.4
Total	45	100.0

Most teachers (57.8%) indicated that their school offered extra curricula activities for all pupils, 17.8 indicated that their school did not, while 24.4% said that their schools were in the process of offering extra curricula activities for all pupils. This implied that not all schools involved their pupils in extra curricula activities for all pupils. This was a great weakness and the schools needed to encourage this for it increased interaction and co-existence among pupils.

4.1.2.7: Participation in extra curricula activities

Table 4.11 presents responses on the participation of extra-curricular activities

Table 4. 11: Participation in extra curricula activities

Response	Frequency	Percent
Yes	78	68.4
No	36	31.6
Total	**114**	**100.0**

Most of the respondents (68.4%) indicated that they participated in extra curricula activities. While 31.6% of the respondents indicated that they did not participate in extra curricula activities. This implied that the pupils were involved in activities that promoted interaction and coexistence.

4.1.2.8: Involvement of visitors for peace talks in the schools

Table 4.12 presents responses of whether there were any invitations done on peace talks to the schools.

Table 4.12: Involvement of visitors for peace talks in the schools

Response	Frequency	Percent
Yes	66	57.9
No	42	36.8
Can't remember	6	5.3
Total	**114**	**100.0**

The study findings revealed that most of the respondents 57.9% indicated that their school occasionally invited visitors for peace talks, while 36.8% of the respondents indicated that there were no such invitations done, 5.3% of the respondents said they could not remember of any such visits and invitation on peace talks. This implied that the schools had taken steps towards ensuring that the implementation of peace education was successful by inviting experts

4.1.2.9: Existence of pupil's council in schools

Table 4.13 presents responses on whether council for pupils existed in the schools.

Table 4.13: Existence of pupil's council in schools

Response	Frequency	Percent
Yes	53	46.5
No	61	53.5
Total	**114**	**100.0**

The analysis revealed that (53.5%) indicated that their school had a pupil's council, while 46.5% of the respondents indicated that their school did not have pupil's council. This implied that there was little usage of pupil councils in schools. The role of pupil councils for promotion of peace education / values was not appreciated by teachers in schools.

4.1.2.10.: Influence of peace education on teachers and pupils relationship

Table 4.14 presents responses whether peace education has promoted good relations between pupils and teachers.

Table 4.14: Teachers and pupils relationships

Response	Frequency	Percent
Yes	78	68.4
No	11	9.6
Sometimes	25	21.9
Total	**114**	**100.0**

The findings of the study revealed that 68.4% of the respondents indicated that they enjoyed good relationships with their teachers, 9.6% of the respondents indicated that they did not enjoy their relationship with teachers, while 21.9% of the respondents indicated that they sometimes enjoyed the relationship. This implied that the impact of peace education was already being realized through good relationships between pupils and their teachers.

4.1.3: Staff training and the implementation of peace education programme

The study sought to establish from the teachers, the influence of staff training on the implementation of peace education programme and the results is given in Table 4.15

Staff training

Table 4.15: **Influence of staff training on the implementation of peace education.**

	Observed N	Expected N	Residual
Not sure	6	15.0	-9.0
Fairly influential	9	15.0	-6.0
Highly influential	30	15.0	15.0
Total	45		

The chi square results show that most teachers (30) indicated that Staff training was a highly influential factor to peace education. The frequency of 30 is above the 15.0; expected number; hence support this argument.

The implication here was that the teachers' believed their training in peace education to be highly influential in the implementation of peace education programme. Their potential and capacity to handle the pupils and communicate effectively on issues affecting peace and solution is greatly influenced by their level of training in peace education. Therefore there was need to train the teachers.

4.1.3.1: Attendance to peace education workshops

Table 4.16 presents analysis of teachers' attendance to peace education workshops

Table 4.16: Attendance to peace education workshops

Response	*Frequency*	*Percent*
Yes	28	62.2
No	17	37.8
Total	**45**	**100.0**

The analysis revealed that that majority of the teachers (62%) had attended peace education workshops; while 38% said that they had not attended any peace education workshops. This implied that there were steps underway to enhance teacher training on peace education and many teachers in Nakuru Municipality had benefitted from this arrangement.

4.1.3.2: Teacher training on peace education

Table 4.17 presents the frequency of teacher training on peace education.

Table 4.17: Frequency of teacher training on peace education

Response	Frequency	Percent
1-2 times	14	31.1
2-3 times	11	24.4
3 and above	3	6.7
Not Applicable	17	37.8
Total	**45**	**100.0**

The analysis revealed that 31.1% of the respondents had undergone 1-2 times training on peace education, 24.4%; 2-3 times, 6.7% 3 and above, while 37.8% of the respondents indicated that the question did not apply to them. This implied that the training were frequent enough, however the impact of the training on the implementation of peace education programme was yet to be realized.

4..1.3.3: Peace education skills acquired through trainings

Table 4.18 presents analysis on the Enhancement of peace education skills through trainings.

Table 4.18: Enhancement of peace education skills through trainings

Response	Frequency	Percent
Yes	25	55.6
Somehow	3	6.7
Not Applicable	17	37.8
Total	**45**	**100.0**

Majority of the teachers (55%) indicated that the trainings they received enhanced their peace education skills, 7% indicated that it enhanced their skills somehow, while 38% indicated that the question did not apply to them. Based on the above analysis it was evident that the teachers enhanced their skills through peace education trainings.

