

**EFFECTS OF PEACE EDUCATION ON COEXISTENCE AMONG  
PUPILS AFTER POST – ELECTION VIOLENCE (2007/2008) IN  
PUBLIC PRIMARY SCHOOLS IN KOROGOCHO SLUMS, KENYA**

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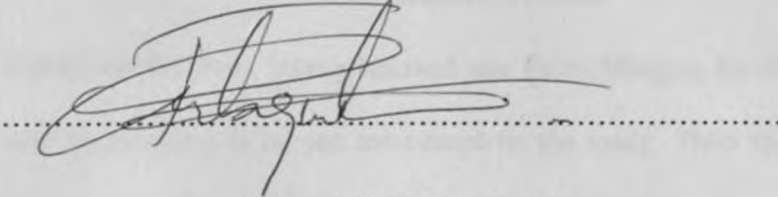
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**A Research Report Submitted in Partial Fulfillment of the Requirements  
for the Award of the Degree of Master of Education in Education in  
Emergencies of the University of Nairobi**

**2012**

## DECLARATION

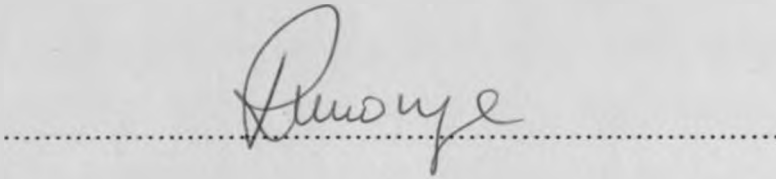
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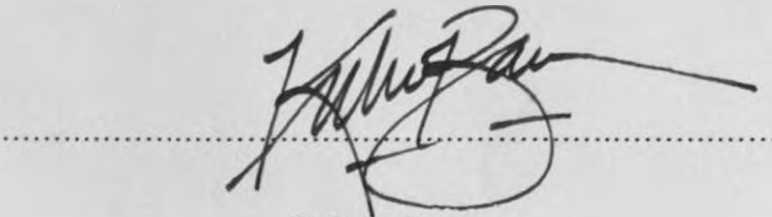
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## **DEDICATION**

I dedicate this work to my beloved son Felix Mbugua for his desire, prayers and encouragement to see me complete the study. Then to my dear friends Lucy Njambi Kuria and Ann Wangui Thuita for their practical love, prayers, inspiration and overwhelming support both morally and financially during my study, and finally to my late loving parents, Geoffrey and Mweru whose sacrifice, devotion and inspiration when they were in this life, I can never forget nor repay

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I extend my gratitude to the head teachers and teachers of Ngunyumu and Daniel Comboni Primary School for their cooperation during the study. Sincere appreciation also goes to my friends and colleagues at Parkroad Primary School for their support. I appreciate the effort of Catherine Njenga for patiently typing my work. Finally, my thanks go to my classmates (EIE) who kept me company to the finishing line.

To God be the glory

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## **ABBREVIATIONS AND ACRONYMS**

<b>DPC</b>	District Peace Commission
<b>EFA</b>	Education for All
<b>IDP</b>	Internally Displaced Persons
<b>K.I.E</b>	Kenya Institute of Education
<b>MDG</b>	Millennium Development Goals
<b>MOE</b>	Ministry of Education
<b>NEERC</b>	National Emergency Education Response Committee
<b>NPC</b>	National Peace Commission
<b>PEV</b>	Post-Election Violence
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children's Education Fund
<b>USAID</b>	United States Agency for International Development

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## ABSTRACT

The purpose of the study was to examine the effects of peace education on co-existence among pupils after the 2007/2008 post-election violence in public primary schools in Korogocho slums, Nairobi County, Kenya. To achieve this, four research questions of the study on establishment of the peace education, factors that influence tribal animosity, strategies for building up co-existence and challenges facing implementation of peace education curriculum in public primary schools were formulated. The study adopted a descriptive survey design to establish the effects of peace education on co-existence among pupils after the 2007/2008 post-election violence in public primary school. The study targeted 75 teachers and 4000 pupils out of which a sample of 12 teachers and 200 pupils were selected for the study.

Data was collected using questionnaires for teachers and pupils and an interview schedule for head teachers, coded and classified into major themes from which a summary report was made. Quantitative data was analyzed using descriptive statistics supported by graphs, tables, frequency distributions and percentages. Data analyzed formed the basis for the research findings, conclusions and recommendations for the study.

The study found that peace education was established to captivate the youth into nation building and to cultivate into them national values as opposed to ethnic values. Majority of teachers (75.0%) indicated that it empowers learners with problem solving skills while (50.0%) indicated that peace education enables learners to acquire skills and attitudes to foster peaceful co-existence

On the influence of tribal animosity on co-existence among pupils in Korogocho slums, all (100.0%) of the interviewed head teachers indicated that the education of learners was directly or indirectly haunted by actual or potential ethnic conflicts. The teachers indicated that colonial legacy (20.0%), scarcity / unequal distribution of resources (15.0 %), poor leadership (24.0%) and land alienation (12.5 %) as the causes of ethnic conflicts.

The study found out that key challenges to the implementation of peace curriculum included lack of enough time in the school programme (5.0.0%), not giving peace education priority given to other core subjects (91.7%), lack of support from head teachers, lack of consistence in delivery (50.0%) and time of curriculum and attitudes of learners, teachers and administrators (58.3%)

The study recommended that School leaders and teachers are key role models. Their actions as advocates of peace education actors are critical to implementation of peace education. A collaboration of teachers, students, parents and the local community need to be part of the solution.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Peace Education is a prerequisite for development, and, the need to give peace education to the Kenyans is important for healing, reconciliation and moving forward to build sustainable peace for development. Peace Education is a priority in responding to conflict and violence. (Achoka, 2008)

In the history of mankind, individuals, communities and nations have experienced strained relationships, leading to conflicts. Conflict management is therefore critical in ensuring a stable global society. Over the years, there has been global concern for peace as a response to the challenges arising from violent conflicts. Conflicts impede on the realization of national commitment, aimed at achieving Education For All (EFA), Millennium Development Goals (MDGs) and, other international commitments in education. Conflicts also affect national development, aggravate poverty levels, lead to loss of human life, destruction of property, prejudice, discrimination, tribalism and trauma.

The peace education programme in Kenya is one such programme, which, was initiated after the 2007/ 2008 post-election violence which was an emergency and that which instigated conflict in the country. The Ministry of Education (MOE) through the Kenya Institute of Education (KIE), working with UNICEF and UNHCR were the initiators of the Peace Education curriculum

for primary schools. The three partners agreed that peace education is an essential component of quality basic education. They considered the curriculum from the perspective of the convention on the rights of the child and the (Jomtien Declaration on Education For All), which states that basic learning needs, knowledge, skills, attitudes, and values, hand in hand with the necessary satisfaction implies a responsibility to promote social justice, acceptance of differences, and peace (Inter –Agency Commission, WCEFE, 1990) The peace education should also address the prevention and, resolution of all forms of conflict and violence, whether overt or structural, from the interpersonal level to societal, and global level

The 2007/2008 post-election violence (PEV) in Kenya impacted on Kenyans so much hat it pushed the inception of new programmes on promoting integration, intercultural awareness and, promote the role of youths, women, faith groups, in fostering tribal and cultural tolerance resulting to peaceful co-existence and development. The peace education came on this basis so that the same could start at the roots, that is, in school. The children were the ones who were badly hit and what they got to witness left marks in them on ethnic basis. Fueled by tribalism and cultural intolerance after the post-election violence, those children leaving and schooling in the slums were left traumatized. These slums are places with diverse groups of people who coexist in very crowded spaces. Their poverty level is rather high. This is the case of Korogocho slum,

in Kasarani District, of Nairobi County, which is one home to people of all tribes, cultures and races

The Post-election Violence in 2007/2008 left Kenyans the more divided than ever witnessed, since independence. The seed of discord was planted amongst citizens on ethnic basis, and tribal perspective. Property was destroyed, people killed, and over 300,000 displaced and some, to date, are still living in tents country wide, as, internally Displaced Persons (IDPs). Slums were the hardest affected by the violence where, unlike in the rural areas where people were taking off to find shelter in churches, chief camps or other safer grounds, people living in the slums took on to one another and, these slum areas became battle fields. These included Kibera, Korogocho, Mathare, Mukuru, Kayole, Dandora, among others. There needed to be intensive awareness creation, on, the need for sustainable peace and justice amongst all people, not leaving behind taking the initiative to schools, where now, children from all the ethnic backgrounds needed to school, play and cordially coexist (Father. D, Moschetti, 2009)

After the Post-Election Violence (PEV), residents of Korogocho slum in Nairobi needed help to deal with the effects of the violence, e.g. counseling, community peace events, more so, for the school children in the slums, pertaining to the struggles and problems haunting them thus causing trauma on them. As a peace initiative, the ministry of education, in conjunction with

other organizations, introduced the Peace Education program in the primary schools in a bid to try and transform how the diverse groups of children schooling together views those who may share different values and beliefs than their own.

