CHALLENGES FACING IMPLEMENTATION OF PEACE EDUCATION IN PUBLIC PRIMARY SCHOOLS IN KASARANI DISTRICT, NAIROBI COUNTY

BY

MERCY NDUTA MWANIKI

A Research Project Submitted In Partial Fulfillment of the Requirement for the Award of the Degree of Masters of Education in Sociology of Education of the University of Nairobi

July 2013
DECLARATION

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

________________________  ______________
Mercy Nduta Mwaniki        Date
E56/62945/2011

This research project has been submitted for examination with my approval as University Supervisor.

________________________  _______________________
Date  _______________________

Dr. Lewis Ngesu.
Senior Lecturer
Department of Educational Foundations
University of Nairobi
DEDICATION

I dedicate this study to

Komu, Janet, Martin, Bilha, David and Miriam
ACKNOWLEDGEMENTS

I whole heartedly acknowledge the technical assistance from my supervisor Dr Lewis Ngesu, for his unwavering support and keeping me on my toes to enable me complete the study on good time. I am greatly indebted to all my respondentsnamely, Head teachers and teachers who participated in the study and without whom the study would not have been complete. Extended gratitude goes to all my close friends and relatives, who acted behind the curtains to boost my morale. Special thanks go to my daughter, Janet Njeri Komu for assisting me in typesetting most the work. To God almighty, all the honor and glory for giving me all that it takes to carry on in life.
ABSTRACT

The purpose of this study was to investigate challenges facing implementation of peace education in Kasarani District, Nairobi County. The study intended to achieve the following objectives: To establish if teachers had been inserviced adequately to implement peace education, to establish if the teaching and learning resources for implementing peace education were adequate and to determine the effect of the current teaching methods (exam oriented) on the implementation of peace education. The researcher adopted a descriptive survey design and targeted teachers and head teachers in public primary schools in Kasarani District. Data was analyzed using (SPSS) software program. The study established that the current methods of teaching peace were not child friendly and therefore affected implementation of peace education. The study recommended that the Ministry of Education should think of changing the conventional way of learning in order to embrace the participatory approaches.
# TABLE OF CONTENTS

Declaration ................................................................................................................. ii  
Dedication ................................................................................................................... iii  
Acknowledgements ..................................................................................................... iv  
Abstract ....................................................................................................................... v  
Table of contents ......................................................................................................... vi  
List of tables ................................................................................................................ xi  
List of figures ............................................................................................................... x  
List of Abbreviations and Acronyms ......................................................................... xi  

## CHAPTER ONE : INTRODUCTION

1.1 Background of the study ..................................................................................... 1  
1.2 Statement of the problem .................................................................................... 3  
1.3 Purpose of the study ............................................................................................ 4  
1.4 Objectives of the study ....................................................................................... 4  
1.5 Research Questions ............................................................................................. 5  
1.6 Significance of the study ..................................................................................... 5  
1.7 Limitations of the study ..................................................................................... 6  
1.8 Delimitations of the study ................................................................................... 6  
1.9 Operational definition of terms .......................................................................... 7  

## CHAPTER TWO : REVIEW OF RELATED LITERATURE

2.0 Introduction .......................................................................................................... 8  
2.1 An overview of Peace education from a global perspective ................................ 8  
2.1.2 Teacher development and peace education in Kenya ..................................... 13  
2.2 Teaching and learning resources for peace education ........................................ 15  
2.3 Instructional methodologies and implementation of peace education .............. 19  
2.3.1 Humanism ....................................................................................................... 20  
2.3.2 Examples of peace learning activities ............................................................... 24  
2.4 Conceptual Framework ...................................................................................... 25  
2.5 Summary of Literature Review ......................................................................... 26  

## CHAPTER THREE : RESEARCH METHODOLOGY

3.0 Introduction .......................................................................................................... 27  
3.1 Research Design ................................................................................................ 27  
3.2 Location of the study ......................................................................................... 27
3.3 Target Population of the study ......................................................... 28
3.4 Sample size and sampling procedures ............................................ 28
3.5 Research Instruments ..................................................................... 29
3.6 Validity of Research Instruments ..................................................... 29
3.7 Reliability of Research Instruments .................................................. 30
3.8 Data collection procedures .............................................................. 30
3.9 Data analysis techniques ................................................................. 30
3.10 Ethical considerations .................................................................... 31

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction ...................................................................................... 32
4.1 Teachers Background Information. .................................................... 32
4.3 Teachers Response to experience by no of years ............................... 35
4.5 Response on whether the initial teacher training included peace education studies ................................................................. 37
4.6 Response on whether the teachers have undergone an in service course on induction on Peace education........................................ 37
4.7 Response on if the teachers have been provided with teaching and learning resources to implement peace education............................ 39
4.8 Response from the teachers on whether the books provided for peace education were adequate ......................................................... 40
4.9 Response on teacher’s opinion on whether peace education should be taught as a subject on its own or should be integrated into other subjects............. 40
4.10 Response on the effect of the current exam oriented methods of teaching on the implementation of peace education in public primary schools ................. 42
4.11 Rating of the time allocated for peace education (one period). Considering the subject, content and instruction methods proposed. ........................................ 43
4.12 Response of the head teachers on their opinion on the teacher’s attitude towards inclusion of Peace education in the school timetable.......... 44
4.13 Head teachers and teachers’ opinion on what they think should be done to improve teaching of peace education in public primary schools............. 45

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction ...................................................................................... 47
5.1 Summary of the study ...................................................................... 47
5.2 Summary of the major findings .................................................................48
5.2.1 On the respondent’s background ...........................................................48
5.2.2 On peace education training .................................................................48
5.2.3 On instructional materials for peace education .......................................48
5.2.4 On Peace Education as a subject ............................................................48
5.2.5 On the current methods of teaching (exam oriented) ..............................49
5.3 Conclusion .................................................................................................49
5.4 Recommendations .....................................................................................51
5.5 Recommendation for further research ......................................................52
REFERENCES .................................................................................................53
APPENDICES .................................................................................................55
Appendix I: Questionnaire for Teachers ..........................................................55
Appendix II: Interview Schedule for Head Teachers .........................................59
Appendix III: National Council for Science and Technology ............................60
Appendix IV: County Commissioner Kasarani Sub-County ...............................61
Appendix V: District education office kasarani district .....................................62
Appendix VI: Research Work Plan ....................................................................63
Appendix VII: Research Budget .......................................................................64
LIST OF TABLES

Table 4.1 Teachers Response by Gender ................................................................. 32
Table 4.2 Teachers Response by Age ................................................................. 33
Table 4.3 proportion of in serviced and not in serviced respondents. ................. 37
Table 4.4 Propotion of teachers who have peace education manuals ................. 39
Table 4.5 On peace education as a subject on its won or to be integrated .......... 40
LIST OF FIGURES

Figure 2.1 The Cone of Learning.................................................................17
Figure 2.2 Conceptual Framework showing the relationship between the
dependant and the independent variables ..............................................25
Figure 4.1 Teachers response by gender....................................................33
Figure 4.2 teachers response by age ...........................................................34
Figure 4.3 Experience by no of years .........................................................35
Figure 4.4 Teachers Academic Qualification .............................................36
Figure 4.5 Proportion of in serviced and not in serviced..............................38
Figure 4.6 Time allocated in lower primary .................................................43
Figure 4.7 Time allocated in upper primary ...............................................44
## LIST OF ABBREVIATIONS AND ACRONYMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMS</td>
<td>American Montessori Society</td>
</tr>
<tr>
<td>ASPNET</td>
<td>Association Schools Project Network</td>
</tr>
<tr>
<td>CBPC</td>
<td>Community Based Peace Centers</td>
</tr>
<tr>
<td>COPA</td>
<td>Coalition of Peace in Africa</td>
</tr>
<tr>
<td>CPD</td>
<td>Continuing Professional Development</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>EMACK</td>
<td>Education for Marginalized Children in Kenya</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>GCPE</td>
<td>Global Campaign for Peace Education</td>
</tr>
<tr>
<td>GOK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>HRL</td>
<td>Human Rights Learning</td>
</tr>
<tr>
<td>INSET</td>
<td>In-service Training</td>
</tr>
<tr>
<td>IPRA</td>
<td>International Peace Education Research Association</td>
</tr>
<tr>
<td>JICA</td>
<td>Japan International Cooperation Agency.</td>
</tr>
<tr>
<td>KIE</td>
<td>Kenya Institute of Education</td>
</tr>
<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>NPI</td>
<td>Nairobi Peace Initiative</td>
</tr>
<tr>
<td>PEC</td>
<td>Peace Education Commission</td>
</tr>
<tr>
<td>PEN</td>
<td>Peace Education Network</td>
</tr>
<tr>
<td>PTEC</td>
<td>Primary Teacher’s Education Certificate</td>
</tr>
<tr>
<td>PTR</td>
<td>Pupil Teacher Ratio</td>
</tr>
<tr>
<td>SANPP</td>
<td>South Africa National Peace Progress</td>
</tr>
<tr>
<td>TEPD</td>
<td>Teacher Education and Professional Development</td>
</tr>
</tbody>
</table>
TTCs : Teachers Training Colleges
TWB : Teachers without Boarders
UNDP : United Nations Development Program
UNESCO : United Nations Education Scientific and Cultural Organization
UNICEF : United Nation Children Education Fund
UPE : Universal Primary Education
USA : United States of America
WANEP : West Africa Network for Peace Building
CHAPTER ONE
INTRODUCTION

