

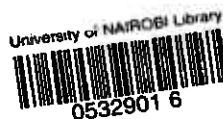
**FACTORS INFLUENCING THE IMPLEMENTATION OF PEACE
EDUCATION IN POST CONFLICT EMERGENCY CONTEXT, IN
PRIMARY PUBLIC SCHOOLS IN LANG'ATA DISTRICT, KENYA.**

Onyango Emily Atieno

**A Research Project Submitted In Partial Fulfillment of the
Requirement for Award of the Degree of Masters of Education In
Education in Emergency**

University of Nairobi

2012



EJ 207-44

MSR

JX

1963

K4369

DECLARATION

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



Onyango Emily Atieno

E55/63850/2010

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



Dr. Loise Gichuhi

Lecturer

Department of Educational Administration and Planning

University of Nairobi



Caroline Ndirangu

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

I dedicate this work to my late father Elkana Onyango, my mum Flora Apiyo, my husband David Okombo, my Children Sharon Awuor, Joan Akinyi and Ashleene Loraine and to all my siblings.

ACKNOWLEDGEMENT

I wish to appreciation my supervisors Dr. Loise Gichuhi and Caroline Ndirangu for their scholarly guidance and concern they have shown me throughout the study. I would also like to appreciate all my lecturers in the Department of Educational Administration and Planning and specifically Education in Emergency who through great devotion and wisdom took me through the course.

I wish to appreciate Mary Tangelder the International Rescue Committee visiting practitioner, University of Nairobi, for her sacrifice and commitment in helping me understand the issues in Education in Emergencies.

I would also like to appreciate all the teachers and head teachers from Langata district who participated in the study.

TABLE OF CONTENT

Content	page
Declaration.....	i
Acknowledgement	iii
Table of content	iv
List of tables.....	vii
List of figures.....	viii
Abreviation and acronyms	ix
Abstract.....	x

CHAPTER ONE

INTRODUCTION

1.1 Background to the study.....	1
1.1 Statement of the problem.	7
1.3 Purpose of the study	8
1.4 Objective of the study.....	8
1.5 Research questions	9
1.6 Significance of the study	9
1.7 Limitation to the study	10
1.8 Delimitation of the study.....	10
1.9 Assumption of the study.....	10
1.10 Definition of significant terms	11
1.11 Organization of the study	11

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction	13
2.2 Peace Education curriculum and methodology	13
2.3 Attitudes developed by peace education	15

2.4	Possible challenges in implementation of Peace Education.....	15
2.5	Justification for a Peace Education program in Kenya	16
2.6	Summary of Literature Review	17
2.7	Theoretical frame work	18
2.8	Conceptual frame work:	19

CHAPTER THREE

RESEARCH METHODOLOGY

3.1	Introduction	20
3.2	Research design.....	20
3.3	Target Population	20
3.4	Sample and sampling techniques	21
3.5	Research Instrument	22
3.6	Pilot study.....	23
3.7	Validity of the instruments	23
3.8	Reliability of the instruments	23
3.9	Data collection procedures	24
3.10	Data analysis techniques	24

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION AND DISCUSSIONS

4.1	Introduction	25
4.2	Questionnaire return rate	25
4.3	Demographic information	25
4.4	Availability of peace education materials in schools	31
4.5	Teachers' training on peace education	35
4.6	Teachers' attitude towards peace education.....	36
4.7	Challenges faced by teachers in the implementation of peace education	39

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction	41
5.2 Summary of the study.....	41
5.3 Conclusion.....	44
5.4 Recommendations	45
5.5 Areas of further research	46
REFERENCES	47

APPENDICES

Appendix A Letter of introduction	50
Appendix B Questionnaire for head teachers	51
Appendix C_ Questionnaire for teachers	54
Appendix E_ Research authorization.....	58
Appendix F_ Research permit	59

LIST OF TABLES

Table 4.1 Distribution of headteachers by gender	26
Table 4.2 Distribution of teachers by gender.....	27
Table. 4.3 Academic Qualification of headteachers	27
Table. 4.4 Academic qualification of teachers.....	28
Table 4.5 Distribution of headteachers by headship experience.....	29
Table 4.6 Distribution of teachers by teaching experience.....	29
Table 4.7 Duration headteachers stayed at their current school	30
Table 4.7Duration teachers stayed at their current school.....	31

LIST OF FIGURES

Conceptual frame work.....	19
-----------------------------------	-----------

ABBREVIATIONS AND ACRONYMS

CCF	Christian Children's Fund
COPA	Coalition of Peace in Africa
EiE	Education in Emergency
IASC	Inter-Agency Standing Committee.
IJR	Institute of Justice and Reconciliation
INEE	Inter-Agency Network for Education in Emergencies.
MOE	Ministry of Education
MSEE	Minimum Standards for Education in Emergencies
NGO	Non Governmental Organizations
NPI	Nairobi Peace Initiative
PEV	Post Election Violence
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commission for Refugees.
UNICEF	United Nations Children's Fund

ABSTRACT

The purpose of the study is to investigate factors that influence the implementation of Peace Education in public primary schools in Lang'ata district, Kenya in the post conflict emergency context, specifically to establish the extent to which peace education materials are available in schools for the implementation of peace education, determine to what extent the teachers' have been trained on peace education, determine teachers' attitude towards peace education program in primary schools in the district, identify challenges faced by teachers in the implementation of peace education in the district. This study was based on Holistic Education Framework. The core ideas of holism are not new but "timeless and found in the sense of wholeness in humanity's religious impetus" (Forbes, 1996). The study targeted all the 15 schools in the district which comprised of 15 headteachers, 283 teachers and 15,332 pupils. A sample of 10 head teachers, and 30 teachers was selected using stratified random sampling.

The study developed questionnaire tools for data gathering. Two sets of tools were developed one for the headteachers and the other for the teachers. The tools had both open ended and closed questions. A pilot study was conducted to validate the research tools. Data was analyzed using statistical package for social scientists (SPSS) version 17.0.

The study found out that only a few schools in the district had peace education materials and was not accorded major emphasis. Only a few of the teachers in the district had access to peace education materials including manuals and books, majority of the teachers in the district were willing to teach peace education, majority of the teachers did not find the subject a burden to teach because only a few sessions were taught with no exam administration. the challenges faced in the dissemination of peace education included inadequacy of teachers trained on

peace education; Lack of peace education materials; Lack of time to teach the subject, and heavy workload. allocating teaching time on the timetable for peace education, employing more teachers, supply of more peace materials to schools, and frequent workshops and seminars for teachers involved in peace education would be necessary overcome the challenges.

The study recommended that the Government of Kenya introduces peace education program for adults in the district and that the Ministry of Education supplies more materials on peace education to schools in the district. Based on the findings of this study, the study recommends that a similar study be conducted on the other districts that were heavily affected by PEV of 2007/2008

CHAPTER ONE

INTRODUCTION

1.1 Background to the study.

This study examines the role of education in post conflict settings. According to the United Nations Educational Scientific and cultural Organization (UNESCO), education is the key to peace and stability within and among countries and it is indispensable means for effective and full participation in societies and economies of the C21st (UNESCO,2000).