The goal of the peace education program is to provide training and materials for children in the dynamics of conflicts, peace making skills, and promoting reconciliation in homes, schools, parishes and communities where they live. The peace education program integrates educational counseling and other concepts with the view of seed peace values and attitudes in the minds, to alleviate the suffering of the native children of Kenya who so much suffered, particularly in slum areas, after the violence that broke out in 2007/2008, which left the social fabric of the Kenyans torn apart. The ministry of education in consultation with Peace Education Foundation (PEF) and other interested organizations came to the agreement that peace is a possible reality in Kenya, if some education on peace is offered. (UNICEF 2010)

Peace education is a priority in responding to conflict and violence in Africa, where Africa accounts for two thirds of people who have died and displaced by conflicts. Countries in the horn of Africa, Central and East Africa have experienced the impact of violence through conflicts, thus why many of them have introduced peace education programs (Alison Drury, 2010)

Lebanon, Nepal and Sierra Leone are some of the few countries that have embraced and can attest to the need of a peace education curriculum having positively witnessed the role of education in peace building (Calin Kirk New York, 2011)

Education, being a vehicle through which social and cultural values are passed on from generation to another, makes it the most important investment for a culture of peace for future society. Realizing how learning was destabilized, by the 2007/ 2008 PEV, and the fact that the violence clearly spelt out hatred on ethnic lines, the schools, the primary schools, were targeted, for the introduction of this peace education. This is because all people of Kenya are well represented in the many children who are schooling together, teachers not withstanding and the community which supplies the learners to the schools.

With the need to enhance peaceful coexistence and learning in schools, peace education was taken to be in tandem with the Kenya vision 2030 under the political pillar on security, Peace Building and Conflict Management which, among other things promote processes for national and intercommunity dialogue. In order to build harmony among ethnic, racial and other interests groups, promote peace building, and reconciliation, to improve conflict management, and ensure sustained peace within the country, inculcate a culture of respect for the sanctity of human life that does not resort to the use of violence as an instrument of resolving personal and community disputes,



the concept of peace building should start with the family, schools, the church, and all the public institutions thus the need to have the peace education curriculum roll out at these various levels of co-existence.(MOE, 2008)

With the realization that quality education must be in place for the child even in times of emergencies, the Ministry of Education has in line with this, trained 8,909 field officers and primary school teachers on peace education between 2008 and 2011, (Murage 2012)

On the same footing, the MOE, reasoned that, this peace education, offered at primary school level will empower learners with problem solving skills, ability to address conflicts peacefully, and thus promote tolerance for diversity, cultural differences and human dignity.

UNICEF Country Director Mr. Alex Kanyankole has praised the Kenyan education system for formulating a curriculum that speaks to the intellect, social and heart development of learners for peaceful coexistence. Four years after the inception of peace education curriculum, from 2008 to date, this study looked into the effects the program has had in the learning and peaceful co existence in public primary schools and the perceptions the teachers have on the program, and how it has impacted on the learner's attitudes and beliefs, more so, those learners in schools situated in slum areas where much of the conflict was experienced

## 1.2 Statement of the Problem

Kamar (2010) states that it is only through peace education that peace can be installed in the human mind as an antidote; for “war is in the mind of men” Korogocho is the third largest slum in East Africa. It has a fast expanding population where more than half that population is children. Most of these children are primary school age. The villages that make up this slum are seven in number: Highridge, Grogan, Ngomongo, Ngunyumu, Githetuni, Kisumu Ndogo/ Nyayo and Korogocho. The slum is multi-ethnic, counting some 30 ethnic groups, Kikuyu, Luo and Luhya are the major ones. There are 2 city council schools with over 4,000 children and many other informal private schools which are still insufficient for the large population.

Korogocho, being an informal settlement, issues of peace and security status are wanting. This being the state of affairs in normal circumstances, the scenario was worrying during the post-election violence on the basis of security, crime, ethnicity, militia groups, conflicts between land / structure lords and tenants, to mention just a few. The violence left the coexistence of these people more divided than ever. The seed of discord was firmly planted. With the highest fraction of the population being the primary school going age, the peace education curriculum was introduced in the schools, as a peace initiative. Has it played any positive role in mending or making up peace in

the schools amongst the learners, how effective has it been on the lives and coexistence of these pupils in the schools?

### **1.3 Purpose of the Study**

The purpose of the study was to investigate the effects the Peace Education on coexistence among pupils in the public primary schools in Korogocho slum, Nairobi County, after the 2007/2008 post-election violence.

### **1.4 Objectives of the Study include:-**

- a) To establish the causes of introduction of the Peace Education programme in public primary schools
- b) To examine the influence of tribal animosity on coexistence among the pupils in the public primary schools.
- c) To establish the strategies undertaken to build up coexistence amongst pupils in the public primary schools
- d) To identify the challenges facing the implementation of peace education curriculum

### **1.5 Research Questions**

To achieve the objectives, the study will be guided by the following research questions

- a) What instigated the establishment of the peace education programme in public primary schools after the 2007/2008 Post-Election Violence?

- b) What influence does tribal animosity have on coexistence among pupils?
- c) What strategies have been taken to build up coexistence among pupils in the public primary schools in Korogocho slum?
- d) What are the challenges facing the implementation of the peace education curriculum in these schools?

### **1.6 Significance of the Study**

The study intended to examine the role education can play in peace building, in post conflict settings and to consider how peace education interventions and programming could contribute in peace building, and, enhancing cordial coexistence amongst pupils in schools where ethnic animosity previously dominated.

Given the concern about the violence that erupted in Kenya after the general elections, and, peace and coexistence highlighted as a priority that needs to be addressed, the subject of the study and its finding is important and highly relevant in strengthening peace building and cordial coexistence amongst pupils. The findings and insights that were represented in the study findings are intended to provide a basis for consultation and discussion within the MOE and its many partners (USAID, UNICEF, UNESCO, IRC) on how they can most effectively contribute to peace building through education.

The study findings may encourage teachers, pupils and school communities to see peace not only as relevant and urgent in our country Kenya, and other countries when there are conflicts and disputes but an aspect that can be tied intrinsically to the curriculum and what it is that pupils are studying, how we relate to each other at home, in school, and, in our communities. The study findings might enable and encourage pupils to take responsibility for the profound impact, both negative and positive, their actions and decisions, however small they might seem to be, can have.

### **1.7 Limitations of the Study**

According to Best and Kahn (1998), limitations are conditions beyond the control of a researcher that may place restriction on the conclusions of the study and their application to other situations. The study was limited by the fact that there are many factors that can influence the effectiveness of peace education not necessarily in the school environment but also outside of school. Such are factors like poverty levels, drug abuse, prejudice, ethnicity, discrimination, amongst others. These factors cannot be controlled in the study. Another limitation is that some respondents may not provide actual information due to the subjectivity of their thinking and attitude and also incapacitation in knowledge now that the peace education program is very new in schools, but despite this, are reliable for information source.

### **1.8 Delimitation of the Study**

The study covered the two public primary schools in Korogocho slum of Kasarani District, Nairobi County, which are only a minimal fraction of the many study centers in the slum, that are not covered in the study and whose catchment area is the same. However, the questionnaire was made in a way that it gave some general specification on coexistence amongst primary school going age children.

### **1.9 Assumptions of the Study**

The study was based on the following assumptions:-

- a) That there are school based factors that can influence the implementation of peace education.
- b) That peace education can be used in enhancing peaceful coexistence amongst learners.
- c) That all respondents will cooperate and provide reliable responses.
- d) That responses by individuals are correlated and thus non-independent.

### **1.10 Definition of Significant Terms of the study**

**Conflict** refers to increased gapping between expectations and power when interests shift, new capabilities develop, and wills strengthen or weaken. It is a balancing of powers a conscious or subconscious negotiation of opposing interests, capabilities, and wills.

**Culture of peace** refers to an integral approach to preventing violence and violent conflicts and an alternative to the culture of war and violence based on education for peace.

**Diversity** refers to differences among people relating to dimensions of race, ethnicity, socio-economic status, age, religious beliefs, political beliefs or other ideologies.

**Effects** refer to the power to produce an outcome or achieve results.

**Expectations** refer to a prediction about the outcome of one's behavior.

**Peace building** refers to initiatives geared towards normalizing relations and reconciling individuals or communities in dispute for harmonious co-existence in the society.

**Peace Education** refers to the process of acquiring the knowledge, skills, attitudes and values necessary in fostering behavior change so as to live in harmony with oneself, with others, and with the natural environment. It is the 'learning about', and, 'learning for' peace.

**Peace making** refers to a third party's use of armed force to deter, suppress or terminate hostile action by a party or violent conflict between parties.

**Slum** refers to a lower social economic part of a city marked by poverty and inferior living conditions and inhabited by people from diverse backgrounds.

## **1.11 Organization of the Study**

The study comprised of five chapters. Chapter one forms the background of the study where the problem of the study will be introduced in general. It explored the nature of Peace education from a global perspective touching on the various, effects of peace education at school level. It also outlined the study objectives, questions, significance, limitations, delimitations and assumptions of the study and definitions of key terms which were used in the study. Literature review follows in chapter two where various scholars' views on the topic will be highlighted, to give a reflection on what has been done so far on the subject. The possible research gaps were highlighted to show the rationale for the study. The chapter also captured theoretical and conceptual frameworks. Chapter three is on research methodology. This presents details of the research design for the study, target population, sample size and sampling techniques, research instruments to be used in the study, reliability and validity tests of the instruments, data collection procedures and finally data analysis technique. Chapter four indicates how data was analyzed to form various decisions or judgments on the findings of the study. Chapter five presented the summary of the research study which formed the conclusions and proposed recommendations from the findings of the study.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This section covered a review of literature related to the study. The literature review given in this chapter covered literature on effects of peace education in public primary schools including factors affecting peace education implementation.