1.1 Background of the study

Peace education is an umbrella term which encompasses many different but related subjects. This includes human rights studies, conflict resolution and disarmament, social and ecological responsibility Marcia L. Johnson(1998). According to Kevin(2013), peace education as a practice in schools is attributed to Maria Montessori, John Dewey and Paulo frère. Dewey(1916) informed peace education through his work on the relationship between education and democracy. Frère (1970) centered education on revealing systems of oppression, through exploration of language and identity and by challenging the banking model of teaching and learning. According to those Philosophers, education for peace should be specific to the teaching and learning context in which the learning is to take place.

According to United Nations Children Education Fund (UNCEF, 1999) peace education is the process of promoting knowledge, skills, attitudes and values needed to bring behavior change to enable individuals prevent conflict and violence. Globally, the very first formal school based peace education was established in 1948 at Manchester College in North Manchester in the United States of America (USA). Stomfay et.al(1993) noted that towards the end of the twentieth century, there was a close relationship between peace movements, peace research and peace education. This was probably due to the Universal Declaration of Human Rights (UDHR, 1948) which deals with human dignity.
However, according to Harris (2008) peace education has not taken hold in school systems around the world. Harris reported that a few countries have used United Nations (UN) mandates to stimulate formal peace education but noted that most of the countries are yet to unpack the guidelines. Tina R. Maul (2012) noted that national school based peace education programs are still rare in fragile states due to the political and technical challenges in the design and the implementation of such programs. In Africa, the University for Peace (UPEACE) officially launched its Africa program in January 2002. Its aim was to develop a program that responded to the true needs and challenges for education in Africa. In West Africa for example, the West Africa Network for Peace Building (WANEP) has been working in programs for peace education since 1998. In South Africa, peace education is incorporated into the reconciliation process in post apartheid efforts of peace.

In Kenya, the Coalition of Peace in Africa (COPA) has been implementing peace education since 2006 through training of teachers and students peace clubs in various districts (COPA 2008). According to Nairobi Peace Initiative (NPI 2008), the Ministry of Education (MOE) with Church World Services initiated a school safe program in 60 schools that promote peaceful ways. Peace education program was introduced in the Kenyan curriculum for both primary and secondary schools in January 2009 with an aim of imparting knowledge and instilling skills, values and attitudes for harmonious coexistence among teachers and learners. According to the guidelines for National Peace Education Campaign (MOE, 2012) this move was to counter the negative effects of the post election violence that locked the country in December 2007. However, the year 2012 witnessed flare up of violent conflicts between communities and rival groups in various parts of the country either due to
scramble for scarce natural resources like water or structural inequalities or group rivalry such as in Kasarani district in its South Eastern part and its environments across the Mathare slums. In the Month of December 2012 two rival groups raided houses and torched several others in what was seen as retaliatory skirmishes. This left many people homeless including school going children. According to a recent study entitled: *Education in reconstruction*, which focused on the impact of violence on Education, (Daily Nation Monday 30 July 2012 ) it was noted that, majority of those who participated in the violent acts were largely unemployed youth and school dropouts. It stated that “poor quality education, bad school governance and irresponsible teachers are likely to have negative impression on learners, making them susceptible to a negative influence”. The study noted that apart from the physical damage, violence has other deep effect and long term impact on education namely, the emotional and social damages. The Nairobi Peace Initiative (NPI) noted that while there is a pressing need to respond to conflict and violence in the African context through education, the implementation of peace education curriculum had proven challenging (NPI 2008) in Gary Shaw (2008).

1.2 Statement of the problem

Peace educators in many countries including Kenya continue to face myriad challenges as most of them focus on human rights, ignoring other phenomenological issues like disarmament and structural inequalities which are likely to stir up animosity among communities. According to (MOE 2012) guidelines for national peace education campaign, Kenya had always had components of peace education in its curriculum but the post election violence experienced in Kenya 2007/2008 become an impetus to the introduction of peace education program in the Kenyan curriculum
for both primary and secondary schools in January 2009. The aim was to impart knowledge and instill skills, values and attitudes for harmonious coexistence among teachers and learners. This agenda is also anchored in the Kenya vision 2030 flagship, under social and political pillars.

Despite these efforts, various parts of Kenya continue to experience constant violent conflicts among the multicultural groups. This includes among others, parts of the Rift Valley and in the informal settlements like the South Eastern side of Kasarani district in Mathare area, which is prone to skirmishes. The most recent ones were on December 2012, where the area experienced violent clashes between two rival groups. They raided houses and torched several others in what was seen as retaliatory skirmishes. Most of these attacks were conducted by people in their youth or school age going youngsters, who over the past three years had gone through peace education curriculum and were expected to be peace makers. This left many people homeless including school going children. Therefore, this study investigated the challenges facing the implementation of peace education in Kasarani district, Nairobi County.

1.3 Purpose of the study

The purpose of the study was to establish the challenges facing implementation of Peace education in public primary schools in Kasarani District Nairobi County.

1.4 Objectives of the study

The objectives of this study were.

i) To establish if teachers had been adequately in-serviced to implement peace education.
ii) To establish if the teaching and learning resources for implementing peace education were adequate.

iii) To determine the effect of the current teaching methods (exam oriented) on the implementation of peace education.

1.5 Research Questions

i) Have the teachers been adequately in-serviced to implement peace education?

ii) Are the teaching and learning resources for implementing peace education adequate?

iii) What is the effect of the conventional methods (exam oriented) of teaching on the implementation of peace education?

1.6 Significance of the study

It is hoped that this study may contribute valuable knowledge to the field of peace education in Kenya. Peace education is a relatively new field of study in the Kenyan school curriculum and it’s bound to face constraints in its formative stages. This study may therefore provide a platform from which the way forward in terms of peace building could be generated. It is hoped that it may shade light to the policy makers and education planners with regards to some of the oversights that might have been made during commencement of the peace education program in January 2009. The findings of this study may also benefit the MOE which is the sole planner of basic education in Kenya. It may also benefit the Kenya Institute of Education (KIE), the arm of the Ministry which is mandated to develop the curriculum and also the production and dissemination of teaching resources. The study is also expected to suggest recommendations to policy makers on how to implement the program. It is also expected to stimulate scholars and lovers of peace education for further research.
1.7 Limitations of the study.

The researcher anticipated constraints in course of the research. One major issue was that peace education was a relatively new subject and was not understood very well by teachers. Because of the complex factors that influence human behavior, it was difficult to separate subjective responses from objective ones especially on a sensitive issue like peace. It was also an assumption of the researcher that teachers had an idea of what peace education stood for. Due to the nature of the objectives of the study, learners who were expected to show behavior change were not included as respondents. Time was also a limiting factor since the researcher was on a full time employment. This means that the researcher worked under time constraint to complete the study.

1.8 Delimitations of the study

Delimitations are those characteristics selected by the researcher to define the boundaries of the study(Diane M. 2011). This involves those things to be included and those not to be included. This study was carried out in Kasarani district, Nairobi County. This may not be a true reflection of other regions in the country since learning environment and resources differ in terms of social, political and economic inclinations of each region.
1.9 Operational definition of terms

**Human rights** : In this study, it refers to those activities that honor the dignity of mankind.

**Peace education** : Peace education refers to the kind of education that foster positive regard towards each other, good negotiation skills and a spirit of brotherhood.

**Pedagogy** : In this study, pedagogy refers to the various methods of teaching employed by teachers.

**Teacher education Development** : This refers to the kind of training to prospective and working teachers to prepare and empower their teaching abilities.

**Teaching resources** : In this study, teaching resources refers to all the instructional materials either two dimensional or three dimensional that aids in the instructional process in the classroom.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter discusses the literature related to the challenges facing implementation of Peace education. In particular, the literature reviewed what other researchers have done in the related field of study and also tries to establish the gap that has been left out. The review was based on teacher training and development, teaching and learning resources and the current instructional methodologies used in schools. These made the main sub-topics of this chapter and represented the main issues of the study.