Education can also be seen as a long- term strategy for conflict prevention, especially if concepts and practices of peace education form the basis of new curricula, textbooks and teacher development. Save the Children identified four critical elements that are important for the role of education in peace-building and conflict prevention. This includes: inclusion and access ,safety and protection, relevance, which means using a non-biased curriculum relevant to children and their context, and finally, accountability whereby school management is expected to guard students' welfare while taking the opinion of children, parents and community into consideration (Save the Children, 2008).

In addition, education plays critical role in strengthening survival skills and coping mechanisms. Examples include how to peacefully resolve conflicts, communicate, how to protect oneself and each other from harm (Ministry of Education, 2008).

According to inter-agency standing committee (IASC), in post- conflict, education is often de-prioritized. However, it plays a critical role in recovery and rehabilitation, helping community resolve, heal and recover. Furthermore, schools and other learning spaces symbolize opportunity for future generations, and hope for a better life. Learners and their families have aspiration, and education is the key to increasing each person's ability to participate fully in the life of their society – economically, socially and politically (IASC, 2010).

Furthermore, conflicts disrupt schooling denying children and communities their rights. For example, according to United Nations Children's Fund (2004), roughly 20 million children were displaced from their homes in the 1990s as a result of conflicts; currently, 40 million people in the world are displaced. Conflict, therefore, is major drawback to education and needs to be addressed, and one of the ways in which this can be done is through peace education.

Peace education plays a role in all phases of Education in Emergencies. For example, in the first phase which is preparedness, peace education helps in conflict prevention. In the response phase, non- formal peace education is used in affected areas, while in formal education peace educators visit schools. In recovery phase, peace education can be used during the rehabilitation process; for example, counseling teachers and students and conflict resolution skills integrated into curriculum. In the final stage of emergency which is reconstruction, peace education is used in development of policies and during teacher

training. "Peace education" in EiE refers to both non-formal education like child friendly spaces community training, and also formal education which includes primary and secondary education. For the purpose of this study, the focus will be on formal education.

According to UNICEF (1999) Peace Education is the process of promoting the knowledge, skills attitudes and values needed to bring about 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 intrapersonal, interpersonal, inter-group, national or international level. As tolerance, understanding, effective communication and active listening are taught and practiced conflict is also prevented before they develop. This should be our goal, as preventing conflict in the first place allows us to initiate sustainable peace (International Rescue Committee, 2006).

Across Africa in the past decade, peace education has received growing attention and support. For example in Sierra Leone, Christian Children's Fund had national program of disarmament, demobilization, and reintegration of child soldiers (Wessels 2004). Peace education was interwoven into the project by virtue of the way in which it was implemented. This project was subsequently expanded into other provinces and external study showed that there was visible reduction of fighting and increased integration of former child soldiers into their villages.

In South Africa peace education was incorporated into the reconciliation process. The Institute of Justice and Reconciliation (IJR), are currently implementing peace education programs in schools which are designed to help students develop a deeper understanding of their past so as to participate more proactively in the processes of healing and reconciliation in the future (Peace Education in Central and East Africa Conference report, 2008).

In Rwanda, peace education has been largely focused in post genocide. In the aftermath, there was increased public awareness and support for peace education. Schools were seen as the critical place for teaching peace education. In Rwanda, peace education has been integrated in Civics Education and Moral Ethics and at the secondary level, in political education. All these initiatives were implemented through participatory methods and were skilled- based curricula. At the National University of Rwanda, peace education has been integrated in a course in Gender and Development. A Centre for Conflict Management has been established that conducts research on peace related issues and gives relevant training. Peace education initiatives in Rwanda have led to peaceful co-existence among the different Rwandese communities in post genocide (Peace Education in Central and East Africa Conference report, 2008).

According to UPEACE(2006), Uganda is a country that has been going through internal conflicts for a period of 36 years. Peace education exists within the syllabus, although under different appellations. This is not only reflected in the content of the curriculum but

also in the proposed methodologies for use in the learning settings. Although certain NGOs in Uganda have developed manuals in peace education, the challenge is that these programs are not accredited by the central government, nor are they examinable and therefore not taken seriously by the teachers and students. Peace education in Uganda decrease in violence in the country (Report of the Working Committee Meeting on Peace Education in Africa, 2006).

Tanzania is seen as one of the rare countries in Africa that can be rated as a peaceful nation. However, the situation on the ground demonstrates a completely different story – it is a case of negative peace for most of its citizens. Considerable progress has already been done to commit the government into engaging certain NGOs to spearhead the implementation of the peace education within the school system (Report of the Working Committee Meeting on Peace Education in Africa, 2006).

Similar to other countries, Kenyan education system addressed peace education through integration in various subject areas. Specifically Social Studies in topics like Citizenship, and Religious education- principles of forgiveness. In the last 10 years, peace education has received increasing attention. For example, the Coalition of Peace in Africa has been implementing an ongoing peace education project since 2006 and has engaged in teacher training and student peace clubs in a number of districts. However, in the year 2006/2007, the role of EiE was brought into focus.

The experience of post election violence of 2007/2008 in Kenya had enormous effects on the education sector. Violence erupted particularly in the slum areas of Nairobi, home to some 700,000 people, and in the more impoverished areas of the Rift Valley. In the clashes that followed, approximately 1000 people were killed. Thousands were forced to flee their homes and ultimately more than 300,000 were displaced. Around 84,000 people to date remain in temporary camps. Some learners and teachers underwent traumatic experiences resulting from the violent conflict (Associated Press, 2nd January, 2008).

In response to the post election violence in Kenya, the Ministry of Education constituted an Education Emergency Response Committee comprising of MOE, UNICEF, UNHCR and other development partners. One of the key recommendations by the committee was to institutionalize a peace education program in the sector. The aim of this program was to enhance value based education for peaceful co-existence, respect for human dignity and appreciation of diversity among others (Monitoring Report for Peace Education, 2011).

Some of the activities that have been undertaken under the peace education program in Kenya include development and distribution of materials for peace education and capacity building of senior managers and teachers of peace education and holding of national and international conferences on peace education. Much has been written on importance of peace education yet little has been done to determine whether peace education program has been implemented in Kenya and particularly in violent prone

areas. It is in this view that the present study attempts to determine factors that influence the implementation of peace education in public primary schools with particular focus on schools in the Langa'ta district where much of the violence in 2007/2008 took place.

1.1 Statement of the problem.

The need to continually improve and strengthen peace education is critical in the recovery and rehabilitation in post-election Kenya. In Kenya, the Coalition of Peace in Africa (COPA) has been implementing an ongoing peace education project since 2006 and has engaged in teacher training and student peace clubs in a number of districts (COPA, 2008). Other peace initiatives in Kenya include collaboration between Ministry of Education and church World Service to initiate a School Safe Program in sixty schools, UNICEF peace education programs, the release of a Safety Standards Manual in July 2008 and the development of a primary and secondary curriculum.