4.1.3.4: Availability of staff- training resources

Table 4.19 Presents analysis of whether there were resources for staff- training in peace education.

Table 4.19: Availability of staff- training resources

Response	Frequency	Percent
Moderately	27	60.0
Rarely	15	33.3
Never Available	3	6.7
Total	45	100.0

The findings as illustrated in table 4.26 revealed that peace education resources were moderately available (60.0%), however not adequate for the programme as indicated by 33.3% of the respondents.

4.1.4 Programme supervision and implementation of peace education

The study sought to determine whether programme supervision bears influence on the implementation of peace education programme. The result is given in Table 4.20 below

Table 4.20: Programme supervision

	Observed N	Expected N	Residual
Not influential at all	27	11.3	15.8
Not sure	6	11.3	-5.3
Fairly influential	6	11.3	-5.3
Highly influential	6	11.3	-5.3
Total	45		

The chi square results show that most teachers (27) indicated that programme supervision was not an influential at all factor to peace education. The frequency of 27 is above the 22.5; expected number; hence support this argument. This implied that most the teachers involved in the implementation of peace education programme in schools within the Municipality were not comfortable with the supervision arrangement and indicated that this was not an important determining factor. However, empirical studies emphasize the role played by supervision in the management of programmes. The Ministry of education therefore, should consider strengthening its supervisory machinery in respect to the implementation of peace education programme in schools within the Municipality.

4.1.4.1 Supervision of peace education

The researcher wanted to establish as to who is responsible for the supervision of peace education in the selected schools an the result is given in table 4.21 below

Table 4.21: The supervision of peace education programme

Response	Frequency	Percent
Ministry of education	42	93.3
Education implementation committee	3	6.7
Total	**45**	**100.0**

The findings show that most of the teachers indicated that the Ministry of Education is responsible for the supervision/monitoring and evaluation of the implementation of peace education programme, while 7% indicated the Peace Education Implementation Committee. The implication was that the Ministry of education, which had a good experience in the supervision of various programmes in schools was also responsible for the supervision of peace education, therefore there was a great chance of successful implementation of peace education programme in schools within the Municipality.

4.1.5: Programme Content and the implementation of peace education.

The researcher sought to determine the influence of Programme Content on the implementation of peace education. The result is presented in table 4.22 below

Table 4.22: Programme Content

	Observed N	Expected N	Residual
Not influential at all	6	15.0	-9.0
Fairly influential	11	15.0	-4.0
Highly influential	28	15.0	13.0
Total	45		

The chi square results show that most teachers (28) indicated that Programme Content was a highly influential factor to peace education. The frequency of 28 is above the 15.0; expected number; hence support this argument.

Programme content provides the map for implementation. If the Peace education programme is poorly constituted curriculum would definitely make it difficult for the attainment of programme goals. The implication here was that the teachers shared this view.

4.1.5.1: Peace Education topics covered for the last two years

Table 4.23 presents responses on the Peace Education topics covered for the last two years

Table 4. 23: **Peace Education topics covered for the last two years**

Response	Frequency	Percentage
Conflicts solving	48	16%
Communication skills	30	10%
Meaning of peace and peace education	27	9%
Problem solving	18	6%
Towards healing	13	4%
Importance of peace education	40	14%
Elements of Nationhood	12	4%
Self awareness	16	5%
Citizenship and Democracy	28	10%
self control	15	5%
sexual abuse	14	5%
child labour	9	3%
Drug abuse	24	8%
Total	**294**	**100%**

The findings of the study revealed that the majority indicated that all the 14 topics had been covered; however conflict solving is the only topic that had been covered more as indicated by 16% of the respondents. The least taught topic was child labour as indicated by 3% of the respondents. This implied that the programme had been properly constituted since all the topics mentioned by the respondents were relevant and contributed towards the attainment of programme goals which include: peace promotion, conflict avoidance and conflict resolution.

4.1.5.2: Frequency of teaching peace education in a week

Table 4.24 presents responses on frequency of teaching peace education in a week.

Table 4.24: **Frequency of teaching peace education in a week**

Response	Frequency	Percent
Once	17	37.8
Twice	9	20.0
Thrice	5	11.1
Not Applicable	14	31.1
Total	45	100.0

The analysis in Table 4.7 shows that 38% of the respondents indicated that they taught peace education once per week, 28% twice per week, while 31% of the respondents had not implemented peace education in their schools. Taking the percentage of those who taught peace education once and those who had not implemented peace education in their schools it was evident that 68.9% of the schools had not fully implemented peace education in their schools.

4.1.5.3: Existence of peace clubs for pupils

Table 4.25 presents analysis of whether there were peace education clubs for pupils in schools.

Table 4.25: Existence of peace clubs for pupils

Response	*Teachers*	*Pupils*	*Frequency*	*Percent*
Yes	17	54	71	45%
No	25	42	67	42%
Sometimes	3	12	15	9%
Am not sure	-	6	6	4%
Total	45	114	159	100%

The findings reveal that most of the teachers (25) indicated that they did not have peace clubs specifically for pupils, 25 indicated that they had, while 3 indicated that they had sometimes had the clubs. The study findings show that 54 pupils indicated that their school had peace clubs, 42 indicated that their school did not have peace clubs, 12 said sometimes, while 6 were not sure. The implication was that the existence of peace clubs in schools in Nakuru Municipality was low. The role of peace clubs for pupils should be taken seriously. If the pupils were involved in peace clubs, they would appreciate the importance of peace education. Therefore schools needed to promote this aspect of peace education.