#### **2.2 Overview of Peace Education**

In the modern world, advances and changes experienced in social, political, and economic domains cannot be effective in diminishing the unwanted behaviours displayed by individuals in a society. This then underpins the need for creating a peace culture based on, equality, justice, democracy, human rights, tolerance, and solidarity in a society.

According to Johnson & Johnson (2006), Peace is conceptualized as having two separate dimensions. The first dimension encompasses war, violence, and strife on one end and on the other end are settlements, agreements, or common understandings, which end or avert hostilities and violence. Here, the implication is that, if there is no war or violence, then, there is the assumption that there is peace. The second dimension focuses on discordant, hostile interaction that aims at dominance and differential benefit (i.e., winners and losers). It is characterized by social injustice on one end, and on mutual

benefit, and harmonious interaction aimed at achieving mutual goals, on the other end. On this dimension, if the relationship is characterized by positive relationship, mutual benefit, and justice, then peace is assumed to exist, Johnson and Johnson, (Eds) (2003). If this be the case, then peace may be defined as the absence of war or violence, in a mutually beneficial, harmonious relationship among the concerned parties. With this in mind, and going by the definition, characteristics of peace and how to classify ways of establishing and maintaining peace (Clark, 2001, Johnson & Johnson, 2006) are paramount. It would be good to understand the things peace education should aim at achieving and how it can be sustained.

The 1996 study by Graca Machel on the impact of armed conflict on children reaffirmed the importance of education in shaping a peaceful future.

”..... disputes may be inevitable, but violence is not. To prevent continued cycles of conflict, education must seek to promote peace and tolerance, not fuel hatred and suspicion.”

Peace education is a necessity in Kenya now more than ever before, since it is at this time that the country is recovering from the 2007/2008 post-election violence and just about to get into the 2012 general elections. Peace education is of essence since it will help the Kenyans pull together towards stitching back the torn national fabric of trust and make a bright future for this nation. This will be possible if the youths are given hope that they aspire to, and capacitate them in peace building, by way of cultivating in them some national

values, as opposed to ethnic values. With this realization, that the future of this nation depended very much on its youth, their daily decisions, and actions, the MOE found it fair to tap the potential for change early in their lives through the inception of the Peace education, that is, at the primary school level. The whole idea was to diversify the need for solving conflicts creatively without violence. The other aspect the peace education is intended to capture is giving the students knowledge of peace that will deepen their human dignity and individuality. The concept of peace education is also meant to help students understand that their daily decisions and actions can bring the greatly needed social transformation, National pride, and, a realization of the need to protect human life, and value unity in diversity, Hon. Sam Ongeru Minister for Education (2008). To achieve positive output, peace education should embrace the physical, emotional, intellectual, and social growth of children and this cannot be realized without the contribution of the school itself, the pupils, the teachers, and the community at large.

### **2.3 Studies from Kenya on Effects of Peace Education**

Conflict poses particular challenges for achieving Education For All (EFA) and Millennium Development Goals (MDG) targets in education. Smith, (2010) gives clear distinctions between Pre-conflict, Conflict and Post-conflict phases are difficult to reconcile with the ever shifting, complex realities of modern wars. The PEV in Kenya did shed some enlightenment that peace is not

to be achieved in patch work reform and that there can only be peace when there is the understanding on what lies beyond the superficial, and that only then will there be hope for our children and salvation for our country and the world at large. There was the urgent need to look into ways of establishing and maintaining peace. According to save the children (2008), the situation in the country found it adapting to the concept of imposed peace on one side, and consensual peace on the other side. This only found the country in a situation where the conflict was suppressed and not resolved and as a result no establishment of positive long term relationships among disputants. This was what the mediation of Koffi Annan in Kenya brought about –imposed peace. On the part of consensual peace, a cease fire was negotiated on, an initial agreement reached, and a framework for resolving future conflicts established. According to Kamar, (2010) this denotes the first level of the establishment of consensual peace. The second level is where the economic, political, and educational institutions are used to create a long-term peace program. This brought about the establishment of a peace education program in the country as a means of institutionalizing consensual and structural liberty.

The 2007/2008 post-election crisis in Kenya left over 1000 people dead and over 350000 homeless. These became the Internally Displaced Person's (IDPs) in the country, refugees in their homeland. Many were left homeless and camped in hundreds of camps in many different areas. There are many of them still living in dilapidated structures within these camps. They have no

medical services, water, enough to eat, or many of the things to support life. Their dreams were shattered by the violence, Cassidy, (2011). Gadhi had a dream of stopping violence in India and of stopping domination by the British, who had colonized the country for a long time. He took action that in the end cost him his life, but changed the country, an in extension, the world. The model of peace making and courage taken by Gadhi has given courage to many individuals, groups, countries, to keep working for a world in which cruelty, violence, unfairness, will not dominate anymore. Given the critical need for peace, there is need to work towards establishment of a strong foundation for peace and peaceful coexistence among learners at school, home, and in an entire nation

In Kenya, since independence, there has been 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. This is reflected in the last sessional paper 5 of (2005) which has the well stipulated goals of education, where in part it states that “education should instill values such as patriotism, equality, peace, security, honesty, humility, love, respect, tolerance, cooperation, and democracy.” This is also the focus of offering quality and relevant education and training to address emerging challenges such as respect for human rights, drug and substance abuse, corruption, violence and social exclusion. These then suggests that components of peace education have always existed in the Kenya Curriculum

in subjects such as Civic Education, Social Ethics, Agriculture, Health Science, Religious Education and lately Environmental Education have always featured both in the upper Primary and Secondary Sections. The system also lays a lot of emphasis on extra-curricular activities, which involves culture, sports, and all types of creative arts and most recently the Life-skills education. However, these subjects have often been taught in isolation from each other. They lack proper focus and have been dogged by the use of inappropriate methodologies. The subjects are not examinable at the national level hence the tendency of teachers to use the time allocated to them for the examinable subjects. Thus schools and teachers have not enough room to appreciate value of peace education as well as life skills Education.

#### **2.4 Peace Education Programme in Public Primary Schools and School Factors that contribute to its Effectiveness**

According to UNESCO, (2001) there has not been much research on what factors influence people going through an in-service or a class in peace education. A number of countries have developed peace education curricula, usually consisting of communication, cooperation, and problem-solving skills. All aspects to do with peace education should be thought of, not as distinct 'subject' in the curriculum nor as an initiative separate from basic education, but as a process to be co-opted into all quality educational experiences guided by a clear government policy which must be followed and

implemented to the later by the administration of the schools. Recent studies show that 20% of American middle and high schools reported at least one serious crime in 1997 (Burns, 1998) According to the US centre for Health Statistics, 7,000 children die violently in the United States each year (Marchione, 1998). More than 3 million crimes occur in schools, thus the concern for the high level of violence. 2007/2008 found Kenya in this state of violence after the general elections, warranting the MOE in collaboration with other stakeholders to introduce the peace education program in the primary schools. This was on top of the already existing curricula, but this could not have been avoided. The Kenyan curriculum is overwhelming to the teachers, thus commitment to peace education and changes going with it could reduce the strong support it's meant to get. Lantern and Palti (1996) say that, peace education should not just be an add, or used by a few teachers, but rather should involve all levels of the school. A supportive administration exerts a positive effect on how educators use a new program by helping to locate and provide additional resources, to answer questions about the intent of the program, to help with scheduling problems, and to act as advocates to the MOE. If teachers have support staff e.g., school health personnel available and, supportive administrations, they are more likely to embrace the new concept (Smith, McCormick, Steckler, & Mcleroy, 1993).

Before 2007/2008, there has always been the assumption that since Kenya has never had full blown state war / conflict, peace education was not a priority as

such. After the 2007/2008 and with the guidelines from the latest sessional paper cited above, there was found the need to develop a peace education curriculum. This was done and it was the first of its kind in Kenya. The main focus is to impart knowledge, skills, attitudes, and values that promote peaceful and harmonious living. It heavily addresses positive behavior change with an aim of developing a society whose members are agents of promoting sustainable peace. The implementation of the peace education programme was with the hope of enabling individuals re-evaluate their behavior; develop commitment and, endeavor to promote national healing and peaceful co-existence.

## **2.5 Tribal Animosity and Pupils Characteristics Influence on Peace Education**

According to Galtungy, (2005), the early decades of the 20<sup>th</sup> century, “Peace education” programs around the world have represented a spectrum of focal themes, including anti- nuclearism, international understanding, environmental responsibility, communication skills, non-violence, conflict resolution techniques, democracy, and human rights awareness, tolerance of diversity, coexistence and gender equality, among others. Some peace programs have also addressed spiritual dimensions of inner harmony, or synthesized a number of the foregoing issues into programs on world citizenship, while academic discourse on the subject has increasingly recognized the need for a broader,



more holistic approach to peace education. A review of field based report reveals that three variations of peace education are common: conflict resolution training, democracy education, and human rights education.

Centering peace education program on conflict resolution typically focuses on the social-behavioural symptoms of conflict, training individuals to resolve inter-personal disputes through techniques of negotiation and peer mediation.

One peer mediation coordinator says,

“Conflict is very natural and normal, but you can’t go through your entire life beating everybody up.....you have to learn different ways to resolve conflict”

The 2007/2008 post-election violence was mainly caused by tribal animosity. According to Marango, (2010), the animosity between various Kenyan tribes dates back from Kenyatta (first president of Kenya), and, Moi’s regimes. The tribal animosity is what boiled down to violence of unforeseen magnitudes in the county. Marango says, tribalism, nepotism and impunity are the root causes of tribal animosity in Kenya.