The experience of post election violence of 2007/2008 had enormous effects in that there was loss of human life, property and displacement of people, among a host of vices. The education sector was adversely affected through loss of workforce and disruption of teaching and learning (MOE Peace Education Training manual, 2008). Shewan, (2009), in her article, 'Kibera after the violence' in the World Next door Magazine, pointed out that some people may mistake the calm which exists right now for peace. But she argues that the reality is that division and trust still dominate the Kibera mindset. Kibera, being in Langa'ta district, in particular suffered heavy losses on lives, property and livelihood

during the PEV period and recovery from the aftermath of the violence has been slow in coming. This study therefore attempted to establish whether peace education is being implemented to avoid reoccurrence of violence and more loss of life and property.

1.3 Purpose of the study

The purpose of the study was to investigate factors that influence the implementation of Peace Education in public primary schools in Lang'ata district, Kenya in the post conflict emergency context.

1.4 Objective of the study

The study aimed at assessing factors that influence the implementation of peace education in primary schools in Lang'ata district, with specific objectives as follows:

- (i) To establish the extent to which peace education materials are available in schools in Lang'ata district, for the implementation of peace education.
- (ii) To determine to what extent the teachers' have been trained on peace education
- (iii) To determine teachers' attitude towards peace education program in primary schools in Lang'ata district.
- (iv) To identify challenges faced by teachers in the implementation of peace education in Lang'ata district.

1.5 Research questions

- (i) To what extent are peace education materials available in schools in Lang'ata district, for the implementation peace education program?
- (ii) To what extent were teachers trained in peace education?
- (iii) What is the teachers' and learners' attitude towards peace education program in primary schools in Lang'ata district?
- (iv) What are the challenges faced by teachers in the implementation of peace education in primary schools in Lang'ata district?

1.6 Significance of the study

The findings of the study may enable the Ministry of Education to establish the extent to which peace education materials are available and used in the public primary schools and the extent to which the training given to peace education teachers is sufficient. The study may also enable UNICEF, UNHCR, EiE trainers and other development partners to determine the extent to which peace education program is useful preventing further occurrence of violence. The study would also assist Kenya Institute of Education to determine the extent to which peace education curriculum is relevant to the learners. Furthermore, it may assist policy makers to determine the extent to which peace education training may be included in teachers training colleges. In addition the study may enable all the education stakeholders to identify the challenges faced in the teaching of peace education, so as to determine ways of addressing such challenges and ensure

that peace education is implemented in order to avoid further escalation of violence. Learners and teachers may also benefit by identifying ways of preventing and peacefully resolving conflicts.

1.7 Limitation to the study

Only one district was considered for study. The study also concentrated on public primary schools in areas which were affected by post election violence only. This therefore may not be a true representation of all the schools in the country.

1.8 Delimitation of the study.

Although peace education in EiE refers to both formal and non formal education, only formal education was under study. Therefore the findings of this study should not be taken as an accurate representation of all the areas affected by post election violence in Kenya.

1.9 Assumption of the study

The study will be based on the following assumptions;

1. Respondents will give accurate and honest response to the questionnaires.
2. That schools are available and able to give responses

1.10 Definition of significant terms

Child protection refers to freedom from all forms of abuse, exploitation, neglect and violence.

Conflict Prevention refers to the process of minimizing misunderstanding.

Education in emergencies refers to quality learning opportunities for all ages in situations of crisis.

Life skills refer to skills and abilities for positive behavior that enable individuals to adapt to and deal effectively with the demands and challenges of everyday life.

Participatory learning refers to an approach to teaching and learning which focuses on the learner.

Peace Education refers to processes and skills that are necessary for enhancing understanding, tolerance and good will in the world today.

Reconciliation is when there is a sustainable solution to a conflict.

1.11 Organization of the study

This study is organized into five chapters. Chapter one consists of background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitation of the study, basic assumption and definition of significant terms.

Chapter two comprise of the literature review which is divided into introduction, definition of peace education, peace education and conflict prevention, peace education and protection, peace education and reconciliation, peace education and reintegration of child soldiers, peace education approaches, justification for a peace education program in Kenya, theoretical and conceptual frame work.

Chapter three deal with methodology used in carrying out the research. It consists of research design, target population, sample size and sampling techniques, research instruments, reliability and validity of instruments, data collection and data analysis procedures. Chapter four deals with data analysis and interpretation and discussion while chapter five comprises of the summary findings, conclusions and recommendations of the study and suggestion for the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In the literature review the researcher will review what various scholars have said about peace education curriculum, methodology, challenges faced in the implementation of peace education and justification of peace education in Kenya. The information will be drawn from text books, journals, seminar papers and previous empirical study reports.

2.2 Peace Education curriculum and methodology

Peace education can be taught both through formal and non-formal education; for formal schooling, debate continues on whether to integrate peace education into existing subjects or include it separately. Obura,(2002) argues that complementary non-formal programs can increase the impact of the school programs while Sinclair, (2004) claims that in either instance, life skills such as conflict resolution, gender sensitive behavior and appreciation of diversity often form a core part of peace education contents.

According to the UNHCR (2008), peace education program has been designed to develop positive and constructive attitudes towards peace and to provide skills so that conflict can be minimized. Because of this, the school and the community components of the program are very interactive and activity oriented such that participants have an opportunity to internalize the necessary attitudes that will lead to change in behavior. The school

program is a series of activities, games, songs, stories and role plays to help develop the concepts necessary for peaceful and constructive behavior.

There are generally two different approaches to peace education (Carson, Lange, 1997; Simpson, 2004). Firstly the integrative approach, which is part of the formal curriculum and offers students the opportunity to reflect critically upon peace and existing inequalities and the second approach, where classes remain separate from the existing curriculum and take place as non-formal education. Advocates of the first approach generally argue that schools have the authority, legitimacy, the means and the conditions to build a peaceful society, (Bar-Tal, 2002; Davies 2005; Bretherton, 2003). Supporters of the second approach state that non-governmental peace education programs have more flexibility in design with fewer restrictions from the government (Ardizzone, 2001; Burns, Apeslagh, 1996). There are others that argue for a combination of both approaches to create a more balanced program” (Simpson, 2004). Similarly, (Bush, Saltarelli 2000) assert that “approaches solely focus on either formal or non-formal peace education are doomed to failure” , since both approaches could and should ideally complement each other.

The methodologies currently used in formal learning situations found in the schools under considerations, conflict with peace education methodology. Whereas in traditional learning settings, competition among learners is encouraged through grading, peace education methodologies puts more emphasis in cooperative learning, critical inquiry,

and discovery method among others. The methodology therefore, may be a challenge in the implementation process.