4.1.6: Resource availability

The researcher sought to determine the influence of resource availability on the implementation of peace education, and the influence of resource availability on implementation of peace education is given in Table 4.26 below.

Table 4.26: Resource availability

	Observed N	Expected N	Residual
Not influential at all	3	11.3	-8.3
Not sure	3	11.3	-8.3
Fairly influential	9	11.3	-2.3
Highly influential	30	11.3	18.8
Total	45		

The chi square results show that most teachers (30) indicated that Resource availability was a highly influential factor to peace education. The frequency of 30 is above the 11.3; expected number; hence support this argument. This implied that the peace education programme was underway but was facing the challenge of resource availability. The teachers considered this aspect as critical in the implementation of the peace education programme.

4.1.6.1: Adequacy of teaching and learning materials.

The researcher wanted to determine whether there were adequate teaching and learning materials or any literature in peace education and the result is given in table 4.27 below.

Table 4.27: Adequacy of teaching and learning materials

Response	Frequency	Percent
Yes	19	42.2
No	17	37.8
Somehow	6	13.3
Am not sure	3	6.7
Total	45	100.0

The analysis revealed that there were adequate teaching and learning materials and relevant literatures in peace education by (42.2%) of the respondents, while (37.8%) of the respondents indicated that they were in the process of being put in place and 6.7% of the respondents respectively were not sure.

This implied that the schools did not have adequate learning materials and hence, the Ministry of Education would consider increasing access to peace educational materials in the schools.

4.1.7: Challenges and problems facing implementation of peace education in the schools

T he researcher sought to identify the challenges and problems facing successful implementation of peace education programme. Some of the challenges and problems cited by the teachers and pupils are illustrated below and the results discussed.

4.1.7.1: Challenges facing implementation of peace education programme in the schools.

Table 4.28: Challenges facing implementation of peace education programme

Response	Frequency	Percent
Lack of teachers	13	28.9
Teachers lack adequate training	15	33.3
Lack of learning and Teaching materials	11	24.4
Lack of interest by teachers and pupils (attitude)	6	13.3
Inadequate learning and teaching time	1	.01
Total	**169**	**100**

The challenges included: teachers lack adequate training(33.3%); Lack of teachers (28.9%); Lack of learning and Teaching materials (24.4%); Lack of interest by teachers and pupils (attitude) (13.3%); and Inadequate learning and teaching time (0.01%).

4.1.7.2: Suggestions on delivery and implementation of peace education.

Table 4.29 presents suggestions given by the teachers for improvement of delivery and implementation of peace education in Kenya from primary level to university with an objective of fostering national unity.

Table 4.29: Suggestions on delivery and implementation of peace education.

Response	Frequency	Percentage
Peace education to be taught as a compulsory subject	27	19%
Government to facilitate teacher training on peace education (in service training)	34	24%
Government to make teaching and learning materials available in schools	38	27%
Peace education to be combined with other subjects to avoid the possibility of being neglected e.g. social studies	25	18%
Teachers to make peace education lively and interesting	18	13%
Total	142	100%

The teachers interviewed suggested the following for the enhancement of implementation of peace education programme: the Government to make teaching and learning materials available in schools; the Government to facilitate teacher training on peace education (in service training); that peace education to be taught as a compulsory subject; that peace education to be combined with other subjects to avoid the possibility of being neglected e.g. social studies; and that the teachers to make peace education lively and interesting.

4.1.7.3.: Problems faced in teaching and learning of peace education.

T he researcher sought to identify the problems faced in learning peace education and the result is given in table 4.30 below.

Table 4.30: **Problems faced in learning peace education**

Response	Frequency	Percentage
Lack of enough books / materials	55	27%
Few lessons (insufficient time)	49	24%
Post election victims affected in discussion	20	10%
Lack of peace clubs	23	11%
Lack of pupil councils	19	9%
lack of learning areas	15	7%
Teachers' attitude towards the subject	25	12%
Total	206	100%

The findings revealed that lack of enough books and other materials was the main problem among other problems faced in the learning of peace education as indicated by 27% of the respondents. This implied that even the learners had realized the problems associated with limited resources; therefore the Ministry of Education needed to allocate sufficient resources for the successful implementation of peace education programme.

4.1.7.4: Suggestions to improve the learning of peace education in schools.

The researcher sought to establish suggestions to improve the learning of peace education in the schools and table4.31 below presents the responses;

Table 4.31: Suggestions to improve the learning peace education in schools

Response	Frequency	Percentage
buying enough learning materials	61	44%
allocation of more lessons and time	55	39%
forming peace clubs	15	11%
Increase more teachers	9	6%
Total	140	100%

The study finding revealed that there was need to buy enough peace education learning materials as indicated by 44% of the respondents in order to improve the learning of peace education in schools, while 6% of the respondents indicated that recruitment of peace education teachers

4.1.8 The measures put in place by the school management.

This section contains findings related to the measures put in place by the school management to enhance implementation of peace education programme in primary schools in Nakuru Municipality.