According to Barasa Kundu (1997), in his paper prepared for the USAID conference on conflict resolution, most Kenyan districts are haunted by actual or potential ethnic conflicts. The reason is partly because of the fact that, different communities continue to consciously or unconsciously rely on ethnicity to perpetuate their dominance and hegemony in an atmosphere

characterized by scarce resources, fear and prejudice. This proliferation of ethnic conflicts and tribal animosity is so widespread in the country, such that, there is hardly any region where the problem has not reared its ugly head. Kundu's prediction was confirmed by what happened in 2007/2008 spelling out the need to spread peace even to the young ones in schools.

Some studies that evaluate the impact of peace education courses provide insight into what effect the course might have on the students. Eckhardt; (1984) found that, after students undergo peace education training, there are changes noted in their attitudes towards peace and away from violence. Other studies have demonstrated cognitive changes as a result of peace education efforts Feltman (2002); Lyou (2001).

Harris (2006) has shown that most often, students are interested in changing their own behaviour after undertaking peace education, rather than trying to work on external circumstances that cause violence. They become more aware of issues that cause conflict and get to appreciate the importance of holistic teaching which tends to deal with stress and violence in a better way. These leads to the reduction of any negative attitude and they begin to enjoy being peaceful and not violent.

## **2.6 Building up Co-Existence among Pupils**

The 2007/2008 violence, despite the impact being felt across the board, the children and the poor suffered the most. The suffering they underwent was

extremely painful for anyone to just wish off the experience. The tribal animosity, prejudice, ethnicity, general hatred, killings, rape, looting, burning of houses amongst others were all the evils that transpired, and that, which the pupils witnessed. They saw it all when rival communities metered all these evils on each other, when a neighbor's house, who they had previously cordially co-existed was burnt, they say it all. When they addressed each other, not by their names, but, by the ethnic backgrounds, they heard it all. These pupils, after all was over had to go back to school. Something needed to be done to address these issues so that, they warmly related when at school.

To promote peace and peaceful coexistence amongst the pupils who came from the various ethnic communities, and to defend human rights and safeguard human dignity, advocacy for peace and understanding amongst all, had to be preached. It started with dialogue and debates right from amongst the communities at village level and on, to the schools. Peace messages were made and jingles from the community members were regularly played on air something that is still on going. This is a notion that they carried with them from home to school. A call-for-peace procession was mobilized, organized and undertaken in Korogocho and the neighboring Ngomongo. The participants were from all the ethnic groups. Peace chants and songs were done and hand bills and T-shirts with peace and reconciliation messages were issued out. The Koch, FM, radio station did a lot of peace preaching not just as a medium of communication but by also offering a platform for Kenyans to

contribute and share the little they had. This was enhanced by the timely introduction of the peace education curriculum which took control of situations at the school level. The administration had to make sure that the program took off and that it was well administered on the pupils by the teachers of peace education. Various activities and positive reinforcement took centre stage.

## **2.7 Challenges Facing the Implementation of the Peace Education in the Schools.**

The 2007/ 2008 post-election violence in Kenya just hitting the country with no anticipation, was an emergency that was counter attacked with too many profoundly different kinds of activities taking place in an exceedingly wide array of contexts, all lumped up under the same category label of “Peace education”, as if, they all belonged together. Issues like ‘peace initiatives’, ‘peace forum’, ‘national cohesion’, ‘peace education’ amongst others, all came up together at the same time, in the absence of clarity and clear cuts on what each one of them entailed. This being the fate of Peace education in primary schools, it was and is still unclear, what peace education really is, or how its different varieties relate to each other. It is still unclear how experience with one variant of peace education in one region can usefully inform programs in another region.

While there is pressing 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 a reactionary way to “dampen” conflict (NPI, 2008). So far in Kenya, since 2006, the Coalition of Peace in Africa (COPA) has been implementing an on going peace education project through teacher training and students peace clubs. The concern of this study is the peace education initiative which is a collaboration of the Ministry of Education and UNICEF through K.I.E, where, so far a curriculum has been released.

There is the problem of defining what peace education is, and what it is meant to achieve where in one view, teachers take it to be a broad suite of life skills. The other view is that peace education only helps in dealing with particular situations or events such as school strikes, by teaching mediation skills or running cultural events to break down tension.

The other challenge is that capacity of school systems to include peace education initiatives in policy and practice vary according to the traditions, infrastructure, funding and current-concerns of the country. (Sinclair et al, 2008)

There is also lack of understanding that foundations for peace are best at the level of the young school going people. The other big challenge is the predominantly test and exam – oriented education system in the country. The

institutions, teachers, pupils are hard pressed on realizing the parents' expectations on results and this impedes all other efforts that could otherwise be spent on peace education.

## **2.8 Summary of the Literature Review**

Literature reviewed in this section, shows that there are many factors, which influence an educator's incentive to develop and / or implement a new curriculum. Strongly influential, is the perceived support of administration, including time and financial support to strengthen the program and to purchase appropriate materials. A supportive environment with positive feedback and healthy collaboration is also important, as well as having the ability to have input to attain a sense of ownership. An important obstacle to teachers taking up any new training or additions on the existing curricula comes from demands on their time. The literature reviewed shows that factors affecting peace education across the board are similar. There is further revelation that a lot of peace education globally is on going, thus, as a contribution to enhancing cordial coexistence in schools through use of peace education the study will focus on effectiveness of peace education programme on the basis of its causes, strategies undertaken in its introduction, and building up of co-existence amongst pupils, implementation, and its guiding principles, now that it has been in place for the past four years, and rate its worth.

## 2.9 Theoretical Framework

The Integrative Negotiations theory was advocated by Johnson and Johnson (2009). It is on this theory that the study is based on. The theory focuses on reaching agreements that maximize the benefits for every one involved. When students learn the procedure for engaging in integrative negotiations they are learning a vital competency for building and maintaining consensual peace. Negotiation is a process by which, persons that have shared and opposed interests, want to come to an agreement to try to work out a settlement. There are two types of negotiations, distributive and integrative. On the two types of negotiations, failing in making a resolution, help may be requested from a mediator, who is a neutral person, and helps the concerned people resolve their conflicts, usually by negotiating an integrative agreement.

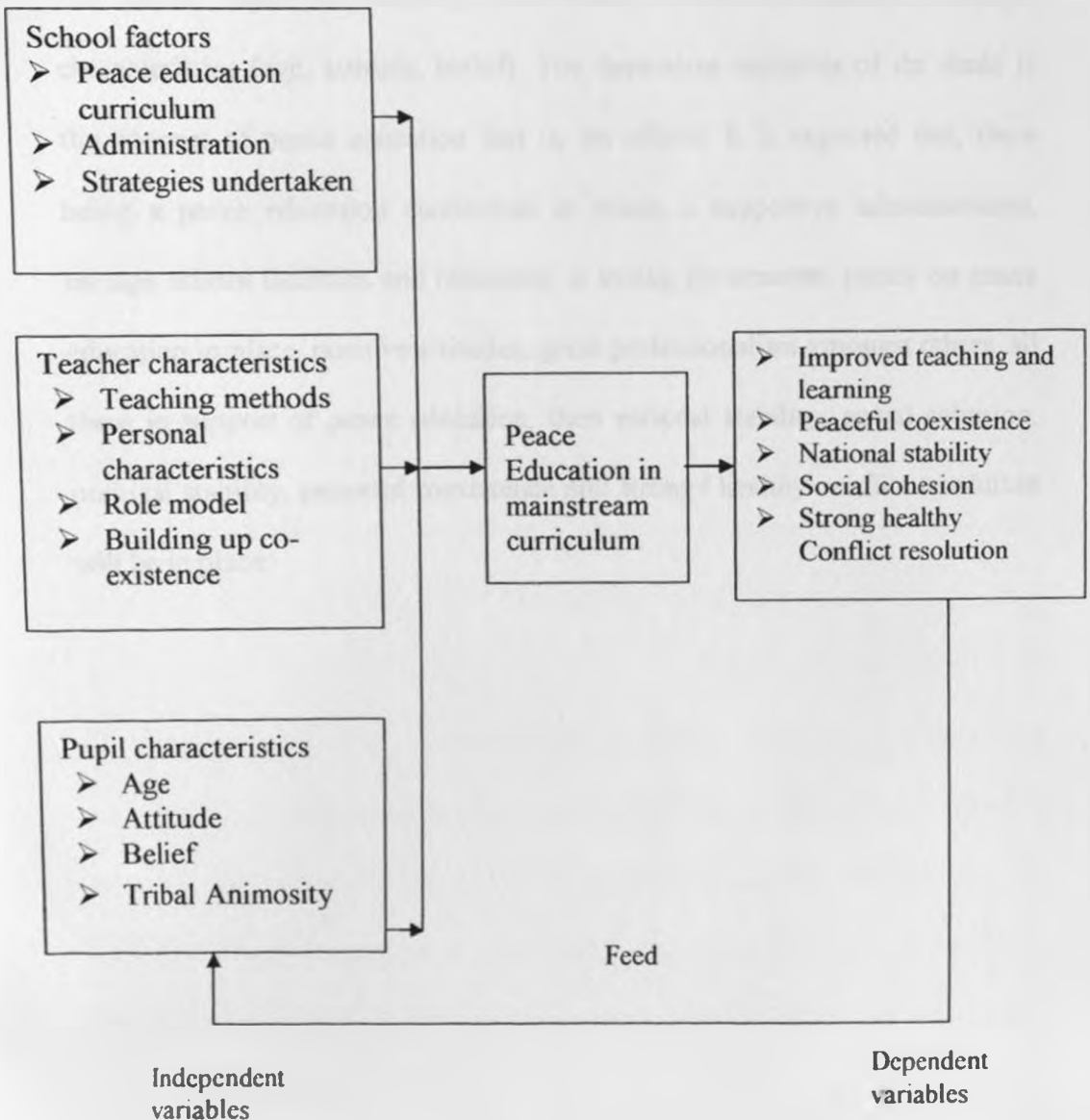
The aspects of the integrative negotiations theory is that is as good as possible for both parties, thus the theory could also be referred to as win-win negotiation. Following the theory, one tends to come up with the best possible outcome of his/her side. The idea of the theory is to work together to find the outcome that best helps both sides. This requires both sides to put more effort than usual into understanding what the other side requires and desires form a deal. The theory is relevant to the study in that, in peace building and co-existence, two sides are involved and fairness should be the focus. The theory

also stipulates that peace may be institutionalized through education thus the idea of peace education in schools