2.3 Attitudes developed by peace education

Peace education programs should attempt to change people's mind about the 'other' (Salmon, Nevo, 1999). Secondly it should aim to construct a realistic world view (Bar-Tal, 2002); Thirdly, peace education should promote lasting, peaceful relations between present or former rivals, based on genuine support by the majority of the group members (Bar-Tal, Bennink, 2004). Fourth, peace education should develop new attitudes and conflict resolution skills such as tolerance, self control, sensitivity to other's needs, empathy, critical thinking and openness (Burns, Aspeslagh, 1996; Bar-Tal, Bennink, 2004); and the fifth dimension of peace education is that it should support and implement democratic values and attitudes, creating an environment that enhances social justice and equality (Bloomfield, 2006; Hirseland, Cecchini, Odom, 2004; Seitz, 2004).

2.4 Possible challenges in implementation of Peace Education

While there is expressing need to respond to conflict and violence in the African context through education, the implementation of peace education curricula has proven challenging, particularly where it has been used in reactionary way or to 'dampen' conflict Report of the Working Committee Meeting on Peace Education in Africa (2006) identified several factors as possible challenges to implementation of Peace Education. These challenges include, lack of an appropriate and comprehensive peace education

curriculum that is well adapted to the local needs, lack of coordination and collaboration between different initiators of peace education programs, unclear goals, objectives and unadapted methodologies, lack of financial resources to fully implement the proposed programs and lack of proper understanding and interest in peace education by all the stake holders.

2.5 Justification for a Peace Education program in Kenya

Review of literature reveals the purpose and history behind development of peace education initiative and the push for rapid implementation. 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 conflicts without resorting to violence.”

Another rationale given for Peace Education in Kenya is that Kenya is a signatory to International Treaties and Conventions such as the UN declaration of Universal Human Rights-1948 and has embraced the Millennium Development Goals of the Dakar Conference on Education for All. The Government of Kenya has committed itself to provide basic and quality education to every child. It is the country’s desire to provide a learning environment that is harmonious and safe for all. Furthermore, Kenya lays a lot of

emphasis on education as the foundation upon which a just society is built (MOE Peace Education Training Manual, 2008).

Ongeri, former education minister argued that peace education was needed more than ever. Due to globalization, the society has continued to experience changes that have interfered with the traditional structures and mechanisms for conflict resolution. Emerging issues have also paused serious social-economic challenges resulting to increased cases of violent conflicts. Such cases of violence have been witnessed in the country at the family level, community and to some extent national levels. (MOE, Peace Education Training Manual, 2008)

2.6 Summary of Literature Review

In reviewing the literature on peace education, it is clear that peace education plays a significant role in conflict prevention and reconciliation. Most countries around the world are implementing peace education though faced by challenges. Education in Emergency has a crucial role to play in the implementation of peace education as it has a protective role in conveying life-saving information to strengthen critical survival skills and resilience. However, the literature revealed that there is lack of information about how and if it is being implemented at all. The present study will examine the specific factors in the Kenyan context that influence implementation of peace education.

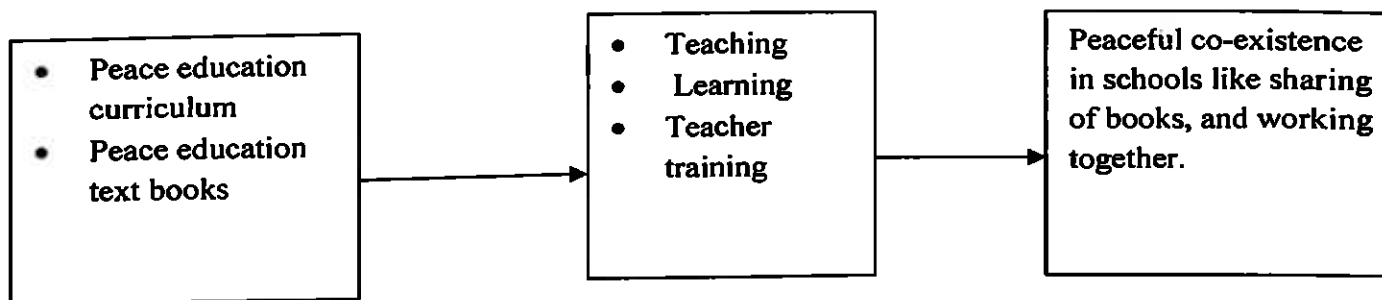
2.7 Theoretical frame work

This study is grounded on Holistic Education Framework. It is difficult to map the history of holistic education because many feel that the core ideas of holism are not new but “timeless and found in the sense of wholeness in humanity’s religious impetus” (Forbes, 1996). On the other hand, the roots of holistic education can be traced back to several major contributors. Originating theorists include Jean-Jacques Rousseau, Ralph Waldo Emerson, Henry Thoreau, Bronson Alcott, and Johann Pestalozzi.

In considering curriculum using a holistic approach, one must address the question of what children need to learn. Since holistic education seeks to educate the whole person, there are some key factors that are essential to this type of education. First, children need to learn about themselves. This involves learning self respect and self esteem. Second, children need to learn about relationships. In learning about their relationships with others, there is a focus on social “literacy” (learning to see social influence) and emotional “literacy” (one’s own self in relation to others). Third, children need to learn about resilience. This entails overcoming difficulties, facing challenges and learning how to ensure long-term success. Fourth, children need to learn about aesthetics – This encourages the student to see the beauty of what is around them and learn to have awe in life.

2.8 Conceptual frame work:

Variables showing relationship between peace education and peace



Teaching of peace education depends on the availability of the curriculum, curriculum and teaching/learning materials. Teachers need to be trained on peace education methodology. If peace education is implemented, it leads to peaceful co-existence which can be seen through teachers and pupils working together and sharing materials like text books.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section deals with the methodology to be used in carrying out research. It highlights the research design, the target population, the sample size and sampling techniques, research instruments, reliability and validity of instruments, data collection and data analysis procedures.

3.2 Research design

This study adopted a descriptive survey design because it makes enough provision for the protection against bias and maximizes reliability of the evidence collected (Kothari, 2004). Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomenon and whichever possible, to draw a valid general conclusion from the facts discovered (Kombo and Tromp, 2006).

3.3 Target Population

According to the data from Nairobi City Education Department (2011), there are 15 primary schools in the Langa'ta district made up of 15 headteachers, 283 teachers and 15,332 pupils. In this study, two categories of respondents are crucial, that is the headteachers and teachers. Consequently, this study selected the headteachers and teachers as the key informants on the progress of peace education in schools within the district.

3.4 Sample and sampling techniques

sample is a small group from the accessible population according to Mugenda (1999) Each member in a sample is referred to as a subject. Sampling is the process of selecting a number of individuals for a study in such a way that the individual selected represent the large group from which they were selected. Stratified random sampling was used to select a sample where the strata respondents were headteachers and teachers.