4.2.8.1: Existence of peace education implementation policies.

Table 4.32 presents an analysis of whether there were peace education implementation policies in the schools.

Table 4.32: Existence of peace education implementation policies.

Response	Frequency	Percent
Yes	39	86.7
No	3	6.7
Am not sure	3	6.7
Total	45	100.0

Majority of the respondents (87%) agreed that their school had peace education implementation policies in place, 7% said No, while 6% were not sure. This implied that most schools had put in place peace education implementation policies, which were to provide guidance in the implementation of the peace implementation programme.

4.1.8.2: Existence of peace education strategic plan.

Table 4.33 presents analysis of whether there were peace education strategic plans in the schools.

Table 4.33: Existence of peace education strategic plan.

Response	Frequency	Percent
Yes	25	55.6
No	3	6.7
In Process	11	24.4
Am not sure	6	13.3
Total	45	100.0

Majority of the teachers (55.6%) indicated that their schools had peace education strategic plans, 24.4% indicated that their peace education strategic plan was in progress, 13.3% were not sure, while 6.7% indicated that they did not have. This reflected the preparedness of the schools towards ensuring success in the implementation of the peace education programme. However, a lot of efforts needed to be done to strengthen this aspect.

4.1.8.3: Existence of a peace reconciliation panel

Table 4.34 presents analysis of whether there were peace reconciliation panels in the schools.

Table 4.34: **Existence of a peace reconciliation panel**

Response	Frequency	Percent
Yes	16	35.6
No	9	20.0
In Process	14	31.1
Am not sure	6	13.3
Total	45	100.0

The analysis revealed that there were peace education reconciliation panels by (35.6%) of the respondents, (31.1%) of the respondents indicated that it was in the process, while (20%) of the respondents indicated that there wasn't any such a reconciliation panel in their schools and (13.3%) of the respondents were not sure.

This implied that most schools did not have peace education reconciliation panels and hence there was need to create them for the benefit of the pupils and in support to the peace education programme.

4.1.8.4: Involvement of other organizations in peace education programme.

Table 4.35 presents responses on the efforts made in partnering with other organizations dealing with peace education programme in support of its implementation.

Table 4.35: **Involvement of other organizations in peace education.**

Response	Frequency	Percent
Yes	13	28.9
No	15	33.3
In the process	11	24.4
Am not sure	6	13.3
Total	45	100.0

The analysis revealed that there were efforts being made in partnering with other organizations dealing with peace education by (28.9%) of the respondents, while (33.3%) of the respondents indicated that there was no such effort being made, while 24.4% of the respondents indicated that the effort was in the process being put in place and 13.3% of the respondents were not sure of any of such efforts being put in place.

4.2 Discussion of the findings

This section contains a discussion of the findings presented in the tables which have been analyzed and interpreted in the sections above.

4.2.1 General facts on respondents in respect to peace education

The study used a sample size made up of 62% male teachers and 38% female teachers most of them were aged between 36 - 49 years and married had been in the schools visited for a period of a period of 2 - 5 years. Majority of the teachers (62%) indicated that they taught peace education in their schools. Peace education was taught once per week as shown in the findings. Majority of the pupils also indicated that peace education was taught once per week those who had not implemented this programme cited reasons such as lack of qualified teachers and lack of materials for peace education. Most teachers indicated that, since they started teaching peace education in their school, it had improved peaceful coexistence among teachers and pupils. Most of the teachers indicated that the Ministry of Education was responsible for the supervision of the implementation of peace education programme.

The study also used a sample made up of 56% female pupils and 44% male pupils. All the pupils interviewed indicated that they knew the meaning of the meaning of "peace education. They also indicated that they had been taught in school. Majority of the pupils interviewed indicated that they enjoyed learning peace education; hence this was a welcome step towards enhancing peace in the community. This also because, most of the pupils (93%) indicated that they had frequently interacted or socialized freely with pupils from other ethnic communities in the last one year. the fact that there is a good relationship between the teachers and the pupils as evidenced by majority of the pupils who indicated that they enjoyed good relationships with their teachers, peace education is posed to enjoy the support of both the teachers and the parents.

4.2.2 Staff training and the implementation of peace education programme

The study established that staff training had an influence on the implementation of peace education programme in primary schools in Nakuru Municipality.

The findings show that Staff training was a highly influential factor to the implementation of peace education. Majority of the teachers (62%) had attended peace education workshops to equip themselves with approaches for teaching peace education. The teachers indicated that the trainings they received enhanced their peace education skills.

4.2.3 Resource availability and the implementation of peace education programme

The study showed that the majority of the teachers described the availability of resources for staff- training in peace education as moderate. Majority of the schools did not have adequate teaching and learning materials or any literature in peace education only 42% of the teachers said that the school had adequate teaching and learning materials or any literature in peace education. Limited peace education resources therefore greatly affected the implementation of the programme in the schools.

4.2.4 Programme content and the implementation of peace education programme

Teacher's empowerment in the workshops will definitely have an influence on the curriculum content, which is prerequisite to peace education. Most teachers indicated that their school offered extra curricula activities for all pupils. Majority of the respondents revealed that peace education was taught and it was being integrated in the other subjects like social studies. The pupils listed quite a number of topics that they had so far covered in their classes hence peace education was being implemented in the schools. Most of the respondents also indicated the presence of peace clubs. Visitors were invited into the schools for peace talks as resource persons. Majority of the respondents agreed that their school had peace education implementation policies in place. .