## 2.10 Conceptual Framework

**Figure 2.1: School based factors, teacher characteristics, and pupil characteristics influence on peace education**



As shown in figure 2.1, the independent variables of the study include school facilities and resources that contribute towards effective peace education program, teacher training and teacher characteristics (attitude, professionalism, role model, nature of teaching and morale, in service training) and pupil characteristics (age, attitude, belief). The dependent variables of the study is the concept of peace education that is, its effects. It is expected that, there being a peace education curriculum in place, a supportive administration, enough school facilities and resources, a strong government policy on peace education in place, positive attitudes, good professionalism amongst others, all these in support of peace education, then national stability, social cohesion, political stability, peaceful coexistence and strong / healthy conflict resolution will be in place.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section outlined the procedure to be used in conducting the study. The section focused on research design, target population, sample size and sampling procedures, research instruments, reliability and validity of instruments, data collection procedures, and data analysis techniques.

#### **3.2 Research Design**

The study used descriptive survey design utilizing both qualitative and quantitative approaches. The design is considered appropriate for the study because it allowed the researcher to describe, record, analyze, and report data, on the effects of peace education in schools. According to Kothari (2003) and Orodho (2010) survey is concerned with describing, analyzing, and projecting conditions that exist or existed. Kerlinger (2006) argues that survey method is widely used to obtain data useful in evaluating present practices and in providing basis for decisions. The descriptive survey design allowed the researcher to collect, analyze and report data on the effectiveness of peace education on coexistence and learning.

### **3.3 Target Population**

The target population was the public primary schools in Korogocho slum of Kasarani District, Nairobi County. The two head teachers and teachers in these schools comprised the population of the study. Korogocho slum of Kasarani District has 2 public primary schools, both of which form the target population of the study. The schools have a total of 75 teachers, and a pupil population of 4,000 who all make up the target population of the study.

### **3.4 Sample Size and Sampling Techniques**

A sample is a small portion of a target population. Sampling means selecting a given number of subjects from a defined population, as representative of that population. Any statements made about the sample should also be true of the population, Orodho, (2009). Mugenda and Mugenda (2003) argue that, a sample of between 1-10% of the target population is enough representation.

Stratified random sampling was employed, to select 200 pupils, that is, 5% of the total target population-100 pupils, from each of the two schools, where 50 pupils from each school, were in standard seven, and, 50 from standard eight with gender and ethnic balance. The principals of the two schools took part in the study. From each of the 2 schools, 6 teachers were randomly selected to participate in the study, which is, 15% of all the teachers, giving a total of 12 teachers.

### **3.5 Research Instruments**

The study used questionnaires as the research instruments for data collection. Questionnaires will be administered to the pupils and teachers. The questionnaires were used for data collection because, as Kiess and Bloomquist (1985) observe, it offers considerable advantages in the administration; it presents an even stimulus potentiality to large numbers of people simultaneously, and provides the investigation with an easy accumulation of data. Questionnaires are also anonymous, an aspect which helps to produce more candid answers than is possible in an interview. The questionnaires had three parts: part one collected the demographic data of the teachers, pupils and their schools; part two on their background information; and part three their perceptions towards the effects of peace education in their schools. The questionnaire was semi structured in that they had both open and closed ended questions.

#### **3.5.1 Reliability of the Instruments**

Mugenda and Mugenda (2003) define reliability as measure of the degree to which a research instrument yields consistent results or data after repeated trial. Before the actual data collection, piloting of the questionnaires was done in one of the schools in the slum district (Korogocho) Kasarani District, Nairobi County, but which were not used in the final study. This helped in adjusting the necessary information of the questionnaire to make it more

reliable. The questionnaire was administered twice to three teachers in the pilot sample, thus using the test – retest method of measuring reliability. Through their responses, the researcher critically assessed the consistency of the responses on each pair of the pilot questionnaire to make a judgment of their reliability. The random sample for piloting instrument depended on the size of the sample ranging from 1% to 50%, where the study used 25% of the sample. This kind of reliability is used to assess the consistency of a test across time. This type of reliability assumes that there will be no change in the quality or construct being measured. Spearman’s rank order correlation (r) was used to compute the correlation co-efficient to establish the degree to which there is consistency in eliciting similar responses every time the instrument is administered. The Pearson Product Moment Correlation Coefficient (r) between the scores of the two halves was determined using the formula:

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{(N \sum x^2) - (\sum x)^2} \sqrt{(N \sum y^2) - (\sum y)^2}}$$

$$R=N$$

Where N = Total number of scores

X=scores in the even numbered items

Y =scores in the odd numbered items

To test for reliability of the whole instrument, the Spearman Brown Prophecy Formula will be used as follows:

$$Re = \frac{2r}{1 - r}$$

Where:  $R_e$  = reliability of entire test

$R$  = coefficient for half of the instrument

(Ary et al., 2006)

The correlation coefficient of the instrument was 0.8 and therefore satisfactory.

### **3.7 Validity of the Instruments**

Validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results (Mugenda and Mugenda, 2003). Joppe (2000) explains validity as that which determines whether the research truly measures that which it is intended to measure or how truthful the research results are. The pilot study helped to improve face validity and content validity of the instruments, which in essence is the one being measured. According to Borg and Gall (1989), validity of an instrument is improved through expert judgment. As such, the researcher sought assistance from her supervisors, and used the guidance given to improve content validity of the instrument.

### **3.8 Data Collection Procedures**

The researcher obtained an introduction letter from the University of Nairobi and research permit from the National Council for Science and Technology. She booked an appointment with the principals of the sampled schools to administer the questionnaires. The researcher visited each of the schools and

administered the questionnaires herself. The respondents were given instructions and assured of confidentiality after which they were given time, (one week) to fill in the questionnaires. The researcher then collected the filled-in questionnaires.

### **3.9 Data Analysis Techniques**

Data collected from the field was coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS). As Martin and Acuna (2002) observe, SPSS is able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is quite efficient in data analysis. Data collected was both qualitative and quantitative in nature. The qualitative data was analyzed by arranging the responses according to the research questions and objectives. Descriptive statistics including percentages and frequency counts were used to analyze the quantitative data obtained. Bell, (1993), maintains that when making the results known to a variety of readers, simple descriptive statistics such as percentages have a considerable advantage over more complex statistics Borg and Gall (1989) also hold that the most widely used and understood proportion is the percentage. The results of the data analysis were presented in frequency tables and bar charts. Thereafter, conclusions and recommendations were drawn.



## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND PRESENTATION**

#### **4.1 Introduction**

This chapter presents the analysis and interpretation of data collected from the study. The chapter includes the questionnaire return rate, analysis of the demographic information of the respondents including head teachers', teachers' and pupils' gender, age, class, educational level and length of service. Further, the section delves into responses on the items of the research instruments such as establishment of peace education, the influence of tribal animosity as peaceful co-existence, strategies for building up co-existence and the challenges facing implementation of peace education

#### **4.2 Questionnaire Return Rate**

Questionnaire return rate is the proportion of the sample that participated in the study as intended in all research procedures. The research instruments (questionnaires) were administered to a sample of 12 teachers and 200 pupils and an interview schedule was administered to 2 head teachers. The researcher administered the questionnaires to the teachers and pupils and collected them after one week. By the nature of this procedure, the researcher managed to get (with the help of teachers) back all the dully filled questionnaires from the respondents. The study therefore fisted 100% questionnaire return rate which was satisfactory.

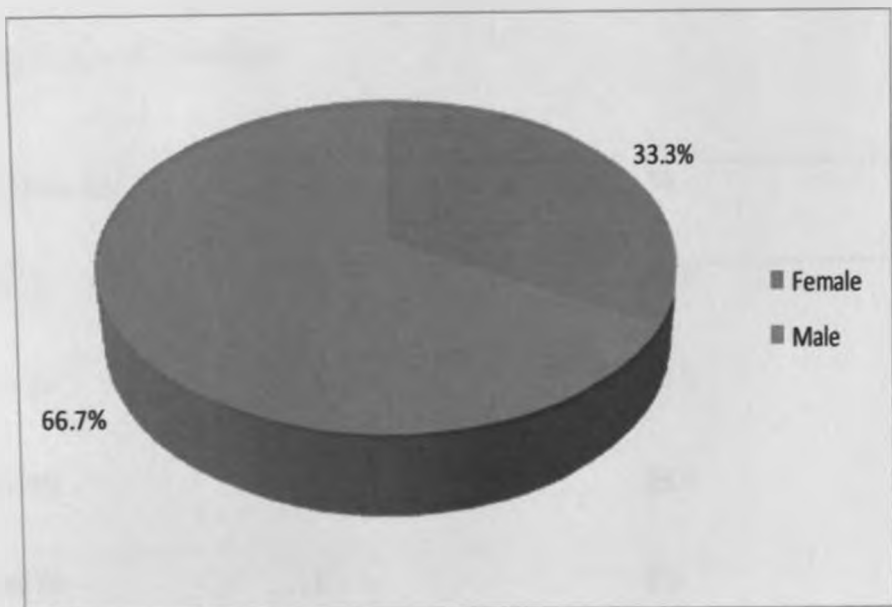
### 4.3 Demographic Information of Respondents

This section presented the demographic information of respondents as revealed from the data collected from the head teachers, teachers and pupils in public primary schools in Korogocho slums, Nairobi County, Kenya. The section includes respondents' age, gender, academic qualification, and teaching experience.