Langa'ta district has a population of 15 headteachers and 283 teachers. Ten (10) headteachers were selected for the study using simple random sampling. Fifty (50) teachers were also selected using purposeful sampling where one headteacher and five teachers were selected in every school that was sampled. According to Gay (1976), a sample size of 10% and 20% of the population is adequate for the survey study though the bigger the sample the better. The sampling procedure was summarized as shown in table 3.1

Table 3.1
Sampling of the respondents

Strata	Population	Sample
Number of schools	15	15
Headteachers	15	10
Teachers	283	50
Total respondents	298	60

To get a sample of ten schools, the simple random sampling technique was used where all the 15 primary schools in the division were coded. The codes were written on pieces of paper which were then folded into balls and put in a closed container. The container was shaken rigorously before picking one at a time and noting the code and the school it represents. Picking the pieces of papers was done without replacement each time. The process was repeated until 10 schools were realized. All the headteachers of the randomly selected schools we included in the study. Further, five teachers were selected from each of the ten schools chosen. In all 10 heateachers and 50 teachers made up the list of respondents.

3.5 Research Instrument

The main research instruments used in this study were questionnaires. According to Nkappa (1997) a questionnaire is a carefully designed instrument for collecting data in accordance with the specification of the research questions to obtain the necessary data.

There will be two different types of questionnaires. These are questionnaire for head teachers, and teachers. The questionnaires were divided into four sections. Section A was on demographic data, section two on availability of peace education materials, Section Three was on training and attitude on peace education program while Section Four was on challenges faced in the implementation process. The tools elicit information from pupils to help the researcher determine factors that influence the implementation of peace education program in primary schools in Nairobi.

3.6 Pilot study

A pilot study was conducted by the researcher and the results were analyzed for validity and reliability of the research instrument. During the pre test, head teacher and teachers were requested to leave unanswered items they find ambiguous. Completed questionnaires were analyzed and improved depending on the need to do so. The research instruments were piloted in one school. The pilot school was not involved in the main study.

3.61 Validity of the Instruments

The validity of instruments represents the degree to which a test measures what it purports to measure. It is also the degree to which instruments reflect adequacy or appropriateness. Validity can also be said to be the degree to which results obtained and data analyzed represent the phenomenon under investigation (Orodho, 2004). To enhance the validity of the research instruments, the researcher carried out a pilot study in one schools in the district which was not included in the main study. The essence of piloting was to remove any ambiguity in the instrument so as to ascertain that it elicited what it was intended for.

3.62 Reliability of the instruments

Reliability is a measure of the degree to which research instruments yield consistent result or data after repeated trials Mugenda(2003). To test the reliability of the instrument, Statistical Package for Social Scientists (SPSS) computer program was used

to compute the Pearson's correlation co-efficient which was obtained as 0.89 for headteachers, and 0.85 for teachers, indicating a high degree of stability confirming that the instruments were reliable. According to Mbwesa (2006) a coefficient of 0.7 to 1.00 is considered reliable.

3.9 Data collection procedures

The researcher got permit from the National Council of Sciences and sent a copy of the permit to the District Education Officer (DEO) and the respective headteachers of the sampled schools. The researcher then visited the schools to create a rapport and make appointments with headteachers in the district before proceeding to collect data. In most cases, the researcher dropped the questionnaire and picked later after they had been filled up.

3.10 Data analysis techniques

According to Ogula (1998), data analysis involves reducing the data into summaries. Data analysis started with checking raw data from the closed-ended items on the two categories of questionnaires to establish accuracy, usefulness and completeness. For ease of analysis the data were then coded and entered into the computer by use of the SPSS program. Descriptive statistics of frequencies and percentages were used to summarize the data. Data from the open-ended items in all the categories of questionnaires were read thoroughly and recorded for qualitative data analysis. The data were then evaluated and analyzed for usefulness in answering research questions and also for report writing.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION AND
DISCUSSIONS

4.1 Introduction

This chapter presents the analysis and findings of the study. It provides general information on factors influencing the implementation of peace education in primary public schools in Lang'ata District Kenya, in the post conflict emergency context.

4.2 Questionnaire return rate

A total of 60 questionnaires were distributed to 10 headteachers and 50 teachers out of which 60 questionnaires were returned giving a response rate of 100% which was deemed to be very good and sufficient for data analysis. The respondents were quite cooperative and the data collected was taken to be a true representation of the respondents' views due to the independence of the questionnaire method of data collection. The returned questionnaires were coded, cleaned and analysed using Statistical Package for Social Sciences (SPSS) and Microsoft's Excel and data presented using tables.

4.3 Demographic information

The study enquired about the demographic information of the headteachers, and teachers in terms of their gender, age, qualification, teaching experience, and duration in their profession. The purpose of this information was to find out if the head teachers and

teachers in the district had the general background of the initialization of peace education and whether there was any skewness in terms of gender on the teachers who handled the subject in the schools in the district. To determine the distribution in terms of gender, the headteachers and teachers were asked to indicate their gender. Their responses were as shown in Table. 4.1 and 4.2.

Table 4.1
Distribution of headteachers by gender

Gender	Frequency	Percent
Male	4	40
Female	6	60
Total	10	100

As shown in Table 4.1, the study observed that 60 percent of the school heads were Females while 40 percent were females. This suggested that headship positions within the district were dominated by females. However it was noted that the government policy on gender mainstreaming has been implemented in the province and as a result the male gender representation has already met the required basic minimum of 30%. The gender distribution for the teachers was as shown in Table 4.2.

Table 4.2
Distribution of teachers by gender

Gender	Frequency	Percent
Male	7	14
Female	43	86
Total	50	100

Data revealed that 86 percent of the teachers were females with only 14 percent male representation implying that there were more female teachers in the province than the males suggesting that the primary school teaching career in the province was dominated by females.

The headteachers and the teachers were asked to indicate their respective academic qualifications and the findings were presented as shown in Table 4.3 and 4.4.

Table. 4.3
Academic Qualification of headteachers

Qualification	Frequency	Percent
ATS	8	80
B. Ed	2	20
Total	10	100

Data revealed that 80% of the headteachers had attained at least a Bachelor's degree in education implying that most of the school headteachers were well informed on academic matters and were well equipped to head their respective institutions. The academic qualifications of the teachers were as tabulated in Table 4.4.

Table. 4.4
Academic qualification of teachers

Qualification	Frequency	Percent
P1	15	30
Diploma	15	30
A.T.S	12	24
B.Ed	8	16
Total	50	100

Findings on the academic qualifications of teachers indicated that 70 percent of the teachers held at least a diploma in education which was a positive attribute of the study in the district because a teacher's academic and professional qualification has significant influence on pupils' achievement (Heyneman 1976). It was encouraging to find out that most of the teachers in the District had acquired higher professional qualifications where 16percent had attained Bachelors Degree certification. The study enquired on the headship experience of the headteachers and teachers. The results of the headteachers were as shown in Table 4.5

Table 4.5**Distribution of headteachers by headship experience**

Duration	Frequency	Percent
6 - 10 years	8	80
11 - 20 years	2	20
Total	10	100

Majority of the headteachers (80%) had served their respective schools for at least five years suggesting that they understood issues on institutional management and instructional supervision of their respective schools in details. The study further sought the teaching experience of the teachers in the district. The results were as shown in Table 4.6

Table 4.6**Distribution of teachers by teaching experience**

Duration	Frequency	Percent
1 - 5 years	9	18
6 - 10 years	8	16
11 - 15 years	15	30
16 - 20 years	8	16
above 20 Years	10	20
Total	50	100

The study found out that 82 percent of the teachers had taught for not less than five years suggesting that the teachers clearly understood the institutional management and instructional supervision issues that existed in their respective schools. The study therefore enquired on the duration of time they taught at their current stations. The results were as shown in Table 4.7.