4.2.5 Programme supervision and the implementation of peace education programme

The study established that the task of peace education programme supervision was the responsibility of the Ministry of education. The Ministry of education which had a good experience in the supervision of various programmes in schools was also responsible for the supervision of peace education; therefore there was a great chance of successful implementation of peace education programme in the schools within the Municipality.

Most of the teachers involved in the implementation of peace education programme in schools within the Municipality were not comfortable with the supervision arrangement and indicated that this was not an important determining factor. However, empirical studies emphasize the role played by supervision in the management of programmes.
The Ministry of education therefore, should consider strengthening its supervisory machinery in respect to the implementation of peace education programme in all schools within the country.

4.2.6 The measures taken to enhance implementation of peace education in the schools.

According to the study, various challenges were cited as influencing peace education; and this included Lack of teachers; Teachers lack adequate training on peace education; Inadequate learning and teaching time; Both the teachers and pupils have a negative attitude towards the additional subject; and Lack of learning and Teaching materials. These reasons were mentioned by both the teachers and the pupils. The pupils had specifically mentioned problems which included: lack of enough books / materials; few lessons (insufficient time); teachers' attitude towards the subject; lack of peace clubs; lack of pupil councils; lack of learning areas; and post election victims affected in discussion.

The study revealed that the measures used to enhance implementation of peace education in the primary schools included the existence of peace education implementation policies; peace education strategic plan and the existence of a peace reconciliation panel. From the findings the respondents gave the various suggestions for improvement of delivery and implementation of peace education. They suggested that peace education to be taught as a compulsory subject; that the Government of Kenya to facilitate teacher training on peace education (in service training); that the Government of Kenya to make teaching and learning materials available in schools; that peace education to be combined with other subjects to avoid the possibility of being neglected e.g. social studies; and that teachers to make peace education lively and interesting.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes and concludes the research findings as carried out. It is devoted to the summary of the findings, conclusions and recommendations emanating from the study. The implications are discussed and suggestions made on areas of further study. At the end of the chapter, some useful recommendations are proposed by the researcher to the organization under study in order to solve the problem under study, based on the research findings.

The purpose of this study was to determine the factors influencing the implementation of peace education in Kenya, a case of selected primary schools in Nakuru Municipality, Rift Valley Province."To achieve this purpose, the proposed study aimed at meeting the following specific objectives;

1. To determine the influence of staff training on the implementation of peace education programme in selected primary schools in Kenya
2. To determine the influence of programme supervision in the implementation of peace education programme in selected primary schools in Kenya
3. To determine the influence of programme content on the implementation of peace education programme in selected primary schools in Kenya
4. To determine the influence of resource acceptability on the implementation of peace education programme in selected primary schools in Kenya

Data was collected from the standard 8pupils and teachers of schools within Nakuru Municipality by use of questionnaires. The findings were analyzed presented and discussed in chapter four.

5.1 Summary of the findings

This section presents a summary of the findings arising from the study. The section summarizes how each objective has been addressed. The study revealed that peace education programme was being implemented in primary schools within Nakuru Municipality. The study established the influence of staff training on the implementation of peace education programme in selected primary schools in Nakuru Municipality.

The findings showed that Staff training was a highly influential factor to peace education. There was an indication that most teachers had attended training workshops on peace education. Availability of training resources was described as moderate by the teachers; hence this negatively affected the peace education teacher training phase.

The study was also set to determine the influence of programme supervision the implementation of peace education programme in selected primary schools in Nakuru Municipality. According to the study, programme supervision was not an influential at all to the implementation of peace education programme in primary schools in Nakuru Municipality as shown by most teachers who were interviewed.

The study found out that Availability of teaching and learning resources was a limiting factor to the implementation of peace education. Majority of the schools did not have adequate teaching and learning materials or any literature in peace education. This aspect negatively influenced the implementation of peace education programme in primary schools in Nakuru Municipality.

The study was also set to determine the influence of programme content on the implementation of peace education programme in primary schools in Nakuru Municipality. According to the study, programme Content was a highly influential factor to the implementation of peace education programme. The study further shows that the Frequency of peace education lessons per week was once per week. Most schools did not have peace education clubs and there was also less involvement of pupils in extra curricular activities for all pupils.

It was established that the implementation of peace education programme was amidst challenges which included: Lack of adequately trained teachers on peace education; inadequate learning and teaching time; negative attitude by both the teachers and pupils towards the additional subject; and inadequate teaching and learning materials. Following these challenges, the respondents gave suggestions which included that: peace education to be taught as a compulsory subject; the Government of Kenya to facilitate teacher training on peace education; the Government of Kenya to make teaching and learning materials available in the schools.

The study showed that the measures used to enhance implementation of peace education in primary schools included the existence of peace education implementation policies; peace education strategic plan and the existence of a peace reconciliation panel. The measures that were also being used by schools included: Organization of Peace education workshops and invitation of visitors for peace talks, Use of Training of Trainers (TOT) approach, Mobilization of training and teaching materials by school management teams.