2.1 An overview of Peace education from a global perspective

In 1945, a global intergovernmental organization known as United Nations (UN) was established with the general aim of maintaining international peace and international cooperation.(UNESCO, 1945) Within the UN, there is an agency called United Nations Education, Scientific and Cultural Organization (UNESCO) that has the sole responsibility for education and education policy. It has been encouraging peace education through the Association Schools Projects Network (ASPNET) which was founded in 1953 to deal with peace education. Another arm of UN, United Nations Children Education Fund (UNICEF) has adopted peace education as part of its antiwar agenda. The UN’s document, *a world fit for children*(2002) which was adopted unanimously by the UN General Assembly, focus upon the right of children to protection from harm of violence. However, a large section deals with the challenges of providing quality education.
In the years before world war one, the first American Organization for peace education called the American school peace league was created by Jannie Fern Andrewa. She intended her organization to be for all Americans teachers and school children. Two people also contributed significantly to the formation of peace education principles namely Jane Adams and John Dewey. Another focal person was Maria Montessori who published a book titled *education and peace* in (1972). It is noted that this provided a platform in peace education. The first American teacher training center was opened in 1958 at the whitby schools in Connecticut and in 1960 the American Montessori Society (AMS) was established. Currently there has been several advances in peace education for example increase in the number of non-traditional models for carrying out education e.g. community based peace centers.

Peace education can also be seen in post-secondary institutions. Stomfay (2008) in the encyclopedia of peace education noted that conflict resolution programs have largely infiltrated the mainstream curriculum in most American schools. Models of peace education are being carried in individual’s classrooms and schools across America. For example, the Montessori schools and the Robert Muller schools which emphasize concern for children as the cornerstone of peace education. Their core curriculum prepares students to become co-operative planetary citizens while still preparing them for life in a global village Muller schools(2002) as cited by Stomfay (2008). Peace education has been transformed many times in different ways including teacher development to cope with emerging issues while other endeavors include improved channels for information like the media. Peace educators also have several academic journals for the dissemination of peace education research.
During the unrest in USA in 1960’s peace education became a legitimate credible discipline. The peace education commission (PEC), a network of elementary and secondary teachers interested in promoting peace education became a part of the International Peace Education Research Association (IPRA). Reardon (1988) described the Peace Education Network (PEN) as focusing on introducing and developing non-violence conflict resolution as a central concept of American Peace Education. Further development saw peace educators introduce curriculum guides. For example, Montessori and Boulding provided models for non-violent childrearing in their pedagogies of peaceful classroom.

In the Middle East, the IPCRI organization established a joint Israel Palestinian program to promote co-understanding, co-operation and conflict resolution in peaceful ways in 1994. The programs are implemented in the Israel and Palestinian formal education systems among the 3 communities in Israel and the Palestinians in the Palestine. One of the goals of the project was to create an education package made of the curricula, teacher training and encounters both at the teachers’ level and students to be used by the ministries of two nations.

According to IPCRI, the program focuses on values and stands for knowledge and acquisition of skills in negotiation and conflict transformation. The veteran teachers and principals are invited every year to a Jewish Palestinian educator’s encounter and to further training. In July 2002, veteran teachers underwent training in conflict analysis skills and in ways of coping with conflicts. The programs were prepared and implemented through the cooperation with the Adam institute for peace and
In West Africa, Nigeria is ahead in the Peace education program. According to Kadiri (2003) Nigeria is a multi ethnic society and most of the ethnic crises are caused by no other factor other than tribal sentiments, greed, selfishness and chauvinism. Kadiri asserts that there have been efforts towards making peace a reality in Nigeria. The National policy on education (2004) explains the role of education in this regard. It states that all levels of Nigerian education system must inculcate the values of respect for the work and dignity of man and liberty, while also developing moral and spiritual values of inter personal and human relations.

According to the policy, peace education could be inseminated into the students using existing subjects in the school curriculum in Nigeria such as History, Social studies, and Religion. According to Oyebamiji (2001) the current education system has failed to serve as a means of transmitting a culture of peace largely due to the teaching methods employed by teachers. It was therefore recommended that teachers should be given orientation course towards the teaching of value peace. Proper training of teachers should be carried out up to university level where reconstruction of ideas is most viable.

In South Africa, Teachers without Boarders (TWB) was selected to start peace education workshop in Port Elizabeth in partnership with the South Africa National Peace Project (SANPP) and the Port Elizabeth department of education as part of the safe schools. This was also done to lead teacher professional development on peace
education. The aim was to enlighten the teachers on the basic concepts and theories of Peace education and learn practical ways to apply peace education in the conventional schooling systems.

The peace education initiative of the General Motor South Africa (GM) foundation was launched in 2005 in partnership with the peace education district office of the Department of Education. Its aim was to increase the knowledge and skills of teachers so that they are able to create a safer and more harmonious teaching and learning environment.

In Uganda and Tanzania, elements of peace education exist in primary schools and secondary schools although they were not named as peace education. This includes human rights and responsibilities, economic and social development. Civic syllabus in Tanzania had components of peace education. Uganda also offers cases where elements of peace education exist in the syllabus but under different titles. Just like other African countries, Peace education initiatives in Uganda is found in the universities as conflict studies and also by NGOs, such as the Save the children and the Norwegian refugee council. According to Christine (2011) there have been several challenges in the implementation of peace education. For example, rigid demands of a school system based on elimination practice, lack of resources materials and supply of qualified teachers which have impacted negatively on the implementation of peace education.
2.1.2 Teacher development and peace education in Kenya

Peace education is relatively a young subject in the Kenyan education system. The initial primary teacher training in Kenya, included elements of peace education but not in pure form. It was always integrated in subjects like Civic Education, Social Ethics, Religious Education and Environmental Studies. However Dr. Phoebe Nyawalo (2006) reporting on the status of peace education in Kenya at Addis Ababa in 2006 reported that those subjects were often taught in isolation from each other. She maintains that they lacked proper focus and had been dogged by use of inappropriate methodologies. She continued to report that at times contents are censured and distorted to serve the interest of the government of the day. Although the teachers got the initial training, the continuous capacity development of teachers was found to be either haphazard or lacking. (MOE2010) findings also showed that some lecturers in TTCs were not adequately trained in the pedagogy required for primary school level which even made it more challenging for the implementation of peace education.

The coalition of peace in Africa has been implementing peace education in Kenya since 2006, through training of teachers and students peace clubs in various districts COPA (2008). The Ministry of Education (MOE) with church world services initiated a school safe program in 60 schools that promote peaceful ways (NIC, 2008). Peace education was introduced in the Kenyan curriculum for both primary and secondary schools in January 2009 with an aim of imparting knowledge and instilling skills, values and attitudes for harmonious coexistence among teachers and learners.
This move was to counter the negative effects of the post election violence that locked the country in 2007/2008. Peace education program was integrated into the curriculum through subjects such as Life Skills, Social Studies Religion, History and Government. It has also been slotted to take one lesson from the physical education subject. In the preface of the peace education teacher’s activity book 1-3 MOE (2008), Prof Ongeri stated that peace education was in tandem with the Kenya vision 2030, under the political pillar on security, peace building and management. He also emphasized that peace education was intended to help learners acquire relevant knowledge, skills, attitudes and values necessary to foster behavior change that would enhance peaceful coexistence. On the same note, Prof Karega stressed that the program would enable individuals re evaluate their behaviors’, develop commitment and endeavor to promote national healing and peaceful coexistence.

The peace education program structure comprises of a unit within the national headquarters’ of the Ministry of Education which collaborate with the county focal persons and other stakeholders, in identifying capacity gaps to inform programming at the national level. They gather data on peace education program using the existing monitoring and evaluation mechanisms. At the school level, head teachers have been sensitized on the program and they serve as the overall coordinators. Teachers who are trained on the program through short courses take charge of the implementation process in the school. Music and drama teachers have also been trained to promote informal learning through integrating peace education themes in music and drama pieces. However, as the researcher noted during the peace campaigns in Kiambu county 2012 ,the activity held at the Kiambu town to receive the peace torch and pass
it to Nyandarua county, did not have any impact beyond that day. Learners who participated could not demonstrate any thing learnt about peace on one day.

In June 2011, the University of Nairobi launched a Masters program in peace education (MA in peace education). According to Professor Mutoro Henry the principal, College of Education External Studies (CEES), the development of the program was motivated by the need to address peace and human security challenges in East African region. The program was hoped to produce professionals who would spear head training of teachers to handle the newly introduced peace education in the Kenyan curriculum. It is hoped that the program would enhance capacity and professional expertise in the field of peace education in the East African region. Other institutions in Kenya that have peace studies programmers’ include Masinde Muliro University of Science and Technology, Kenyatta University and Mount Kenya University.