#### 4.3.1 Gender of Respondents

The study sought to establish the teachers' gender. The findings are presented in figure 2.

**Figure 2: Gender of Teachers**



The findings in figure 1 indicate that majority of teachers 66.7% were males while 33.3% were females. The study further observed that due to the sampling procedure there were equal number of headteachers and pupils (50%) of either gender. These findings reveal that gender parity in teacher recruitment has not been observed in public primary schools in Korogocho slums since there are more male than female teachers.

**4.3.2 Age of Teachers**

The researcher asked the teachers to indicate their age. The findings are presented in Table 1.

**Table 1 Age of Teachers**

<b>Age Bracket</b>	<b>F</b>	<b>%</b>
20 – 29	3	25.0
30 – 39	5	41.7
40 – 49	3	25.0
Over 50	1	8.3
<b>Total</b>	<b>12</b>	<b>100.0</b>

The responses in Table 1 above show that majority of teachers in public primary schools in Korogocho slums are in the age bracket of 30 – 39 (41.7%). This is followed by 40-49 years at 25.0%, and over 51 years (8.3%) The findings show that experience of teachers determines the possessed knowledge in areas of co-ordination, organization and control of the activities to ensure implementation of the peace-education.

### 4.3.3 Teachers Level of Education

The researcher asked teachers to indicate their level of education. The findings are presented in table 2.

**Table 2: Teachers' Level of Education**

Response	F	%
PI Certificate	5	41.7
Diploma in Education	3	25.0
B ED (Arts)	2	16.7
Others (AT/S <sub>1</sub> )	2	16.7
<b>Total</b>	<b>12</b>	<b>100.0</b>

The findings on table 2 indicate that majority of teachers in public primary schools in Korogocho slums, Nairobi County are PI Certificate holders

(41.7%), 25.0% had Diploma certificates, 16.7% had B.ED (Arts) and ATS/S1 certificates. These findings are an indication that majority of teachers had a minimum academic qualification to teach in primary schools and hence implement peace education curriculum and programmes. Head teachers through the responses of the interview schedule indicated that they possessed a Masters and Bachelors Degree. The findings reveal that public primary schools in Korogocho slums are headed by people with knowledge and skills which are instrumental in the management and teaching of peace education in the schools.

#### **4.4 Data Interpretation and Discussion**

This section presented the analysis of the data obtained from head teachers, teachers and pupils in public primary schools in Korogocho slums, Nairobi County based on the research questions.

**Research Question 1: What instigated the establishment of the peace education programme in public primary schools after the 2007 – 2008 post-election violence?**

The researcher sought from the head teachers' interview schedule information of what instigated the establishment of peace education programme in public primary schools after the 2007 – 2008 post –election violence. Head teachers indicated that peace education was necessary to help Kenyans pull together towards stitching back the torn national fabric of trust. Further, they indicated

that peace education was necessary to captivate the youth into nation building and to cultivate in them national values as opposed to ethnic values.

Further teachers were asked to indicate the factors behind the peace-education programmes after the post poll chaos in 2007 /2008 . Their responses are presented in table 3.

**Table 3: Factors behind Establishment of Peace Education Programmes in Schools Teacher's Response**

Teachers' Response	F	%
Help learners to acquire skills, attitudes to foster peaceful co-existence	6	50.0
Empower learners with problem solving skills	9	75.0
Help learners to promote tolerance for diversity	11	91.7
Impart knowledge, skills for harmonious living	4	33.3
Help children through communities to internalize aspects of positive behaviour change	3	25.0
Develop a society with members who are agents of promoting sustainable peace	7	58.3
Help learners practice to safeguard the sanctity of human life	11	91.7

N=12

Data in table 3 indicates that majority 91.7% of teachers indicated that peace education was necessitated by the need to help learners to promote tolerance for diversity, 7(58.3%) stated that peace education was geared towards helping children through communities to internalize aspects of positive behaviour change, 75.0% indicated that it was aimed at empowering learners with problem solving skills whereas 91.7% stated that it was established to help learners to safeguard the sanctity of human life.

The findings in this analysis indicate that peace education was aimed at empowering learners with problem solving skills, ability to address conflicts peacefully, and thus promote tolerance for diversity, cultural differences and human dignity. The study revealed that people who internalize skills and values of peace education acquire an extra ordinary drive to safeguard the sanctity of human life, promote harmonious co-existence and protect human life. In the context of this study, primary school children, who are young minds, at the formative stage, need to be effectively equipped with values and attitudes that promote interdependence and respect of the sanctity for human life and protection of the environment.

The findings of this analysis concur with the key note speech by the Minister for Education, Honorable Sam Ogeri (2008) who noted that to achieve positive output, peace and education should embrace the physical, emotional, intellectual, and social growth of children and this could not be realized

without the contribution of the school itself, the pupils, the teachers and the community at large. This indicates that the school is an essential variable in the implementation of peace education, and the young learners (pupils) an equal consumer and beneficiary of the programme.

Pupils were asked to indicate whether they would prefer peace education to be treated like other examinable subjects in the curriculum. 156 (78.0%) supported this fact whereas 44 (20.0%) were against it. The findings reveal that peace education programmes are aimed to contribute towards the rebuilding of a 'new generation' of young thinkers equipped with skills for positive conflict engagement. This can only be achieved if peace education is treated like other examinable subjects in school curriculum.

Further, pupils were asked to state their views towards peace education programme. Their responses are presented in Table 4.



**Table 4 Pupils' Responses on Views towards Peace Education**

<b>Response</b>	<b>F</b>	<b>%</b>
Teachers us to be good and help others.	40	20.0
Helps create relationships with others	68	34.0
Helps us resolve conflicts non-violently	22	11.0
Breeds interaction with pupils from other tribes	14	7.0
Reproduces skills, values, attitudes and social relations of different groups in society	32	16.0
Makes home and learning environments safe places of children.	24	12.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Data in table 4 indicates that majority of pupils 68(34.0%) viewed peace education as an avenue to creating relationship with others, 40 (20.0%) indicated it teaches children to be good and help others, 32 (16.0%) stated that peace education reproduces skills, values, attitudes and social relations of different groups in society, whereas 22(11.0%) stated that it helps children resolve conflicts non-violently. The findings of this analysis indicate that for sustainable peace in Kenya and beyond, there must be individual and

collective efforts and actions towards peace education which holds the possibility that peace foundations can begin with young school-going children.

Further, all 12 (100.0%) teachers who responded to the questionnaire recommended that Peace Education be made a mandatory subject like other examinable subjects. The results of these findings indicate that when peace education is wholly implemented and given firm foundation in primary schools, then students in secondary schools are likely to follow suit, such that the tenets of peace education go beyond inter-community, inter-tribe peaceful co-existence but eradicate bullying, molestation and ultimately conflict and students' strikes in schools.

The findings concur with COPA (2008) who found out that during the 2008 – 2009 academic year, out of 4000 secondary schools in Kenya, 290 schools had their students on strike. At the time of the strikes, large numbers of internally displaced students and teachers from the post-election violence were waiting for resettlement, debriefing and counseling. It was found that violence in schools was led by disenfranchised and frustrated students who were internally displaced. In the long run, schools were encouraged to develop “homely” environments, build a culture where students see each other as brothers and sisters, a culture of peace, safety and inclusion, which are the key goals of peace education.

## **Research Question 2: What Influence Does Tribal Animosity Have On Co-Existence Among Pupils?**

The study intended to establish the influence of tribal animosity on co-existence among pupils in Korogocho slums, Nairobi County. The researcher formulated items in the instruments that elicited responses to answer the research question. Head teachers indicated that the education in Kenya, and so the learners are directly and indirectly haunted by actual or potential ethnic conflicts. This is parity because different communities continue to consciously or unconsciously rely on ethnicity to perpetuate their dominance and hegemony in an atmosphere characterized by scarce resources, fear and prejudice.

When asked to indicate the influence of such animosity on co-existence of children, head teachers indicated that it leads to intolerance, discrimination, violence and bloodshed. Further, head teachers indicated that it disrupts the schooling set up when older members of the community are war / conflict (and children who may be used as child soldiers, labourers) disintegrate the set systems.