Table 5. 1: **Summary of the findings**

	Objectives	Type of analysis	Major findings
1	To determine the influence of staff training on the implementation of peace education programme in selected primary schools in Kenya	Computation of: • Frequencies • Percentages Chi-square tests	• There was an indication that most teachers had attended training workshops on peace education • Staff training was a highly influential factor to peace education • Availability of training resources was described as moderate by the teachers
2	To determine the influence of Resource availability on the implementation of peace education programme in selected primary schools in Kenya	Computation of: • Frequencies • Percentages Chi-square tests	• Availability of teaching and learning resources was a limiting factor to the implementation of peace education
3	To determine the influence of Programme supervision on the implementation of peace education programme in selected primary schools in Kenya	Computation of: • Frequencies • Percentages Chi-square tests	• programme supervision was not an influential at all factor to peace education • Frequency of peace education lessons per week was once per week.
4	To determine the influence of Curriculum content on the implementation of peace education programme in selected primary schools in Kenya	Computation of: • Frequencies • Percentages • Chi-square tests	• Programme Content was a highly influential factor to the implementation of peace education. • Most schools had peace education implementation policies in place • Evidence of peace education clubs - Most schools did not have peace education clubs.

5.2 Conclusions of the study.

The study was set to determine the influence of staff training, resource availability, programme supervision and curriculum content on the implementation of peace education programme in Nakuru municipality primary schools. The study used the methodology described in chapter three to carry out the study. The study used two sets of questionnaires to collect data .Data was analyzed and presented in chapter four. The study was successful in addressing the study objectives and answering the research questions. Following the findings the conclusions were:

Staff training was a highly influential factor to the implementation of peace education programme in primary schools in Nakuru Municipality. Thus, more resources should be allocated for such trainings to ensure that teachers are well equipped with relevant skills for better delivery and implementation of peace education in their schools

Availability of teaching and learning resources was a key factor influencing the implementation of peace education programme in primary schools in Nakuru Municipality. The schools experienced a shortage of the resources, most of them didn't have hence more materials should be supplied for effective implementation of programme enough books and other materials

Programme Content was a highly influential factor to the implementation of peace education programme in primary schools in Nakuru Municipality. The teacher should make effort to plan for adequate peace education activities and proper content coverage to achieve successful implementation of peace education programme

Finally, according to the study, programme supervision was not an influential factor at all to the implementation of peace education programme in primary schools in Nakuru Municipality. Therefore, proper measures should be put in place by the school management to enhance the implementation of peace education programme in the schools.

5.3 Recommendations

This section provides recommendation arising from the study. It mainly focuses on policy recommendations and recommendations on areas for further research.

5.3.1 Policy recommendations

According to Sessional Paper No. 1 of 2005, entitled "A Policy Framework for Education, Training and research", the overall goal of education is to achieve education for all (EFA) by 2015 in tandem with national and international commitments. The short-term goal is to attain Universal Primary Education (UPE) by 2010 and to increase the transition rate, from primary to secondary schools, from 47% to 70%. In addition, the policy envisages expansion of capacity for universities to enroll an average of 5,000 students annually. In addition, the policy provides commitment for enhancement of access, quality equity delivery of education services at all levels. Equally important, the policy provides commitment to ensure that learning needs for all are met through appropriate learning and life-long skills by 2015.

Kenya's Vision 2030 marks an important milestone in the country's development. The vision is based on three "pillars", the economic, social and political in the country's new blue print. One of its aims is creating a cohesive, equitable and justice society based on democratic principles and issue-based politics grounded on Kenya's rich diverse cultures and traditions. It also aims to transform Kenya into a newly industrializing middle- income country providing a high quality life to all its citizens by the year 2030.In order to realize these policy objectives, commitment is made to integrate Peace Education in the delivery of the education curricula, to enhance nationalism and to promote effective and efficient administration at all level s of education. The study therefore recommends the following:

The Ministry of Education to facilitate teacher in-service training on peace education to enhance their skills for successful implementation of peace education programme in Kenya schools. The Government and concerned stakeholders to re evaluate and make peace education an independent and compulsory subject.

The Ministry of Education to mobilize resources to enhance availability of teaching and learning materials and facilities prerequisite to the implementation of peace education.The Government to facilitate production of more literature on peace education

The Ministry of Education to consider involving the UN, Non Governmental Organizations, Community Based Organizations and Faith Based Organizations in the implementation of peace education in the schools and the entire society.

The study further recommends to the Kenya government to facilitate more uptake and adoption of peace education from primary schools up to university level as well as the entire society as a very important vehicle to foster national unity and cohesion.

5.3.2 Suggestions for further research

This section gives recommendations for future research. They include:

1. A study to assess the influence of parents' perception towards implementation of peace education in primary schools.
2. A study to determine the constraints hindering the implementation of peace education in schools.
3. A study to asses the measures put in place by the school management to ensure successful implementation of peace education in primary schools.

5.4 Contribution to a body of knowledge

This section presents the study's contribution to the body of knowledge according to the findings of each objective:

Table 5. 2 Contribution to knowledge

Objectives	*Contribution to knowledge*
1. To determine the influence of staff training on the implementation of peace education programme in primary schools in Kenya	• Staff training highly influenced the implementation of peace education programme. It enhanced teacher's skills in peace education.
2. To determine the influence of programme supervision the implementation of peace education programme in selected primary schools in Kenya	• Teachers did not appreciate the role of Programme supervision the implementation of peace education programme because it had little influence
3. To determine the influence of programme content on the implementation of peace education programme in selected primary schools in Kenya	• Majority of the schools did not have adequate teaching and learning materials or any literature in peace education.
4 To determine the influence of programme content on the implementation of peace education programme in selected primary schools in Kenya	• Poor programme content coverage negatively influenced the implementation of peace education programme in the schools

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APPENDICES

Appendix 1: Letter of Introduction

ROSELYNE N. NYAKOE,
P.O. BOX 15963,
NAKURU.
25TH MAY 2010.