2.2 Teaching and learning resources for peace education

Peace education in many countries is considered only as an after thought for post violent conflict situations where peace was felt as fragile. The issue of instructional materials for peace education just as the content and methodology used depend on each country. Most content on peace is integrated in Social Studies reference books and materials. However, few countries have books on peace education. Some of the notable materials for peace education are those by American writers like, Maria Montessori, John Galtugn, the American Peace Corps and UNESCO documents. Books which originate from developing countries are very few in the world. According the (1988) UNESCO’s statistical year book Norway produced (3031) new
titles which was greater than the number of book titles produced in Nigeria (1260), Tanzania (166), Zimbabwe (157), Mozambique (66), Ethiopia (227), Angola (14), Mali (160), Madagascar (321), Gambia (72) and Malawi (78) put together in the year 1984 to 1968. Surprisingly, Kenya did not feature in this group.

The Kenyan Peace education curriculum is a structured course of study. The content and proposed pedagogy of the peace education resources are constructed in six booklets around the notion of promoting positive relationships, modeling peaceful behavior and developing problem solving skills. The two resource books used in primary schools are Peace Education Teachers Activity Book Class 1, 2, 3, and Peace Education Teachers Activity Book Class 4, 5, 6, 7, 8 published by the Ministry of Education. The activities are developmentally sequenced from class to class, student centered and interactive. Another book for use in Catholic schools is “Nurturing Peace” a manual for peace club facilitators published by caritas Nairobi.

According to Paykoc (1991), Simsek (2003), all teaching resources and materials used for developing the desired knowledge, skills, attitudes, and values in learners are regarded as instructional materials. They work as the support to both teacher and learner in the pursuit of knowledge and curriculum transmission. They are purposefully designed to overcome verbal deficiency in communication and also make abstract knowledge concrete. They also enable learners to comprehend complex ideals through imagery and manipulation. Teaching materials stimulate a number of sense organs. The higher the number of sensing organs activated by teaching materials during learning and teaching process, the better and more enduring the
The learning process is. The cone of learning in Figure 2.1 illustrates how learning is perceived as more resources and senses are used and stimulated.

**Figure 2.1 The Cone of Learning**

![Cone of Learning Diagram](image)

---

Adapted from: Edger Dale Audio – visual methods in teaching, Holt, Rinehart and Winston

The percentages represent what learners retain against the activities they engage in. For example, learners retain 50% of what they see and hear as compared to 90% of what they do, hear and say. Peace education is not understood very well by many people. It therefore needs additional teaching aids other than books and more teaching to be understood. Learning materials enable learners use inquiry, discovery method and also to draw conclusions. They can also solve problems through manipulation. Teaching resources fall into either of the different categories below as per their nature of function and usability.

- Auditory Aids produces sound: These include tape recorders, radios.
• Visual Aids: This resource presents pictures and matter through things that can be seen. They include reference books, chalkboard, flannel boards, projected aids, slide, film strips, and motion pictures.

• Others include representational like charts, sketches, flash cards, posters, cartoons, realia.

• Audio-Visual Aids: These include items that produce pictures and sounds which influence the mind. For example, Video tapes sound motion pictures.

• Activity Aids: These include direct participation of students and teachers to get first-hand knowledge. For example, tours, excursions, field trips, models, pictures and other devices objects, used by teachers to clarify or enliven a subject.

There is a belief that some learners are eye minded, some auditory minded and some verbal minded. This means that during learning a combination of senses are used. Most of the school learning involves symbols and abstractions. The abstract notions become easy to understand when they are presented through aids as they provide substitutes to objects and situations that cannot be brought in the classroom.

(Eshiwani, 1983) in his study *crowded classrooms in Kenya* investigated the extent to which instructional materials are available to the classroom teacher and how they utilized the materials. He found out that the chalkboard is the most widely used visual aid in teaching in the primary schools in Kenya, followed by text books and exercise books. According to Cilenti (1988) a teacher should be able to acquire and employ teaching materials and methods suitable for learning characteristic and attainment of knowledge. Consequently, availability of teaching materials in schools increases their
usage by teacher and inadequacy of those materials inhibits usage which may result in poor performance in the teaching and learning process. It should also be noted that teacher’s reference materials like guide books and resource books are essential for teachers as they enable them to make proper preparations before engaging in the actual teaching process.

The Kenya Institute of Education (KIE) is the institution mandated by the Ministry of Education to vet and design instructional materials including teachers guide books and learners reference books. It also make suggestions and recommendations on the type of teaching learning aids needed for each subjects but leaves the work of acquisition to teachers of those subjects. This generates questions as to the quantity and quality of those materials in terms of factual errors, inconsistency of information and accuracy.

2.3 Instructional methodologies and implementation of peace education

Teaching is a complex and dynamic activity which involves the teacher and learner and the environment of the classroom. It is a two way process where the teacher and the learner mingle to understand knowledge and skills. It consists of a lot more than the cognitive element which is more of academic content but also involves the effective domain and psychomotor domain. It should therefore be used to empower learners to take responsibility and be creative for their own growth and achievement.

Glenn (2002) suggested that teachers should understand both classroom dynamics and the academic subject matter. Classroom dynamic include all the activities and interactions that go on in the classroom, teachers and learners behavior, emotions,
imaginations, expectations and interests. All world over, instructional methods are based on learning theories. These theories describe the way they believe people should learn new ideas and concepts. This study will briefly discuss humanism one of the theories which usually overlap with others at the instructional level.

2.3.1 Humanism

This theory was proposed by Abraham Maslow (1943) and Rogers C.R. (1994). Humanism suggests a learning that is learner centered and personalized and the educator’s role is that of a facilitator. Rogers (1951) proposed that one cannot teach another person directly but one can only facilitate his/her learning. Maslow suggested a hierarchy of human needs from basic to high level which must be satisfied before others can be addressed. Due to structural factors most learners do not access adequate basic needs. Achoka (2009) maintains that the school houses the formal structures of learning and form an important institution where instruction is carried out. However, schools are located in a particular context where social, cultural economic and political forces dictate the content and methods that the teachers use. In this case, teachers who employ this theory encounter a lot of resistance from those who feel deprived of the basic needs.

However, if learning was to be conducted on a level ground this could be the best theory to base the teaching and learning process. As it has been noted, many methods of teaching have been developed but none is sufficient on its own. Learners do not learn in the same way and so they must be provided with a range of learning and teaching experiences in order to achieve expected outcome. In addition to the quality of teaching, classroom dynamics play significant role in the success of the teaching. It
is therefore paramount that classroom dynamic be integral to teaching process. John Dewey stressed that teaching and learning should be a single process whereby the teacher and learner participate equally and are mutually dependent.

In most countries the traditional curriculum designs are exam oriented where the learners are expected to achieve highly through numerous formal assessment styles. Both teachers and pupils get used a particular pattern of teaching and learning respectively over along period of time, as an old adage goes “old habits die hard”. This means any effort to change these patterns is met with resistance and misunderstanding. Most teachers may not allow the participatory method since it requires classroom reorganization and extra efforts. It also deprives the teachers of the overall command over the learners. Consequently, although the moral and religious values content may be sufficient, the emphasis during implementation is on academic abilities which hamper acquisition of moral values. This kind of schooling has failed in transmitting a change of behavior to the learners. Under the present technological trends, education is narrowing down into the teaching of certain subject necessary only for passing examinations. Unfortunately, the purpose and the objective of the whole education become eroded.

Peace education advocates for Human rights learning (HRL) as the Critical Pedagogy preferred for peace education. It advocates for participatory, reflective pedagogies. Participatory learning offers lively and effective means to develop our capacities to be able to engage in political learning in real world’s issues that confront us every day. However the holistic or comprehensive approach of peace education stands in contrast to general education practice.
Learning should be a process of internalized change through which we and our societies become who we are by transmitting our culture to the younger generation. Most current practices in education focus on transfer of knowledge rather than on the development of the capacities to produce and internalize it. For example, the Republic of Kenya (2010) on the summative evaluation of primary and secondary school curriculum, identified gaps in the current curricular. Inculcating patriotism and national unity has been unsuccessful due to earmarking of subjects like History and Religious education studies as optional subjects. The system remains a mechanism for the continuation of the poor pedagogies and politics of the day. However, Vision (2030) calls for a curriculum which accommodates individual and corporate social responsibility, moral and ethical values. The current system of summative assessment in Kenya at the end of various levels dictates the teaching/learning process towards examinations as opposed to value learning. It creates failures and fails to identify individual amplitudes, skills and competencies. How then is the teacher who is seen as an agent of change supposed to achieve peace building?