Table 4.7
Duration headteachers stayed at their current school

Duration	Frequency	Percent
1 – 5 years	6	60
6 – 10 years	4	40
Total	10	100

The study revealed that 40 percent of the headteachers had been at their current working station for not less than five years confirming that indeed the teachers clearly understood the institutional management and instructional supervision issues that existed in their respective schools. The study further enquired on the positions that the responding teachers held in the schools. The results were as shown in Table 4.7

Table 4.7

Duration teachers stayed at their current school

Duration	Frequency	Percent
1 – 5 years	27	54
6 – 10 years	16	32
11 – 15 years	7	14
Total	50	100

The study revealed that 54 percent of the teachers had been at their current working station for not less than five years confirming that indeed the teachers clearly understood the institutional management and instructional supervision issues that existed in their respective schools. The study further enquired on the positions that the responding teachers held in the schools. The results were as shown in Table 4.10

4.4 Availability of peace education materials in schools

To establish the extent to which peace education materials are available in schools in Lang'ata district, for the implementation of peace education the headteachers and teachers were asked whether peace education is taught in their respective schools. The headteachers' responses were as shown in table 4.8

Table 4.8
Whether peace education is taught in schools

Response	Frequency	Percent
Yes	8	80.0
No	2	20.0
Total	10	100.0

Findings show that peace education was taught in 80 percent of the schools as indicated by the headteachers. The study found out that most of the schools started teaching the subject in the year 2008 and 2009. This was probably immediately after the 2007/2008 post election violence that rocked Kenya following disputed presidential elections. The study enquired whether the subject was taught as a stand alone subject or was integrated with other subject.

Findings show that peace education was not taught as a stand alone subject and was not examined. Rather it was integrated together with other subjects. The study further enquired which subjects integrated peace education. It was found out that peace education was integrated together with either Christian religious education, social studies, physical education, or life skills.

The study further enquired whether peace education was slotted on the time table. The study found out that peace education had not been slotted in the time table as confirmed

by all the teachers and headteachers polled suggesting that the subject was taught at the teachers' discretion. The study further enquired whether schools had peace education materials and the results were as shown in table 4.9

Table 4.9

Availability of peace education materials in schools

Response	Frequency	Percent
Yes	4	40.0
No	6	60.0
Total	10	100.0

Findings show that only forty percent of the schools in the district had peace education materials suggesting that whereas peace education had been introduced in schools, it had not been accorded major emphasis. The study therefore enquired from the teachers whether they had access to materials on peace education. The results were as shown in table 4.9

Table 4.9

Availability of peace education materials to teachers

Response	Frequency	Percent
Yes	19	38
No	31	62
Total	50	100

The study found out that only 38 percent of the teachers in the district had access to peace education materials further confirming that indeed emphasis had not been envisaged in the subject. When the teachers were asked the specific materials they had access to, findings show that they had access to manuals, peace education programme books, activity books and teacher manuals. The study further enquired on the frequency of use of the peace materials. The result were as shown in table 4.10

Table 4.10

Frequency of use of peace materials by teachers.

Attribute	Frequency	Percent
Often	5	10.0
Sometimes	22	44.0
Never	4	8.0
Did not respond	19	38.0
Total	50	100.0

The study found out that peace material books were only used occasionally as indicated by 44 percent of the teachers suggesting that peace education had only been accorded very few sessions in a term. This finding implied that pupils in the district were not learning about peace education as much as the government may want it to be. To verify this finding the question was rephrased to enquire how often the pupils used the peace education books. The results were as shown in table 4.11

Table 4.11

Frequency of use of peace materials by pupils.

Attribute	Frequency	Percent
Sometimes	22	44.0
Never	9	18.0
Did not respond	19	38.0
Total	50	100.0

Findings indicate that pupils in the district used peace materials occasionally further confirming that the subject had only been allocated a few sessions in a term.

4.5 Teachers' training on peace education

To determine to what extent the teachers' have been trained on peace education, the study enquired from the teachers whether they received any training on peace education. The results were as shown in table 4.12

Table 4.12

Receipt of training by teachers on peace education.

Response	Frequency	Percent
Yes	20	40
No	30	60
Total	50	100

Findings show that only 40percent of the teachers received training on peace education suggesting that majority of the teachers were not trained on the subject further underling the fact that little emphasis was put on this subject probably because PEV affected only a few areas in the district. When the study enquired on which organizations conducted the training it was found out that Nairobi Pentecostal Church at Woodley (a church organization), and UNICEF were involved in the training through a government initiative. Further analysis indicates that only a few of the teachers who attended the training inducted their peers on the subject.

4.6 Teachers' attitude towards peace education

To determine teachers' attitude towards peace education program in primary schools in the district, the study enquired from the teachers whether their fellow teachers were willing to teach peace education. The results were as shown in table 4.13

Table 4.13
Willingness of teachers to teach peace education

Response	Frequency	Percent
Yes	42	84.0
No	6	12.0
Total	48	96.0
Did not respond	2	4.0
Total	50	100.0

Findings show that majority of the teachers in the district were willing to teach peace education suggesting that majority of the teachers had a positive attitude towards teaching of peace education in schools. In order to clarify the responses, the question was rephrased to the teachers where they were asked how teachers reacted to the subject. Their responses were as shown in Table 4.14

Table 4.14

Reaction of teachers to peace education

Response	Frequency	Percent
It is extra burden to teach it	6	12
It is not a burden to teach it	35	70
Did not response	9	18
Total	50	100

Findings show that majority of the teachers (70%) did not find the subject a burden to teach probably because only a few sessions were applicable per term or because the subject was not examined and therefore there were no hassles of setting and marking of exams. The study further enquired whether the subject was still relevant in schools. The results were as shown in Table 4.15

Table 4.15

Relevance of peace education in schools today

	Frequency	Percent
Yes	44	88
No	2	4
Did not respond	4	8
Total	50	100

Findings show that majority of the teachers (88%) in the district believed that peace education was still relevant. This was probably because the district was cosmopolitan with many ethnic communities living in it. Teachers therefore believed that a replay of what happened during the PEV would recur again. It could also have been as a result of the upcoming general elections in a couple of month's time where teachers believe that the same political dynamics could be at play triggering a similar scenario to PEV of 2007/2008.

The study enquired on the extent to which peace education had achieved in reducing violence amongst the communities. The results were as shown in table 4.16

Table 4.16

Extent to which peace education achieved.