THE MUNICIPAL EDUCATION OFFICER,
P.O. BOX 124,
NAKURU.

Dear Madam

REF: PERMISSION TO UNDERTAKE RESEARCH

Madam, I am undertaking a research entitled "Factors influencing the implementation of peace Education in Kenya, a case of public primary schools in Nakuru Municipality, Rift Valley Province." Teachers and pupils from selected primary schools will be involved in the study. I assure you that their responses will be held in strict confidence.

The study is important to me as it's for the fulfillment of the requirement of the degree of Master of Arts in project planning and management of the University of Nairobi.

Yours faithfully,

Nyakoe Roselyne.

Appendix 2 -TPEQ

TPEQ - Teachers Peace Education Questionnaire -A

The questions below seek to determine "the factors influencing the implementation of peace education in Kenya, a case of primary schools in Nakuru Municipality, Rift Valley Province". Your school has been chosen and you are requested to respond to the questions as honestly as possible. Your responses will be treated confidential and will be used only for the intended research purposes. Tick the most appropriate answer from the choices given or write answers in the spaces provided.

Please tick the following:

Gender:

Male ☐

Female ☐

Age:

Below 25 years ☐

25-35 years ☐

36-49 years ☐

50-69years ☐

Marital status:

Married ☐

Single ☐

(b) How long have you been in this school?

☐ 0 – 1 year

☐ 2 – 5 years

☐ 6 – 10 years

☐ Above 10 years

Name of your School.....

1. Do you teach peace education in your school?

☐ Yes

☐ No

☐ In the process of being taught

☐ Don't Know

2. How many times do you teach peace education per week?

☐ Once

☐ Twice

☐ Thrice

☐ Daily

3. If the answer to question 2 above is no, in your own view why do you think peace education is not being taught in your school?

☐ No qualified Peace education teacher

☐ I don't know

☐ I am not sure

☐ No materials for peace education in our school

4 What are the main issues does peace education address?

_____

_____

_____

_____

5 Which of the following best describes your opinion on how the factors below can influence the implementation of peace education programme? (Please tick appropriately)

Factors	Highly influential	Influential	Not sure	Slightly Influential	Not influential at all
Staff training					
Resource availability					
Curriculum Content					
Programme supervision					

6. Have you ever attended peace education workshops?

☐ Yes

☐ No

☐ Can't remember

☐ Am not sure

7. If yes, in No.5 above please describe how often you have trained in peace education?

☐ 1-2 times

☐ 2-3 times

☐ 3 and above

☐ Not sure

8. Have the trainings enhanced your peace education skills?

☐ Yes

☐ No

☐ Somehow

☐ Not sure

9. How would you describe the availability of resources for staff- training in peace education?

☐ Always available

☐ Moderately

☐ Rarely

☐ Never available

10. Since you started teaching peace education in your school, from your own view has it improved peaceful coexistence among teachers and pupils?

☐ No

☐ Yes

☐ Am not sure

☐ In the process

11. Does your school offer extra curricula activities for all pupils?

☐ No

☐ Yes

☐ In the process

☐ I am not sure

12. Does your school have peace education implementation policies?

- ☐ Yes
- ☐ Know
- ☐ I don't know
- ☐ I am not sure

13. Does your school have peace education strategic plan?

- ☐ Yes
- ☐ No
- ☐ In Process
- ☐ Not sure

14. Does your school have a peace reconciliation panel?

- ☐ No
- ☐ Yes
- ☐ In the process
- ☐ Not sure

15. Does your school have adequate teaching and learning materials or any literature in peace education?

- ☐ Yes
- ☐ No
- ☐ Not sure
- ☐ Somehow

16. In the space provided below, list three facing the implementation of peace education programme in your school.

_____

_____

_____

17. What are your suggestions/recommendations that can improve the delivery and implementation of peace education in Kenya from primary level to university with an objective of fostering national unity?

_____

_____

_____

_____

18. Has your school made any efforts in partnering with organizations which deal with peace education programme to support the implementation of peace education in your school?

- ☐ Yes
- ☐ No
- ☐ In the process
- ☐ Not sure

19 What should be the role of NGOs, CBOs, FBOs and the church in successful implementation of peace education?

_____

_____

_____

_____

20 Which of the following is responsible for the supervision/monitoring and evaluation of the implementation of peace education programme?

- ☐ Ministry of Education
- ☐ Peace Education Implementation Committee
- ☐ Beneficiaries
- ☐ Other (specify)

21. How useful will peace education programme to the entire society if effectively implemented?

_____

_____

_____

_____

Thank you for taking your time to answer these questions.

God bless you.

18. Has your school made any efforts in partnering with organizations which deal with peace education programme to support the implementation of peace education in your school?