Teacher centered and subject oriented approaches are ineffective in peace education since it advocates a participatory approach, a pedagogy that challenges the system and limits imposed by political realism. It aims to develop skills attitudes and knowledge with co-operative and participatory learning methods and an environment of tolerance, care and respect in which learners are given a chance to learn through discovery methods. The child centered methods seem to be most preferred for Peace education.
In Child Centered teaching approaches, the child’s right to the freedom of expression is granted. This is because each child is unique with regards to capacities aptitudes, interest, and experiences. This can be referred to as experience learning or learning by doing. In this approach the teacher is involved in the preparation stage and his/her work is that of a facilitator. Through activities, children discover knowledge by themselves. Child centered approach embrace active learning. It values pupil’s activity and responsibility. Kolb (1984) emphasized reflection, conceptualization generalization and application to new situations. Therefore, learners must engage in an activity and then reflect on the outcome thus allowing them to discover for themselves and reflect hence apply it to practical situations in their daily life. The teacher value and use the pupil’s feelings, thoughts and experiences. They cultivate sincerity, acceptance and understand the learner. In this approaches children work in small groups and construct their own social skills together with knowledge and values of cooperation. For example simulations and role play, debate and story telling where learners relate their learning to real activities.

In thematic approaches, instruction is based on a theme or topic for example a family. This topic could generate such activities as learning sisters, brothers, types of families, number of family members, relationship in families and may be drawing and coloring family members. This kind of learning is child centered. It is also holistic and it makes the learner very active because many activities are integrated in one theme. Since this approach is flexible a teacher can choose any theme and consequent activities making it more interesting.
2.3.2 Examples of peace learning activities

The participatory pedagogy requires that learners engage in learning actively. This can be done through individual, group or pairing. Most of the activities are better done while sitting in a circle. This creates a participatory climate. The following are examples of peace learning activities.

**Debating:** This is a curiosity provoking activity that leads to find information on a particular social or ethical issue. Is child labor illegal? This promotes learners critical and logical thinking.

**Colloquy:** These are formal discussions which help develop perception awareness, and in-depth exploration.

**Puzzles:** These are like story telling. The learners give a puzzle amongst themselves to unravel. For example, which came first the egg or the hen?

**Singing games:** These are songs which are sung as the children play some games. They make children cooperate as they play.

**Drawing:** This is an activity that gives a learner a chance to express themselves in a creative way, as the learners draw they also enjoy and learn the art of sharing.

**Dramatizing:** This is a situation where learners act certain situations and activities done elsewhere. This type of learning makes learning fun and entertaining. This can be done through pantomiming and role play,

**Brainstorming:** This activity challenges learners to come out with ideas, solutions, and views about an issue. It makes learners very creative and also able to solve problems amicably.

Other activities include playing non organized games and pretend games. Although the child centered approaches are considered in place of the conventional and
traditional ways of instruction, questions arise as to whether they have room in the more strict standard based or exam oriented approaches.

2.4 Conceptual Framework

Figure 2.2 Conceptual Framework showing the relationship between the dependant and the independent variables

Figure 2.1 above illustrates the relationship between the independent and dependent variables through an input output model. The dependent variable namely, peace education is dependant on, the independent variables: peace education teachers, peace education resources and preferred teaching methodologies. These are the inputs required in the process of implementing peace education program to bring about observable behavior change. The behavior gives the feedback that will in turn affect the inputs once more and also the process of implementation each time round. This means that the system model is self regulatory in order to bring the desired outcome of behavior.
2.5 Summary of Literature Review

Over the last several decades, there have been efforts globally to formalize the field of peace education. Although elements of peace education had been included in traditional subjects like History, Social Studies and Civic Education, it was not given the title of peace education. Currently, most countries including Kenya has initiated the inculcation of peace education as a subject in their education systems but it have not taken root because initial teacher training did not include training in peace education while the contents and methods of teaching peace education are dependent on the nature and environment of the area. Most countries use the conventional methods which are exam oriented. This study investigated the challenges facing the implementation of peace education.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction
This chapter presents a description of the methodology used and also includes description of the research design, research location, research population, sampling technique, research instruments, data collection procedures and data analysis techniques.

3.1 Research Design
This study used descriptive survey design. Descriptive design is a design where the researcher describes the status of affairs as they exist. This is a method of collecting information by means of interviews or administering questionnaires. The rationale for using this design is that it allows in-depth study of the subject matter and it is suitable to describe attitudes, views or opinions and behavior patterns of people. Therefore the researcher describes affairs as they are factually. The researcher also reports his/her findings where it involved collection of data through prepared tools, coding, classification, analysis, comparison and interpretation of the data collected.

3.2 Location of the study
This study was conducted in two zones of Kasarani District in the Southeastern part of Nairobi County namely, Ruaraka and Kahawa zones. Kasarani is the home to the Moi international sports center and the East African Breweries limited (EABL) Nairobi. Kasarani District was purposefully selected as the study area because it has witnessed constant violent conflicts among young unemployed youth in its Southern parts in the
last few months. The area comprises of a metropolitan population from different socioeconomic and cultural backgrounds.

3.3 Target Population of the study

The population of the study comprised of 103 male and 522 female teachers making a total of 625 respondents and head teachers in all 25 public primary schools from Ruaraka and Kahawa zones of Kasarani district.

3.4 Sample size and sampling procedures

The study employed stratified and purposeful sampling techniques to select those who participated in the study. Stratified sampling technique refers to the researcher identifying sub-groups in the target population. In this case, Ruaraka and Kahawa zones were sampled purposefully pegged on location and population distribution and the number of teachers in the schools. The two zones did account for any differences in each sub-groups characteristic. Purposeful technique was used by the researcher to decide who to include in the sample from the two zones in each school, For example, teachers allocated to teach peace education from standard one to standard eight. The head teachers of each school were also asked to participate through an interview schedule. From the target population, 20 schools were sampled out of 25 schools and the researcher purposefully sampled 8 teachers and one head teacher from each school giving a total of 180 respondents out of the total of 625. This translated to a sample of 30% of the total population. In total, 160 teachers and 20 head teachers were sampled to participate in the study.
3.5 Research Instruments

Data was collected using questionnaires and interviews. The selection of these tools was guided by the type and nature of the data that was to be collected. The questionnaires were designed using closed and open ended questionnaires with additional short explanations for some questions. This assisted the researcher to get a clearer response while balancing both the quantity and qualitative value of the data collected. The open ended questionnaires helped the researcher to have refined deliberation on discussion of the issue under investigation. This technique was also favorable to the sample size since it was a large number (180 teachers and head teachers). Given time constraints, questionnaires could be administered at once to a large group. On the same note, teachers are largely considered literate and are quite conversant with questionnaires; hence they are not likely to have problems responding to the questionnaires. The researcher used interview schedules to interview the head teachers. These are the people who are mandated by the (MOE) to oversee the quality standards of schools under their headship including implementation of new programs.

3.6 Validity of Research Instruments

Validity is the extent to which research results can be accurately interpreted and generalized to other population. It is the extent to which research instruments measure what they are intended to measure. (Oso & Onen2008). The instruments were validated by piloting in 3 schools which were not factored in the sample population. This helped to check on the clarity of the questionnaire itemsthereby eliminating any ambiguous wording or misunderstood clauses. This helped to modify the questionnaires before the actual data collection.
3.7 Reliability of Research Instrument

Reliability is a measure of the degree to which a researcher instruments yields consistent results after repeated trials. This is influenced by random errors. (Mugenda & Mugenda 1999). Random errors arise from unclear instruction to the respondents, ambiguous questionnaires or attention deficits during interviews. The researcher attempted to minimize random errors by cross checking the questionnaires during piloting. This included giving clear instructions to the respondents and also asking for clarification on any of the questions. During the interview schedules the researcher avoided asking questions that require long explanations to minimize attention deficits and also fatigue to the interviewee.

3.8 Data collection procedures

The researcher sought for a research permit from the National Council of Science and Technology and the District Education Officer Kasarani before embarking on data collection. She then administered the research instruments and conducted the interview schedules to the sampled respondents after clearance from the authorities and head teachers of the selected schools. The researcher distributed the instruments to the respondents personally. The teachers were given instructions and time to complete the questionnaires and agreed with the researcher on the time of collecting the completed questionnaires for final analysis. The researcher conducted the interview schedules to the head teachers in each school.