Further the study sought from teachers the causes of ethnic conflicts. Their responses are presented in table 5

**Table 5: Teachers' Responses in Causes of Ethnic Conflicts**

<b>Response</b>	<b>F</b>	<b>%</b>
Colonial legacy	40	20.0
Scarcity in national resources	30	15.0
Land alienation	25	12.5
Unequal distribution of resources poor leadership	45	22.5
Poor leadership	48	24.0
Misunderstanding of pluralism / majimboism	12	6.0
<b>Total</b>	<b>200</b>	<b>100.0</b>

Data in table 6 indicates that the causes as well as the consequences of tribal (ethnic conflicts) animosity that took place in Kenya may not render themselves easily to categorization. This is perhaps because of the fact that the practice of ethnicity is subterranean most of the time. The study revealed that colonial legacy (20.0%), unequal distribution of resources (22.5%), scarcity of natural resources (15.0%), land alienation (12.5%) and poor leadership (24.0%) the key causes of ethnic conflicts. These causes and their consequences can thus be classified as social, economic, political, religious, environmental as well as psychological realms of life.

**Table 6: Causes and consequences of tribal animosity**

<b>Causes and Consequences</b>	<b>F</b>	<b>%</b>
Colonial Legacy	40	20
Resource Distribution	45	22.5
Natural Resources	30	15.0
Land alienation	25	12.5
Poor leadership	48	24.0

N=12

The researcher further asked teachers to indicate the consequences of ethnic conflicts. The findings were presented in table 7.

**Table 7: Teachers' Responses on the Consequences of Ethnic Conflict**

<b>Consequences</b>	<b>F</b>	<b>%</b>
Victims are left homeless, landless, and destitute	11	91.7
Victims' death, injury, maimed and abused	8	66.7
Loss of security in clash –prone areas	12	100.0
Trauma for children and mothers (women)	7	58.3
Disruption of schooling	10	83.3
Brewing of hatred and animosity among children	8	66.7
Breeding of a culture of impunity and intolerance	6	50.0
Breakdown of family structures	12	100.0

**N=12**

Data in table 7 indicates that the cases of ethnic clashes in Kenya have huge consequences such as loss of security in clash-prone areas, fairly breakdown, disruption of schooling and loss of lives. Ethnic conflict in Kenya exemplified the potential and real consequences of conflict on inter-ethnic marriage, family and social life. These findings indicate that ethnic conflict leads to far reaching consequences that also result in mistrust, prejudice and psychological trauma characterized by mental anguish and general apathy, among the various ethnic groups in Kenya.

**Research Question 3: What strategies have been taken to build up co – existence among pupils in the public primary schools in Korogocho slums?**

The researcher sought from the teachers’ strategies that have been taken in schools to build up co-existence among pupils in public primary schools in Korogocho slums. The responses are presented in table 8 below.

**Table 8: Teacher's Responses on the Strategies for Building Co-existence amongst Pupils**

Strategy	F	%
Dialogue between teachers and the students.	6	50.0
Address the causes and effects of conflict and fragility in slums	10	83.3
Building up conflict resolution mechanisms	8	66.7
Peace building through campaigns, forums, joint meetings, drama, dance, sporting activities	9	75.0
Supporting inclusive settlements and processes of affected children in schools	6	50.0
Introducing a short-course / curriculum for the youth and children	7	58.3
Sensitization through media (radio, tv, print media etc)	5	41.7
Life-skills approach on peer mediation and dispute resolution	4	33.3

N=12

Data in table 8 indicates that dialogue is at the heart of strategies for co-existence building (91.7%); addressing the causes of conflict (83.3%), building conflict resolution Mechanisms (66.7%) and supporting sensitization through the media (41.7%). The findings reveal that for schools to build up mechanism for co-existence amongst children (pupils) the teachers must help pupils analyze the context, and assess priorities while highlighting the importance of focusing on prevention, supporting positive capacities for peace such as education systems that promote tolerance, working with both state and non-state conflict resolution mechanisms and addressing dimensions of conflict and fragility. The findings concur with Save the Children (2008) in a global debate who found that people education programmes aim to build capacity by developing knowledge, and cognitive, interpersonal and self-management skills, attitudes and values that prevent conflict and contribute to a culture of peace. Such programmes often seek to reinforce empathy and tolerance and an appreciation of diversity, co-operation and respect. The findings further reveal that life –skills approach that emphasizes social and emotional development as well as peer mediation and dispute resolution should be enhanced through formal and informal education from developing school curricula and material to campaigns for peaceful co-existence using art, theatre sports.

Head teachers supported these strategies by indicating that some of the strategies that need to be undertaken to build co-existence include



establishment of child rights clubs, life –skills clubs, peer clubs, peace clubs and drama clubs that initiate peace-building through theatre. The findings reveal that in the case of peace education, there is increasing interest of schools in both incorporating peace education within the formal curriculum and in receiving support for student –led extra – curricula peace clubs.

**Research Question 4: What are the challenges facing the implementation of Peace Education Curriculum in Primary Schools in Korogocho Slums?**

The researcher sought to establish the challenges facing the implementation of peace education in primary schools. The two head teachers were asked to indicate whether they have allocated enough time for peace education. Their responses indicated that there was lack of enough time for peace education in the school programme. The two head teachers (100%) indicated that peace education was not given the priority given to other core subjects such as science, social studies and life skills.

Further teachers were asked to indicate the teaching method they used for peace education. Majority of teachers 7(58.3%) indicated that they use lecture method whereas 5(41.7%) indicated that they use co-operative pedagogies such as group work and debates. The findings reveal that teachers have not enforced peace education so that they may be able to use learner friendly teaching methods to create interaction. These findings indicate that role play is

a key activity that should be used to help students understand peace education better.

Teachers were asked to indicate the challenges facing implementation of peace education. The responses are presented in table 9.

**Table 9: Teachers Responses on the Challenges Facing Implementation of Peace Curriculum**

<b>Challenges</b>	<b>F</b>	<b>%</b>
Building support from head teachers.	8	66.7
Building teacher capacity and confidence to deliver the programme	10	83.3
Maintaining consistence of delivery and time in the curriculum.	6	50.0
Skepticisms from stakeholders	4	33.3
Government policy to enforce peace education not followed.	11	91.7
Attitudes of administrations, teachers, pupils	7	58.3
Limited documentation on implementation in African states and beyond.	5	41.7
Lack of important resources	12	100.0

**N=12**

Data in table 9 indicates that the challenges encountered when implementing a broad peace education programme are many and could significantly hinder its effectiveness. The lack of government policy to enforce or regulate peace education in schools (91.7%) is a major drawback. As a result, peace education is frequently not given the weight it deserves and is viewed as an extra curriculum non-examinable subject. Further, until 2008 when post-election violence occurred, the country had always been relatively calm. During the pre-post-election violence period, talking about the need for peace education in the country was met with skepticism by relevant stakeholders. This has been transferred to the school system

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter discusses the summary of the findings as obtained from respondents who included head teachers, teachers and pupils in public primary schools in Korogocho slums, Nairobi County. The chapter also discusses the conclusions of the study, recommendations and suggestions for further research.

#### **5.2 Summary of Findings**

The purpose of the study was to examine the effects of peace education on co-existence among pupils after the 2007/2008 post-election violence in public primary schools in Korogocho slums, Nairobi County, Kenya. To achieve this, four research questions of the study on establishment of the peace education, factors that influence tribal animosity, strategies for building up co-existence and challenges facing implementation of peace education curriculum in public primary schools were formulated.

The study adopted a descriptive survey design to establish the effects of peace education on co-existence among pupils after the 2007/2008 post-election violence in public primary school. The study targeted 75 teachers and 4000 pupils out of which a sample of 12 teachers and 200 pupils were selected for the study.

Data was collected using questionnaires for teachers and pupils and an interview schedule for head teachers, coded and classified into major themes from which a summary report was made. Quantitative data was analyzed using descriptive statistics supported by graphs, tables, frequency distributions and percentages. Data analyzed formed the basis for the research findings, conclusions and recommendations for the study.

The study found that peace education was established to captivate the youth into nation building and to cultivate them into national values as opposed to ethnic values. Respondents indicated that peace education enables learners to acquire skills and attitudes to foster peaceful co-existence and empower learners with problem solving skills. Head teachers indicated that peace education was necessitated to help learners promote tolerance for diversity and practice to safeguard the sanctity of human life. Pupils indicated that peace education should be treated as an examinable subject since it helps them resolve conflicts non-violently.

On the influence of tribal animosity on co-existence among pupils in Korogocho slums, head teachers indicated that the education of learners was directly or indirectly haunted by actual or potential ethnic conflicts. The study revealed that colonial legacy, scarcity / unequal distribution of resources, poor leadership and land alienation as the causes of ethnic conflicts. The study further revealed that some of the consequences of tribal conflict included loss

of lives and destruction of property, disruption of schooling, hatred and animosity among children and family break-ups.

The study found out that various strategies have been (have to be) taken to build up co-existence among pupils in the public primary schools in Korogocho slums which include dialogue between teachers and students addressing causes and effects of conflict and fragility in slums, peace building through campaigns, rallies and sporting activities and a life-skills approach on peer mediation and dispute resolution

The study found out that key challenges to the implementation of peace curriculum included lack of support from head teachers, lack of consistence in delivery and time of curriculum, attitudes of learners, teachers and administrators, lack of important resources and poor enforcement of government policy to enforce peace education in schools.

### **5.3 Conclusions**

Peace education is a right and an integral part of the process of encouraging a culture of peace. It is the process whereby an individual develops the skills and attitudes and obtains the knowledge of how to live in a harmonious way with his /her surrounding environment Since its inception, peace education has been used and focused on various issues including environmental responsibility, human rights, democracy and gender equality among others. Through peace education, learner (pupil /student) children have the chance to

understand and realize the consequences of both injustice and war as well as the main principles of peace. In the process, the student gets informed on how to work towards developing social structures for justice and thereby peace. The process results into more informed and caring individuals committed towards a fair, peaceful and just world.