- ☐ Yes
- ☐ No
- ☐ In the process
- ☐ Not sure

19 What should be the role of NGOs, CBOs, FBOs and the church in successful implementation of peace education?

_____

_____

_____

_____

20 Which of the following is responsible for the supervision/monitoring and evaluation of the implementation of peace education programme?

- ☐ Ministry of Education
- ☐ Peace Education Implementation Committee
- ☐ Beneficiaries
- ☐ Other (specify)

21. How useful will peace education programme to the entire society if effectively implemented?

_____

_____

_____

_____

Thank you for taking your time to answer these questions.

God bless you.

18. Has your school made any efforts in partnering with organizations which deal with peace education programme to support the implementation of peace education in your school?

- ☐ Yes
- ☐ No
- ☐ In the process
- ☐ Not sure

19 What should be the role of NGOs, CBOs, FBOs and the church in successful implementation of peace education?

_____

_____

_____

_____

20 Which of the following is responsible for the supervision/monitoring and evaluation of the implementation of peace education programme?

- ☐ Ministry of Education
- ☐ Peace Education Implementation Committee
- ☐ Beneficiaries
- ☐ Other (specify)

21. How useful will peace education programme to the entire society if effectively implemented?

_____

_____

_____

_____

Thank you for taking your time to answer these questions.

God bless you.

Appendix3-PPEQ

PPEQ - Pupils Peace Education Questionnaire-B

The questions below seek to determine "the factors influencing the implementation of peace education programme in Kenya; a case of primary schools in Nakuru Municipality, Rift Valley Province". Your school has been chosen and you are requested to respond to the questions as honestly as possible. Your responses will be treated confidential and will be used only for the intended research purposes. Tick the most appropriate answer from the choices given or write answers in the spaces provided.

Please tick in the appropriate box:

Gender:

Male ☐

Female ☐

How long have you been in this school?

☐ 0 – 1 year

☐ 2 – 5 years

☐ 6 – 10 years

Others specify ☐

Name of your School.....

1 Do you know the meaning of the meaning of "peace education"?

☐ Yes

☐ No

☐ Am not sure

☐ Don't Know

☐ Not sure

2 How many times is it taught in your class per week?

☐ Once

☐ Twice

☐ Thrice

3. Do you enjoy learning peace education?

☐ Yes

☐ No

☐ Not sure

☐ Sometimes

4. Do you have sufficient peace education learning materials in your class/school?

☐ Yes

☐ No

☐ Very few

☐ Not sure

5. In the space provided please list down any five topics you have covered for the last two years?

_____

_____

_____

_____

_____

6. Does your school have peace clubs?

☐ Yes

☐ No

☐ Am not sure

☐ Sometimes

7. Do you participate in extra curricula activities?

- ☐ Yes
- ☐ No
- ☐ Sometimes
- ☐ I am not sure

8. How often are school assemblies held in your school?

- ☐ Frequently
- ☐ Rarely
- ☐ Sometimes
- ☐ Never held

9 Does your school occasionally involve visitors for peace talks?

- ☐ Yes
- ☐ No
- ☐ Sometimes
- ☐ Can't Remember

10. Does your school have pupil's council?

- ☐ No
- ☐ Yes
- ☐ In the process
- ☐ Not sure

11. Do you enjoy good relationships with your teachers?

- ☐ No
- ☐ Yes
- ☐ Sometimes
- ☐ Not sure

12. In the space provided below, list three problems you face in learning peace education in your school.

_____

_____

_____

13. What are your suggestions/recommendations that can improve the learning of peace education in your school?

_____

_____

_____

14 In your own opinion can you comment on the importance of peace education on the school community and the society at large?

_____

_____

_____

15. Give any other comment on peace education programme in you school

_____

_____

_____

Thank you for taking your time to answer these questions.

God bless you.

Appendix 4

LIST OF PUBLIC PRIMARY SCHOOLS IN NAKURU MUNICIPALITY

1. FLAMINGO
2. ST. MARY'S
3. ST. JOSEPH'S
4. KENTATTA
5. KARIBA ROAD
6. BAHARINI
7. ST. XAVIERS
8. ST. PAUL'S
9. LAKEVIEW
10. KALOLENI
11. ST. THERESA'S
12. MOI
13. HYRAX
14. LANET
15. NAKURU EAST
16. MLIMANI
17. ST. JOHN'S
18. PRISON'S
19. NAKURU TEACHERS
20. LENANA
21. MAMANGINA
22. LANGALANGA
23. HESHIMA
24. MOGOONI
25. MWARIKI
26. RACETRACK
27. KIMATHI
28. BARUT
29. INGOBOR
30. KIPTENDEN
31. KELELWET
32. PARKVIEW
33. KINOGOR
34. KAPTEMBWO
35. NAKURU WEST
36. MUSLIM
37. FREEHOLD
38. HARAMBEE KHALSA
39. EILEEN NGOCHOCHI
40. UHURU
41. UMOJA
42. KOINANGE
43. KIBOWEN KOMEN
44. PANGANI
45. NAIROBI ROAD
46. RHINO
47. NAKA
48. JAMHURI
49. MENENGAI
50. NAKURU
51. NDIMU
52. MIRUGI KARIUKI
53. MADARAKA
54. CRATER
55. MBURU GICHUA
56. LIONHILL
57. KISULISULI
58. BONDENI

Source Municipal Education Offices.