3.9 Data analysis techniques

Statistical Package for Social Science (SPSS) software program was used to analyze data. After data was collected from the respondents it was systematically organized in a manner to facilitate analysis. The data was key-punched into the computer ready for
analysis. For the open ended responses, the researcher categorized all the responses given and assigned numbers to them. The researcher tried to establish any pattern or trend and relationship from the information given. Data was then analyzed qualitatively to make deductions, interpretations, conclusions and possible recommendations. The findings were presented in tables and percentages to express the trends of the factors that affect the implementation of peace education.

3.10 Ethical considerations

The researcher ensured that ethical requirements were upheld in the study. The researcher informed and explained to the respondents the purpose of the study in which they were being asked to participate and benefits that were expected form the study. The respondents were asked not to write their names or that of the school on the questionnaires.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

The Data collected was key punched into the computer, presented in frequency tables, analyzed in percentages and interpreted. This chapter presents the results of the analysis.

The study investigated the challenges facing the implementation of peace education in public primary schools in Kasarani district Nairobi County. This was motivated by the recurrent flare up of violent conflicts among rival groups in the South Eastern parts of Kasarani district in the recent past.

The first section was meant to gather background information of the sampled teachers. The total number of sampled respondents was 160 teachers and 20 head teachers. Out of this sample, 150 teachers participated in filling in the questionnaires while 15 headteachers participated in the interview schedule. This translated to a turnover of about (83.3%) of the total population sample of 180 respondents.

4.1 Teachers Background Information.

| Table 4.1 Teachers Response by Gender |
|--------------------------|-----------------|-----------------|
| GENDER  | FREQUENCY (f)  | PERCENTAGE %  |
| MALE    | 32              | 21.3           |
| FEMALE  | 118             | 78.7           |
| TOTAL   | 150             | 100            |

This research finding in Table 4.1 and Figure 4.1 established that the majority (79%) of the sampled teachers were females while (21%) were males. All the sampled teachers had requisite education background and had undergone the initial primary teacher training program (P1). This means that all the sampled teachers were qualified to teach in primary schools.

**Table 4.2 Teachers Response by Age**

<table>
<thead>
<tr>
<th>Age Level</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>25-30</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1.3</td>
</tr>
<tr>
<td>30-35</td>
<td>2</td>
<td>13</td>
<td>15</td>
<td>10.0</td>
</tr>
<tr>
<td>35-40</td>
<td>10</td>
<td>35</td>
<td>45</td>
<td>30</td>
</tr>
<tr>
<td>Above 40</td>
<td>18</td>
<td>70</td>
<td>88</td>
<td>58.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>32</td>
<td>118</td>
<td>150</td>
<td>100%</td>
</tr>
</tbody>
</table>
According to Table 4.2 and Figure 4.2, more than half of the sampled teachers (59%) were above forty years of age. This included 18 males and 70 females. (30%) of the teachers were aged between 35-40 years, that is 10 males and 35 females. A small proportion of the teachers (10%) were in the range of 30-35 years. While the rest, (1.3%) of the teachers were below the age of 30 years. This means that majority of the teachers were in their midlife years and probably had been teaching since they were in their twenties. They therefore had good experience in teaching and hence could be peace education ambassadors.
4.3 Teachers Response to experience by no of years

Figure 4.3 Experience by no of years

According to the findings in the Table 4.3, about (42%) 64 of the sampled teachers in the district had over 20 years teaching experience compared to (28.7%) 44 teachers who had taught for between 15 and 20 years. There was an equal proportion of about (14%) 21 and (14.7%) 22 of teachers who had a teaching experience of (5-10) and (10-15) years respectively. A majority of the teachers had adequate teaching experience.
As captured in Figure 4.4, the response of the teachers on academic qualifications indicates that, apart from the initial teacher training, majority of the teachers have undergone further professional development. A large proportion (43%) 65 of the teachers had Diploma qualifications. (30%) 45 teachers of the sample had a Bachelors degree in education while about (5%), 7 teachers had Masters Degree in education. The remaining (22%) 33 teachers had P1 certificate. This suggests that teachers know the need of professional development and were willing to take up in service courses.

The second section of this chapter deals with findings of the main issue under study. The findings were based on the objectives of the study. The first objective of the study was to establish if the teachers had been adequately sensitized or in serviced to implement peace education. To establish this, the respondents were requested to state whether their initial teacher training program included peace education subject. The
teachers were also asked to state if they have ever been in serviced or inducted in peace education studies.

Data to facilitate these findings was collected through the use of closed ended questionnaires and some additional short explanations for some responses.

4.5 Response on whether the initial teacher training included peace education studies

According to the responses, all the 150 sampled teachers did not undergo peace education training in their initial teacher training. Most of the teachers had over ten years of teaching experience. This means that they went to college long before peace education emerged as a subject in 2009.

4.6 Response on whether the teachers have undergone an in service course on induction on Peace education.

Table 4.3 proportion of in serviced and not in serviced respondents.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency (f)</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>In serviced</td>
<td>25</td>
<td>16.67%</td>
</tr>
<tr>
<td>Not inserviced</td>
<td>125</td>
<td>83.33%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
</tr>
</tbody>
</table>
Tables 4.4 and Figure 4.5 indicates that, a significant large proportion of sampled teachers (83%) 125 out of 150 had not undergone any induction on peace studies as compared to (17%), 25 teachers, who had undergone the induction course. Those who had undergone the induction course said the duration was not enough to internalize the complex subject of peace. Most respondents said that, they did not even know that there was such a subject like peace education. This concurs with views from the head teacher who indicated that peace education was not clearly understood by most stakeholders in education. Most of the head teachers interviewed agreed with the point of view arguing that there were challenges in implementing peace education emanating from lack of awareness of the subject. They reported that most teachers were not inducted on the subject and so they found it difficult to teach.
The second objective of the study was to find out if teachers had been provided with teaching and learning resources to implement peace education. It also sought to find out if the resources were adequate for the intended purpose. Further, the objective required the respondents to express their opinion on whether peace education should be taught as subject on its own or it should be integrated in other subjects.

### 4.7 Response on if the teachers have been provided with teaching and learning resources to implement peace education.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency (f)</th>
<th>Percentage%</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>20</td>
<td>13.33</td>
</tr>
<tr>
<td>No</td>
<td>130</td>
<td>86.67</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.4 Propotion of teachers who have peace education manuals

Table 4.5 indicates that(13%) 20, respondents reported to having been provided with teaching and learning resources to implement peace education. These resources were reference books, charts, pamphlets, small booklets, posters, Life Skill books and peace activity manual books. Almost (90%) 130 of the respondents reported that they were not provided with any instructional material for peace education and that they were hearing about the subject for the first time. This implies that most teachers were not conversant with peace education concept and therefore were not prepared to teaching it.
4.8 Response from the teachers on whether the books provided for peace education were adequate

As noted in Table 4.5, majority of the respondents were not provided with resource books for peace education. No meaningful difference was found between teachers who had undergone induction on peace education and those who had not. But the small proportion who had the books said that teacher’s books alone were not enough and the learners too needed reference books and other teaching aids like posters and motion pictures to make peace education interesting to the learners.

4.9 Response on teacher’s opinion on whether peace education should be taught as a subject on its own or should be integrated into other subjects.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency (f)</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be taught as a single subject</td>
<td>55</td>
<td>23.70%</td>
</tr>
<tr>
<td>Be integrated in other subjects</td>
<td>95</td>
<td>63.30%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100%</td>
</tr>
</tbody>
</table>

The results of Table 4.6 indicate that about 63%, 95 out of 150 sampled teachers were for the opinion that peace education studies be integrated into other subjects like CRE and Social Studies. A small proportion 37%, 15 out of 150 teachers were of the opinion that peace education be taught as a subject on its own. This concurs with other findings in the literature review. For example, the Nigeria National policy on education (2004) states that peace education could be inseminated into the students
using existing subjects in the school curriculum such as History Social Studies and Religion.

Head teachers agreed with the point of view reporting that peace education be integrated into other subjects in order to save time for the already overloaded curriculum. The interviewed head teachers reported that peace education cuts across all subjects since it’s more of an attitude and perception than content matter. This would also ensure that it is taught as teachers concentrate only on examinable subjects. Most of the humanity subjects like Christian Religious Education, Social Studies and Life Skills have elements of peace studies. Peace education should be spontaneous and therefore every theme is appropriate. This would avoid boredom since the content of peace education is dependent on other factors like culture and social problems in a particular context.

On the other hand those who were of the opinion that peace education be taught as a subject on its own argued that this would give peace education ample time to be covered in detail and this would make it possible for its objectives to be achieved. It would also promote positive behavior change which would lead to development in the society. This would give room for everyone to participate equally and have a peaceful co-existence.
4.10 Response on the effect of the current exam oriented methods of teaching on the implementation of peace education in public primary schools.