For primary schools in volatile areas like Korogocho slums to maximize the impact of peace education, co-operation and support from all stakeholders at all levels is crucial starting from recognition by the government and the school administration. Important also is the provision to students with a “space” to share their peace building experience as a way to motivate them to remain engaged in the subject. Therefore, if sustainable peace is to be achieved, institutionalization of the peace building in the formal school system is essential

#### **5.4 Recommendations of the Study**

In view of the findings discussed, the study makes the following recommendations:

- 1 School leaders and teachers are key role models. Their actions as advocates of peace education actors are critical to implementation of peace education.
- 2 Peace education teaching must focus on attitude and behaviour change to build understanding and harmony between stakeholders. A collaboration

of teachers, students, parents and the local community need to be part of the solution.

3. There is need to strengthen and enhance student centered learning approaches. Encourage opportunities for students to be more actively engaged in constructing their learning environments. This means opening avenues for effective student teacher communication to diffuse potential conflict and create democratic framework for student participation n peace –building through school life
4. Peace education should be an examinable subject, if not they can easily be marginalized when competing with traditional disciplines.
5. There is need to enhance and rejuvenate programme evaluation through stringent supervision of peace education the same way other subjects are monitored. For a programme to succeed, the head teachers and teachers should be highly accountable for the performance of their schools and students. There should be criteria to help teachers appreciate and embrace the programme and thus strategies and outcomes

### **5.5 Suggestions for further Research**

Taking the limitations and delimitation of the study, the researcher makes the following suggestions for further research:-

1. Since the study did not include parents as respondents, a study should be done on effects of peace education on co-existence with parents and education officers as respondents to get more information



2. A similar study on effects of peace education and coexistence should be carried out in other districts or counties especially those affected by the post-election violence in 2007/2008 to establish the logistics behind implementation of peace education.

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## **APPENDIX I: LETTER OF INTRODUCTION**

**MBUGUA FAITH WANJIRU**

**P O BOX 1754 – 00900**

**KIAMBU**

**Date.....**

**Dear Respondents,**

### **RE: QUESTIONNAIRE**

I am a post – graduate student pursuing a master degree in education in emergencies (EiE) at the University of Nairobi. I am conducting research for my final year report which is a requirement of the degree programme. The research topic is “Effects of peace education in public primary schools in slum areas after the post-election violence: The case of Kasarani district, Nairobi County

I therefore kindly request you to spare a few minutes to fill in this questionnaire. The information you provide will be treated with utmost confidentiality and will be used for academic purposes only. Your assistance and cooperation is highly appreciated.

Thank you.

Yours Faithfully,

**MBUGUA FAITH WANJIRU**

**RESEARCHER**

## APPENDIX II: INTERVIEW SCHEDULE FOR HEADTEACHERS

The purpose of this questionnaire is to gather information for a research on 'Effects of Peace Education implementation in the public Primary Schools in Korogocho slum Kasarani District, Nairobi County. Your response will be accorded great confidentiality. You do not have to write your name or the name of your school.

### Instructions

Please indicate the correct option as correctly and honestly as possible by putting a tick (☑) against the picked option. For questions that require your own opinion, use the spaces provided. Kindly respond to all items.

### Section A: Background Information

1. Indicate your gender?    Male [ ]        Female [ ]
2. Indicate your academic / professional qualification?
  - a. M.Ed [ ]        b. B.Ed [ ]        c. Diploma ATS [ ]        d. P.I [ ]
  - e. Any other (specify).....
3. For how long have you been the head teacher in this school?  
..... years.

**Section B: Information about the Institution**

- 4. Year of establishment.....
- 5. Gender of the pupils      male [ ]      female [ ]
- 6. Number of streams.....
- 7. Please indicate enrolment per class as shown in the table below.

Class	Pre - unit	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Total
Number of students										

- 8. Which are the key catchment areas of your school population? State them  
.....
- 9. Are the pupils from the same ethnic background? Yes [ ]      No [ ]
- 10. If No, have you ever had any problems pertaining to their co-existence  
Yes [ ] No [ ]  
If Yes, please explain.....
- 11. How can you describe the environment in which the school is situated?  
.....

**Section C: Institutional policy and Performance**

- 1. How can you rate your performance in general.....
- 2. Does the background of the pupils in any way contribute to this kind of performance? Please elaborate.....



3. Would you rate the background atmosphere for the pupils peaceful? Yes  
[ ] No [ ]
4. What institutional and learning policies have the school adopted that enhance cordial coexistence and performance?.....
5. Are there strategies undertaken in your school in building up co-existence among pupils? Yes [ ] No [ ]
6. If yes, give examples.....

## APPENDIX III: QUESTIONNAIRE FOR TEACHERS

### Introduction

This questionnaire is aimed at collecting information about effects of Peace Education implementation on co-existence in public primary schools. The information you give will be of benefit to the researcher in accomplishing her academic goal. Please respond to the items honestly. The information you give will be held in total confidence and used only for the purpose of the study

### Instructions

Please do not write your name or the name of your school anywhere in the questionnaire.

Respond to each item by putting a tick () on the appropriate response. Note that there is no right or wrong answers

### Section A: Background Information

1. Indicate your gender

Male

Female

2. Indicate your age (in years)

20-29

30-39

40-49

50 plus

3. Indicate your marital status

Single

Married

4. Indicate the level of education

P1 Certificate

Diploma in education

Bachelor Degree in education

Others (Specify).....

5. How long have you taught in this school?

0-5

6-10

11-15

Over 16

**Section B: Effects of Peace Education survey**

1. Which level of the primary school should according to you, Peace Education be introduced?

Pre-Unit – Standard 3

4-6

7-8

All levels

2. Do you think the Peace Education program in Kenya was introduced at an appropriate time? Yes  No
3. Which method do you use in teaching Peace Education at your level?  
Lecturing  Cooperative pedagogies e.g. group work and debates
4. Do you think the time allocated for Peace education programme is underutilized in your school? If so, why?.....  
.....
5. Do you think the Peace Education programme is useful in promoting a culture of Peace on the event of:-  
Problem solving Yes  No  Conflict resolution Yes  No   
Tribal animosity Yes  No  Cooperation Yes  No
6. Do you think according to your, observation that the student's reactions / attitudes are positive?  
Positive  Very Positive  Negative  Very Negative
7. What are the challenges faced in trying to implement this program? (Tick where appropriate)
- a) All materials not used
- b) Lack of important resources
- c) Some concepts already exposed to learners through other courses
- d) All the above
- e) e) A lot in place for teachers to handle already
- f) f) Time constraints



## APPENDIX IV QUESTIONNAIRE FOR PUPILS

The purpose for this questionnaire is to gather information for a research on “Effects of peace Education in your schools” i.e. public primary schools in Korogocho slum, Kasarani District, Nairobi County. Your responses will be accorded great confidentiality. Please do not write your name or the name of your school.

### SECTION A (Please put a tick (☑) where appropriate.)

1. Indicate your gender      Male [ ]                      Female [ ]
2. Indicate your class      5 [ ]    6 [ ]    7 [ ]    8 [ ]
3. Have you ever heard of Peace Education in your school? Yes [ ] No [ ]
4. Does the Peace Education lesson appear on the time table Yes [ ] No [ ]
5. Indicate the day and the time you have the Peace Education lesson in your class .....

### PART B: This section is about your school.

6. Do teachers attend to their Peace Education lessons punctually?  
Yes [ ]                      No [ ]                      Sometimes [ ]
7. Do the teachers make peace education lessons interesting for you?  
Yes [ ]                      No [ ]
8. Do you have activities you do or carry out relating to peace education?  
Yes [ ]                      No [ ]
9. If yes, which ones?.....



Research Permit No. NCST/RCB/14/012/756

Date of Issue 22<sup>nd</sup> June, 2012

Fee received KSH. 1,000

THIS IS TO CERTIFY THAT:  
Prof./Dr./Mr./Mrs./Miss/Institution  
Faith Wanjiru Mbugua  
of (Address) University of Nairobi  
P.O. Box 30197-00100 Nairobi  
has been permitted to conduct research in

Location  
District  
Province

Nairobi



on the topic: Effects of peace education on  
coexistence among pupils after the 2007/2008  
post-election violence in public primary  
schools in Korogochi Slums, Kenya.

Applicant's  
Signature

*(Signature)*  
Secretary  
National Council for  
Science & Technology

for a period ending 31<sup>st</sup> July 2012





# NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone 254-020-2213471, 2241349

254-020-310571, 2213123, 2219420

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When replying please quote

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P.O. Box 30623-00100

NAIROBI-KENYA

Website: www.ncst.go.ke

NCST/RCD/14/012/756

22<sup>nd</sup> June 2012

Our Ref

Date:

Faith Wanjiru Mbugua  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

## RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effects of peace education on coexistence among pupils after the 2007/2008 post-election violence in public primary schools in Korogocho Slums, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Nairobi Province for a period ending 31<sup>st</sup> July, 2012.

You are advised to report to the Provincial Commissioner and the Provincial Director of Education, Nairobi Province 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 Province.



*Handwritten notes and signatures:*  
A large handwritten signature, possibly 'A. W. W. W.', is written over the stamp.  
Below it, another signature is written with the date '04/06/2012'.  
At the bottom, there is a stamp from the 'OFFICE OF THE PROVINCIAL COMMISSIONER' with the text 'RECEIVED', '22 JUN 2012', and 'NAIROBI'.