Attribute	Frequency	Percent
Has not achieved much	8	16
Has achieved to a little extent	12	24
Has achieved to a large extent	24	48
Did not respond	6	12
Total	50	100

Findings show that only 16 percent of the teachers believed that peace education achieved much in the period it has been taught. This was probably because the education targeted on school going children whereas the PEV mainly affected adults. In absence of intervention measures among the adults, teachers in primary schools in the district would be justified to take this position. Only 48 percent of the teachers believed that peace education achieved much.

4.7 Challenges faced by teachers in the implementation of peace education

To identify challenges faced by teachers in the implementation of peace education in the district the teachers were asked to indicate the challenges they faced when rolling out the subject. Findings show that very few teachers were trained on peace education, Lack of peace education materials, Lack of time to teach the subject, and heavy workload were

the major challenges faced by the teachers in the district. The study enquired from the teachers on what could be done to overcome the challenges. The teachers indicated that allocating time on timetable for peace education, employing more teachers, donation of more peace materials, and frequent workshops and seminars for teachers involved in peace education would overcome the challenges.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with the summary, conclusion and recommendations of the study. The study was on factors influencing the implementation of peace education in primary public schools in Lang'ata District Kenya, in the post conflict emergency context

5.2 Summary of the study

The purpose of the study is to investigate factors that influence the implementation of Peace Education in public primary schools in Lang'ata district, Kenya in the post conflict emergency context. Four research questions were formulated to guide the study. The first objective was to establish the extent to which peace education materials are available in schools in Lang'ata district, for the implementation of peace education the study found out that peace education was taught in 80 percent of the schools as indicated by the headteachers. Most of the schools started teaching the subject in the year 2008 and 2009 immediately after the 2007/2008 post election violence that rocked Kenya following disputed presidential elections.

The study found out that peace education was not taught as a stand alone subject and was not examined. Rather it was integrated together with other subjects. Peace education was integrated together with either Christian religious education, social studies, physical education, or life skills.

Only forty percent of the schools in the district had peace education materials suggesting that whereas peace education had been introduced in schools, it had not been accorded major emphasis. The study found out that only a few of the teachers in the district had access to peace education materials confirming that indeed emphasis had not been envisaged in the subject. Teachers had access to manuals, peace education programme books, activity books and teacher manuals.

The study found out that peace material books were only used occasionally because peace education had only been accorded very few sessions in a term. Pupils in the district used peace materials occasionally confirming that the subject had only been allocated a few sessions in a term.

The second objective was to determine the extent to which teachers' had been trained on peace education, the study found out that only a third of the teachers in the district received training on peace education that little emphasis was put on this subject probably because PEV affected only a few areas in the district. Nairobi Pentecostal Church at Woodley (a church organization), and UNICEF were involved in the training through a government initiative. Further analysis indicates that only a few of the teachers who attended the training inducted their peers on the subject.

The third objective was to determine teachers' attitude towards peace education program in primary schools in the district, the study found out that majority of the teachers in the district were willing to teach peace education confirming that majority of the teachers had

a positive attitude towards teaching of peace education in schools. The study found out that majority of the teachers did not find the subject a burden to teach probably because only a few sessions were applicable per term. The subject was also not examined and therefore there were no hassles of setting and marking of exams.

The study found out that majority of the teachers in the district believed that peace education was still relevant, probably because the district was cosmopolitan with many ethnic communities living in it. Teachers therefore believed that a replay of what happened during the PEV would recur. It could also have been as a result of the upcoming general elections in a couple of month's time where teachers believe that the same political dynamics could be at play triggering a similar scenario to PEV of 2007/2008.

The study found out that only a few teachers believed that peace education achieved much in the period it had been taught. This was because the education targeted school going children whereas the PEV mainly affected adults. In absence of intervention measures among the adults, teachers in primary schools in the district were justified to take this position.

The fourth objective was to identify challenges faced by teachers in the implementation of peace education in the district. the study found out that challenges included in

adequacy of teachers trained on peace education; Lack of peace education materials; Lack of time to teach the subject, and heavy workload. To overcome the challenges the study found out that allocating teaching time on the timetable for peace education, employing more teachers, supply of more peace materials to schools, and frequent workshops and seminars for teachers involved in peace education would be necessary overcome the challenges.

5.3 Conclusion

The study found out that only a few schools in the district had peace education materials suggesting that whereas peace education had been introduced in schools, it had not been accorded major emphasis. Only a few of the teachers in the district had access to peace education materials including manuals, peace education programme books, activity books and teacher manuals.

The study found out that only a third of the teachers in the district received training on peace education suggesting that little emphasis was put on this subject probably because PEV affected only a few areas in the district. The study found out that majority of the teachers in the district were willing to teach peace education confirming that majority of the teachers had a positive attitude towards teaching of peace education in schools. The study found out that majority of the teachers did not find the subject a burden to teach probably because only a few sessions were applicable per term. The subject was also not examined and therefore there were no hassles of setting and marking of exams.

The study found out that challenges faced in the dissemination of peace education included in adequacy of teachers trained on peace education; Lack of peace education materials; Lack of time to teach the subject, and heavy workload. To overcome the challenges the study found out that allocating teaching time on the timetable for peace education, employing more teachers, supply of more peace materials to schools, and frequent workshops and seminars for teachers involved in peace education would be necessary overcome the challenges.

5.4 Recommendations

That the Government of Kenya introduces peace education programme for adults in the district. The study found out that only a few teachers believed that peace education achieved much in the period it had been taught. This was because the education targeted school going children whereas the PEV mainly affected adults. In absence of intervention measures among the adults, teachers in primary schools in the district were justified to take this position.

That the Ministry Of Education supplies more materials on peace education to schools in the district. The study found out that only forty percent of the schools in the district had peace education materials suggesting that whereas peace education had been introduced in schools, it had not been accorded major emphasis.

Areas of further research

Based on the findings of this study, the study recommends that a similar study be conducted on the other districts that were heavily affected by PEV of 2007/2008

REFERENCES

- Baxter, Pamela (1998). *Facilitators Resource Notes*. Nairobi: UNHCR Peace Education Program.
- Best, K. (1989). *Research in Education*. Boston: Allyn and Bacon.
- Borg, M.D (1989). *Educational Research on introduction*. New York ;Longman
- Boyden, P. Ryder(1996). *The provision of Education to Children affected by Armed conflict*.(Unpublished paper), Refugee Studies Centre, Oxford.
- Farrant, J. S (1997). *Principles and Practice of Education*. Singapore: Longman
- Fountain, Susan (1999). *Peace education in UNICEF*, Working Paper Series, Program Division, Education Section. New York: UNICEF.
- Gall, M . W., Borg, (1997). *Educational research*. New York: Longman.
- Galtung, Johan (1996). *Peace by Peaceful Means: Peace and Conflict, Development and civilization*. Oslo: International peace research institute; London: Thousand Oaks, New Delhi: Sage
- Gay, L. (1992). *Educational research: Competencies for analysis and application* (4th Ed).