About 60% of the sampled teachers maintained that the current methods of teaching did not give teachers and learners’ time to interact freely. The respondents said that the school time table was too restrictive with too much content to be covered in a short period and demand of high grades (Mean standard score) in examinations. There was too much emphasis on passing examinable subjects at the expense of non-examinable subjects. Since peace education was not examinable, it was difficult to measure whether the objectives had been achieved. Due to these factors the current methods of teaching are not child centered and not favorable for peace education.

This affirms arguments by Nicolai (2003) that expanding teaching skills beyond traditional methods gives opportunities for new and practicing teachers to gain fresh knowledge, skills and to practice new teaching methods. However, some teachers said that Peace education is about attitude change and not a prescribed content. This they said would only be achieved by concerted efforts from all stake holders in the society namely, the church, family, community and the organs of the government which are responsible for the wellbeing of the society.
4.11 Rating of the time allocated for peace education (one period). Considering the subject, content and instruction methods proposed.

Figure 4.6 Time allocated in lower primary

![Pie chart showing the distribution of teacher's responses to the adequacy of time allocated for peace education.]

Figure 4.6 indicate that majority of the sampled teachers 40% said that the time allocated for peace education in the lower primary was not adequate for the required participatory methods. This was because the activities required reorganizing the classroom arrangement to facilitate play activities. 38% were not sure if it was adequate or not. Only a small percentage 17% said it was adequate, while just 5% said it is very adequate.
Interestingly, figure 4.7 indicate no significant difference that was found between the teachers rating of the time allocated for the lower primary to that allocated for the upper primary. 40% said the time was not adequate, 31% not sure, 22% adequate and 7% said it was very adequate. Those who said they were not sure said that they did not know how to apply the participatory method required for peace education. Further, the head teachers interviewed were of the opinion that time allocated for peace education was not adequate with a small proportion concurring that there is need for reorganization of the classroom time for the participatory activities.

4.12 Response of the head teachers on their opinion on the teacher’s attitude towards inclusion of Peace education in the school time table

Most of the sampled head teachers noted that despite the challenges experienced, a number of teachers had a positive attitude towards inclusion of peace education in the time table. They reported that most teachers saw it as a positive gesture to curb violent conflicts in the schools. Few head teachers said that teachers had a negative attitude
towards peace education as they saw it as a burden to the already overstretched curriculum and high teacher pupil ratio.

4.13 Head teachers and teachers’ opinion on what they think should be done to improve teaching of peace education in public primary schools.

Both teachers and head teachers had an anonymous opinion that the government should provide in service education on peace education to all the working teachers. This affirms the arguments by Nicolai (2003) and UNESCO (2006) that the need to support and train teachers to participate in conflict transformation is important. This would empower the teachers on the subject of peace education and also on the application of the preferred method of implementing it.

It was also reported by certain teachers that the subject should be diversified to include the larger community as this is the place where the learners retire to after school. Peace education should be provided by different stakeholders other than teachers. For example, guest speakers, including some persons who have been victims of violent conflicts, church leaders, and politicians. Other suggestions mentioned by the sampled respondents included the following; the subject should be introduced in the teachers training colleges to give the teachers a good background of the subject. The current system of assessment should be evaluated as it makes some learners feel like failures and balancing of the teacher pupil ratio which is too high that it discriminates against slow learners who lack the attention of the teachers. Finally, the respondents suggested that the curriculum developers should make a termly
monitoring and evaluation to find out the programs strengths and weakness from the implementers who are in this case teachers.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the study findings, the conclusions drawn and the recommendations based on the stated objectives.

5.1 Summary of the study

The study investigated the challenges facing the implementation of peace education in public primary schools in Kasarani district, Nairobi County. This was in view of the constant flare up of conflict violence between rival groups in the South Eastern parts of the district. Three objectives were formulated to guide the study.

The study specifically sought to find out if the teachers had been adequately serviced to implement peace education, to establish if the teaching and learning resources provided were adequate to implement peace education and also to determine the effects of the current teaching methods (exam oriented) on the implementation of peace education. The review of the literature related to the study was guided by the research objectives. The researcher used descriptive survey design where the questionnaire was the main research instrument. 150 out of 160 teachers and 15 head teacher out 20 participated in the study. The research findings were analyzed using the SPSS software and presented using tables and pie charts.
5.2 Summary of the major findings

5.2.1 On the respondent's background

The study established that there were more female teachers than males in Kasarani district. Majority of the teachers had requisite education background and also the pre service teacher training. A good number of teachers had also undergone professional development in education at various levels and also had a long teaching experience.

5.2.2 On peace education training

The study established that all the sampled teachers did not study peace education program in the initial teacher training. This was partly due to the fact that peace education is a relatively new in the Kenyan curriculum and also the fact that most of the teachers went to the pre service training long time ago as illustrated by their length of service. The findings also established that only a small proportion of the sampled teachers had been inducted on peace education program. This means that a large proportion did not have the basic knowledge of the subject.

5.2.3 On instructional materials for peace education

The study established that in most schools there were no specific instructional resources for peace education. In the schools where the materials were provided besides being inadequate in content, the relevant teachers had not been inducted on how to use the manuals. The numbers of copies were also very minimal.

5.2.4 On Peace Education as a subject

The finding established that due to its erratic nature, peace education could be integrated as a theme in every other subject as opposed to being on its own as this
would make it more interesting and achievable. It would also reduce the workload on the school time table.

5.2.5 On the current methods of teaching (exam oriented)

The findings established that the current methods of teaching were not child friendly and therefore affected the implementation of peace education. The methods did not allow participatory methods where the learners would use discovery methods to enquire and draw conclusions. The traditional methods were also strict standard based (exam based) where learners were expected to rote learn in order to pass examinations for grading and placement into various levels of learning. Since peace education was not examinable, it did not receive the weight it required.

5.3 Conclusion

Peace education is a good endeavor in any education system but without the backing of a constellation of other factors like up to date teacher in servicing, good education policies, a disciplined and highly motivated workforce and community based peace activities, it cannot be expected to bring about the expected behavior change to the learners.

The aforementioned results clearly demonstrate that in service training is a contributing factor in the empowering of workers knowledge. Professional development is a significant venture that provides a means for closing the gap between the current and potential up-and-coming issues.

Many Kenyan publishers have either omitted or shallowly mentioned works of famous peace builders like Professor Wangari Mathai in their books. This leaves
learners deficient of the much deserved knowledge in peace building. Learning materials enable learners to use inquiry and discovery methods. If teachers are left to disseminate the information alone then the learners will result into passive listeners of the teachers handouts. Books and other instructional material are very vital in child centered approaches.

Brock-utne (1989) observed that it is difficult to teach peace in a setting where children are taught to compete against each other. How we label sort students into various learning groups or arbitrary classification is in itself infringing of an individuals right. Both teachers and learners develop a particular pattern of teaching and learning respectively over along period of time. That is the teacher as the active participant and the learner as the passive one. But as the world changes there is need to change this phenomenon. James leming, (1992) cautions that the subject matter selected should match the methods used so as to engage the students and appeal to their emotions.

The school system provides the greatest opportunity for the dissemination of emerging issues. Teachers and administrators do not have all the answers to the social problems affecting the society but this must be supported by the reality outside the school. If peace is neglected in the society and during instruction then internal peace is destroyed during the school day. Peace education should be a concerted effort of all agents of socialization. It should be practiced and taught in all institutions for example in the USA a curriculum called solutions to violence is impacting the incarcerated youths and adults in a appositive way. Otherwise the power of peace education will remain a pipe dream if the wider societies do not change.
5.4 Recommendations

Based on the findings of the study, the researcher made the following recommendations.

The Ministry of Education should embark on a rigorous teacher empowerment exercise on the subject of peace education and its related fields. The arm of the Ministry responsible for curriculum developing should revise the teacher training syllabus inline with the most prevailing and emerging issues in the society.

The Ministry of Education should also think of rewriting the current reference books to include peace education materials to enable both the teachers and learners to have a wide variety of activities to choose from.

The Teachers’ Service Commission should balance the teacher pupil ratio to create an atmosphere where every pupil has an opportunity to access the teacher without any hindrance as this create peace in itself.

The Ministry of Education should consider reviewing or changing the conventional way of learning (Exam oriented). This is the reliance on grading and testing to measure capabilities. There is also a disparity between formal education and the real world. The Ministry should consider emphasizing the participatory approaches.

Peace education is a complex subject. The government should consider inclusion of peace education in unconventional places as peace cannot prevail if the society does
not change. The growth of a school system without corresponding development is viral.

5.5 Recommendation for further research

There is need for further research to establish whether the prevailing policies of teachers training colleges and universities are geared towards producing teachers who recognizes the importance of peace education as an effective tool of discipline control.

A future study should compare student perception of peace education in both girls and boys schools.

Further research should seek to establish in what ways assistant teachers enhance or obstruct peace education in secondary schools.
REFERENCES


Lorete, N (2008). *Peace education: A pathway to a culture of peace.* Centre for Peace education Mullen College Quezon City Philippines


Simotwo, M (2008). Time ripe for major changes in primary teacher’s education Daily Nation 10th June 2008 Nation Media Group

UNESCO (2005). Guidelines and recommendations for reorienting teacher education to address sustainability

APPENDICES

Appendix I: Questionnaire for Teachers

My name is Mercy Mwaniki, a student at the University of Nairobi, undertaking a Master degree at the Department of Education Foundations. I am carrying out a research on the challenges facing implementation of peace education in public schools in Kasarani district. Kindly answer the questions below honestly and accurately as possible. Feel free to ask for any clarification. Information provided will be treated with utmost confidentiality, kindly DO NOT write your name anywhere in this questionnaire.

SECTION A

This section requires you to give information about yourself. Please tick the answer in the appropriate space.

1. What is your gender? Male   Female

2. Are you a trained teacher? Yes No

3. Age below 25   25-30  30-35  35-40  above 40

4. Indicate academic qualification. P1 diploma Bachelor

Mas

5. Indicate teaching experience. Below 5 years  5-10  10-15  15-20 above 20 year

Section B
6. Did your initial teacher training program include peace education subject?
   Yes   [ ]  No   [ ]
   
   If yes state when and duration
   

7. a) Have you ever been given an in-service training or induction on peace education? [ ] Yes  [ ] No
   
   If yes state some of the topics that were covered
   (i) __________________________________________
   (ii) __________________________________________
   (iii) __________________________________________
   (v) __________________________________________

8) Have you been provided with teaching and learning resources to implement peace education?   Yes  [ ] No  [ ]
   
   Please explain your answer in question (8) above.
   (i) …………………………………………………
   (ii) …………………………………………………
   (iii) …………………………………………………

9) Do you find the teaching materials provided adequate to implement peace education?
   Yes   [ ]  No   [ ]
   

10) In your opinion, should peace education be taught as a subject on its own?
Yes □  No □

Please explain your answer in (10 a) in either case.

If answer (Yes)  (No) integrated in other subjects

(i)…………………………………………
(ii)………………………………………
(iii)……………………………………
11) What is the effect of the current exam oriented methods of teaching on the implementation of peace education in public schools?
(i)………………………………………………………………
(ii)………………………………………………………………
(iii)………………………………………………………………
(iv)………………………………………………………………

12) Considering the subject, content and instruction method proposed in peace education, e.g. participatory approach, how do you rate the time allocated for one period.

a) Lower primary: Very Adequate □ Adequate □ Not Adequate □
Not sure □

b) Upper primary: Very Adequate □ Adequate □ Not Adequate □
Not sure □

13) What do you think should be done to improve teaching of peace education in our public primary schools?
(i)……………………………………………………………
(ii)…………………………………………………………
(iii)…………………………………………………………
(iv)…………………………………………………………

Thank you for your co-operation
Appendix II : Interview Schedule for Head Teachers

My name is Mercy Mwaniki, a student at the University of Nairobi, undertaking a Master degree at the Department of Education Foundations. I am carrying out a research on the challenges facing implementation of peace education in public schools in Kasarani district. Kindly answer the interview questions below honestly and accurately as possible.

1. Are there challenges in implementing peace education in your school?
2. Has there been an induction course for teachers in this school?
3. What is your opinion to the attitude of teachers towards inclusion of peace education in the school time table?

   Very positive ☐ Positive ☐ Negative ☐ very Negative ☐ Don’t Know

4. Peace education emphasis a participatory method of instruction. Considering the time allocated for each subject, is this time adequate?

   Very Adequate ☐ Adequate ☐ Not Adequate ☐ Not Sure ☐

5) What do you think should be done to improve peace education in our schools?

   (i) ....................................................

   (ii) .....................................................

   (iii) .....................................................

   (iv) .....................................................

Thank you for your co-operation
Appendix III : National Council for Science and Technology

Republic of Kenya

National Council for Science and Technology

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

Our Ref: NCST/RCD/14/013/794

Date: 24th May 2013

Mercy Nduta Mwaniki
University of Nairobi
P.O Box 30197-00100
Nairobi.

Ref: RESEARCH AUTHORIZATION

Following your application dated 13th May, 2013 for authority to carry out research on “Challenges facing implementation of peace education in public primary schools in Kasarani District, Nairobi County.” I am pleased to inform you that you have been authorized to undertake research in Kasarani District for a period ending 31st August, 2013.

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

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

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

Copy to:
The District Commissioner
The District Education Officer
Kasarani District

“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development.”
OFFICE OF THE PRESIDENT
PROVINCIAL ADMINISTRATION & INTERNAL SECURITY.

Telegram: "DISTRICTER"  
Telephone: Nairobi......................
kasaranidistrict@gmail.com
When replying please quote

KASD/HRM/3/6(135)

DEPUTY COUNTY COMMISSIONER
KASARANI SUB-COUNTY
P O BOX 30124
NAIROBI

28th May, 2013.

All Assistant County Commissioners
KASARANI SUB-COUNTY

RE: RESEARCH AUTHORIZATION – MERCY NDUTA.

The above named has been authorized to carry out research on "Challenges facing implementation of peace education in public primary schools in Kasarani District, Nairobi County" for a period ending 31st August, 2013.

She should also have authorization from the District Education Officer, Kasarani.

Please accord her the necessary assistance.

E.N MUIRURI
FOR: DEPUTY COUNTY COMMISSIONER
KASARANISUB-COUNTY
MINISTRY OF EDUCATION

Telegrams: “Schooling” Nairobi
E-mail: kasanideo@yahoo.com
Fax No: N/A
When replying please quote

DISTRICT EDUCATION OFFICE
KASARANI DISTRICT,
P.O Box 1274-00618,
RUARA

REPUBLIC OF KENYA

DATE: 28TH MAY 2013

REF: KAS/GF/13/224

ALL HEADTEACHERS
PRIMARY SCHOOLS KASARANI

RE: RESEARCH AUTHORIZATION FOR MERCY NDUTA MWANIKI

The above mentioned intends to carry out a research on “Challenges facing implementation of peace education in public primary schools in Kasarani District, Nairobi County.”

Authority has therefore been granted to her by the National Council of Science and Technology and the District Education Office – Kasarani to carry out research as indicated NCST/RCD/14/013/794 dated 24th May 2013. The research period ends on 31st August, 2013.

Please accord her the necessary support.

Edith W. Kariuki
District Education Officer
KASARANI DISTRICT

Appendix V : District education office kasarani district
## Appendix VI: Research Work Plan

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2012-october 2012</td>
<td>Formulation of research problem and writing of the background of the study</td>
</tr>
<tr>
<td>November 2012-December 2012</td>
<td>Review of related Literature</td>
</tr>
<tr>
<td>January 2012-February 2013</td>
<td>Writing of the research methodology</td>
</tr>
<tr>
<td>March 2013</td>
<td>Construction of the research tools</td>
</tr>
<tr>
<td>April 2013</td>
<td>Defending the research proposal.</td>
</tr>
<tr>
<td>May 2013</td>
<td>Piloting and data collection, analyzing and presentation</td>
</tr>
<tr>
<td>June 2013</td>
<td>Report writing.</td>
</tr>
<tr>
<td>July 2013</td>
<td>Research dissemination.</td>
</tr>
</tbody>
</table>
## Appendix VII : Research Budget

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial stationary</td>
<td>2,000</td>
</tr>
<tr>
<td>Travelling and Literature review :internet services</td>
<td>10,000</td>
</tr>
<tr>
<td>Type setting ,printing and binding the proposal</td>
<td>2,000</td>
</tr>
<tr>
<td>Expenses on consultation, phone calls and travel.</td>
<td>2,500</td>
</tr>
<tr>
<td>Defending cost, printing duplicating and binding the copies.</td>
<td>4,000</td>
</tr>
<tr>
<td>Printing of piloting tools ,dissemination to the pilot group and review of the questionnaires after piloting</td>
<td>3,500</td>
</tr>
<tr>
<td>Actual Data collecting from the sampled respondents</td>
<td>6,000</td>
</tr>
<tr>
<td>Statistical Data analyzing and presentation of the findings</td>
<td>5,000</td>
</tr>
<tr>
<td>Dissemination costs</td>
<td>15,000</td>
</tr>
<tr>
<td>Total costs =Kenya shillings</td>
<td>50,000</td>
</tr>
</tbody>
</table>