- Hutchison, F. (1996). *Educating Beyond Violent Futures*. London, New York: Routledge.
- INEE. (2010). *Minimum Standards of Education: Preparedness, Response and recovery*. New York.
- Kombo, D., & Tromp, D. (2006). *Proposal and thesis writing*. Makuyu: Don Bosco.
- Machel, G. (1996). *The impact of armed conflict on children*. New York: United Nations.
- Marc S. (2002). *Learning for a Future: Refugee Education in developing countries*: UNHCR
- MOE (2008). *Peace Education Workbook* Nairobi: Government of Kenya
- MOE (2011). *Monitoring Report for Peace Education* Nairobi: Government of Kenya
- MOE(2008). *Peace Education Training Manual* Nairobi: Government of Kenya
- Mugenda, O.M.,Mugenda, A. G (1999). *Research methods: Quantitative and Qualitative approaches*. Nairobi Acts Press.
- Nicolai, S. Triplehorn, C. (2003). *The Role of Education in Protecting children in conflict*.
- Obura, Anna (1996). *Peace Education: A lesson Observed*. (Unpublished), Nairobi. Oversees Development Institute.

- Pigozzi, Mary Joy (1999). *Education in Emergencies and Reconstruction: A Developmental Approach Working Paper Series*, Program Division, Education Section. New York: UNICEF.
- Shaw.G (2008). *Peace Education in Central and East Africa Conference report*
- Shewan Jessica (2008). *Kibera After the Violence*. Nairobi: World next door
- UNESCO (2005). *Education For All in Africa: Paving the way for Action – UNESCO*.
- UNESCO (2000). *Mainstreaming The Culture of Peace*. Paris: France.
- UNESCO (2000). *The Dakar Framework for Action – Education for All: Meeting our collective commitments*
- UNHCR (2000). *Poetry Book*. Nairobi: UNHCR Peace Education Program.
- UNHCR (2008). *Peace Education Program*: UNHCR.
- UNHCR(2002). *Learning for a future: Refugee Education in Developing countries*.
- United Nations (2005). *The millennium Development Goals Report 2005*. UN: NewYork.
- UPEACE (2006). *Report of the Working Committee Meeting on Peace Education in Africa*: New York INEE.

APPENDICES

APPENDIX A

Onyango Emily
University of Nairobi
Department of Educational
Administration and Planning
P.O Box 92
KIKUYU

The Headteacher,
_____ Primary School,

Dear Sir/ Madam,

RE: REQUEST FOR RESEARCH DATA

I am a post graduate student in the department of administration and planning. I am carrying out a research on Factors Influencing the Implementation of Peace Education in primary public schools Langa'ta District, Nairobi, in the post conflict emergency context.

Your school has been selected to take part in study. I kindly request your permission to gather the required information from your institution. The questionnaires designed are for this research purpose only and therefore no names of respondents will be required.

Your co-operation will be highly appreciated.

Yours Faithfully,

Emily Onyango.

APPENDIX B

Questionnaire for Head teachers

This questionnaire is designed to gather data about factors influencing the implementation of peace education program in primary schools in Nairobi. Kindly respond to this questionnaire by filling in the blank spaces or ticking the preferred answer where there is a provision for choices.

SECTION 1

1. What is your gender?
 - (a) Male ()
 - (b) Female ()

2. What is your age?
 - (a) Under 30 years ()
 - (b) 30 – 40 years ()
 - (c) 40 – 50 years ()
 - (d) 50 and above ()

3. What is your highest academic qualification?
 - (a) University ()
 - (b) A level (K.A.C.E.) ()
 - (c) O' Level (K.C.S.E./K.C.E ()

SECTION II

Availability of Peace Education materials

a) Does your school have peace education manuals?

Yes () No ()

b) Does your school have the peace education activity books?

Yes () No ()

If yes, how many manuals.....activity books.....?

c) Is Peace Education slotted in the timetable? Yes () No ()

If yes, how many lessons per week?

SECTION III

Training on Peace Education

a) How many teachers in your school have been trained on Peace Education?

Males Females

b) Which organization(s) supported the training?.....

c) Have the teachers trained on Peace Education inducted others?

Yes () No ()

d) If yes, how many were trained?

e) If no, what has hindered the training?.....

SECTION IV

Challenges faced in the implementation process

- a) What challenges has your school faced during the implementation of peace education program?

.....
.....

- b) In what ways can these challenges be overcome?

.....
.....

APPENDIX C
QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather data about factors influencing the implementation of peace education program in primary schools in Langa'ta district.

Kindly respond to the questionnaire by filling in the blank spaces or ticking the preferred answer where there is a provision for choices.

SECTION 1

4. What is your gender?
- (c) Male ()
- (d) Female ()
5. What is your age?
- (e) Under 30 years ()
- (f) 30 – 40 years ()
- (g) 40 – 50 years ()
- (h) 50 and above ()
6. What is your highest academic qualification?
- (d) University ()
- (e) A level (K.A.C.E.) ()
- (f) O' Level (K.C.S.E./K.C.E) ()

SECTION II

Peace education materials

a) Are there any peace education materials in the school?

Yes () No ()

If yes, which ones?

.....
.....

b) How often are the peace education materials used:

(i) By teachers often () sometimes () never ()

(ii) By learners often () sometimes () never ()

SECTION III

Teacher training and methodology

a) Has your school organized sensitization and training of teachers on Peace Education? Yes () No ()

b) Are you aware of any other teacher who has been trained on Peace Education?

Yes () No ()

If yes, how many Male Female.....

c) Is peace education allocated time on the time table? Yes () No ()

If yes, when.....

d) Is peace education infused or integrated in any subject(s)? Yes () No ()

If yes, which subjects:

If no, suggest other subjects in which Peace Education can be integrated

.....

SECTION IV

Teachers perception and attitude towards Peace Education Program

a) In your opinion do you consider peace education a useful channel of enhancing peace? Yes () No ()

If yes, explain how.....

.....

.....

b) What attitude or behavior change have you observed that would be attributed to peace education among the following in the last two years:

(i) Pupils.....

(ii) Teachers.....

(iii) Administration.....

(iv) Parents.....

Challenges faced in the implementation process

a) What challenges have you faced during the implementation of peace education program?

.....
.....
.....

b) In what ways can these challenges be overcome?

.....
.....
.....

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

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

6th July 2012

Date:

NCST/RCD/14/012/881

Our Ref

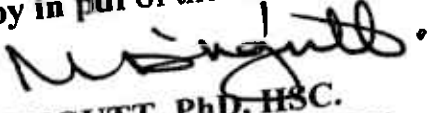
Emily Atieno Onyango
University of Nairobi
P.O. Box 30197
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing the implementatin of peace in primary public schools in Lang'ata District, Kenya in the post conflict emergency context*" I am pleased to inform you that you have been authorized to undertake research in Nairobi County for a period ending 31st August, 2012.

You are advised to report to the Provincial Commissioner and the Provincial Director of Education, Nairobi County before embarking on the research project.

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


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

Copy to:
The Provincial Commissioner
The Provincial Director of Education
Nairobi County

