

**FACTORS INFLUENCING THE INTEGRATION OF PEACE  
EDUCATION PROGRAMS IN SECONDARY SCHOOLS IN  
KENYA: A CASE OF NORTH HERR CONSTITUENCY,  
MARSABIT COUNTY, KENYA.**

**BY**

**LEONORA KARIMI MBURUGU**

**A Research Project Report Submitted in Partial Fulfillment of the Award  
of the Degree of Masters of Arts in Peace Education of University of  
Nairobi.**

**2018**

## DECLARATION

This research project report is my original work and has not been represented for the award of any degree in any other university.

Signature: .....

Date: .....

**Leonora Karimi Mburugu**

**L51/76727/2014**

This Research Project Report has been submitted with my approval as the University Supervisor.

Signature: .....

Date: .....

**Dr. Dorothy Kyalo**

**Senior Lecturer,**

**School of Open and Distance Learning, University of Nairobi**

## **DEDICATION**

This research work is dedicated to my beloved family; my daughter Sharon for reading through my work each step of the way, her advice and her encouragement and my son Ian for his support and cheer. I dearly appreciate my Mum who kept on tabs with my progress during my class work and in the course of the research. God bless you all.

## **ACKNOWLEDGEMENT**

In a special way I appreciate the late Prof Joyce Mbwesa, the Lord bless her dear soul, her input to start me off on the research study journey was quite helpful.

I specially appreciate my supervisor Dr. Dorothy Kyalo for her insightful guidance and input into this study throughout the whole process.

I also wish to thank my colleague and friend Josephine Mueni for her moral support and encouragement all through.

Many thanks to Michael Mwongela for his valuable input in the field during data collection and data analysis.

My family was a great support and encouragement during this study, I owe them my gratitude.

I sincerely thank the Head teachers, teachers and students of schools in North Horr constituency for willingly participating in the study and providing needed data for the project.

God enabled me to accomplish this task, I thank Him most sincerely.

## TABLE OF CONTENT

<b>DECLARATION</b> .....	ii
<b>DEDICATION</b> .....	iii
<b>ACKNOWLEDGEMENT</b> .....	iv
<b>LIST OF ABBREVIATIONS AND ACRONYMS</b> .....	viii
<b>LIST OF TABLES</b> .....	viii
<b>LIST OF FIGURES</b> .....	ix
<b>ABSTRACT</b> .....	xi
<b>CHAPTER ONE: INTRODUCTION</b> .....	1
1.1 Background .....	1
1.1.2The Peace Education Curriculum .....	3
1.1.3 Integration of Peace Education.....	3
1.2 Statement of the Problem .....	5
1.3 Purpose of the study .....	6
1.3.1 Objectives .....	6
1.4 Research Questions .....	6
1.5 Significance of the Study .....	7
1.6 Delimitations of the study .....	7
1.7 Limitations of the study.....	8
1.8 Assumptions of the Study .....	8
1.9 Significant Terms .....	9
1.10 Organization of the study .....	10
<b>CHAPTER TWO: LITERATURE REVIEW</b> .....	11
2.1 Introduction .....	11
2.2 Integration of Peace Education in Kenya.....	11
2.2.1 Implementation of the Peace Education Integration Program in Kenya .....	12
2.4 Peace Education Integration strategies in the Kenya Curriculum.....	12
2.5 Influence of Learning and Teaching Resources in Implementation of Peace Education.....	13
2.5.1 Participation of all Stakeholders.....	13

2.6 Peace Education Integration Methodologies and Challenges .....	14
2.6.1 Integrative Peace Education Structure.....	14
2.6.2 Independent Peace Education Structure .....	15
2.7 Theories.....	16
2.7.1 The Peace Education Theory.....	16
2.7.2 The Integrative Theory of Peace (ITP).....	16
2. 8 Conceptual Framework .....	17
2.9 Summary of Chapter .....	20
<b>CHAPTER THREE: RESEARCH METHODOLOGY .....</b>	<b>22</b>
3.1 Introduction .....	22
3.2 Research Design.....	22
3.3 Target Population .....	22
3.4 Sampling Procedure and Sample Size.....	24
3.5 Methods of Data Collection .....	24
3.5.1 Validity of the Research Instruments .....	25
3.5.2 Reliability of the Research Instruments.....	25
3.6 Data Collection Procedures.....	25
3.7 Data analysis Techniques .....	26
3.8 Ethical Considerations.....	26
<b>CHAPTER FOUR: DATA ANALYSIS, PRESENTATION &amp; INTERPRETATION</b>	
<b>    OF FINDINGS .....</b>	<b>23</b>
4.1 Introduction .....	23
4.2 Questionnaire Return Rate .....	23
4.3 Demographic Information .....	24
4.3.1 Teachers’ Academic Qualification.....	25
4.4. Distribution of students by class .....	26
4.5 Students Distribution by School type.....	26
4.6 Peace Education Integration Strategies and Extent of Implementation .....	27
4.7 Peace Education Integration Approaches by Teachers .....	28
4.8 Peace Integration in the classroom.....	29
4.9 Peace Education Integration Programs in Secondary Schools.....	29

4.10 Influence of trained teachers on integration of peace education programs.....	32
4.10.1 Academic, professional qualification and in-service training for teachers .....	32
4.11 In-Service trainings for teachers .....	33
4.12 Influence of the availability of resources for integration of peace education .....	34
4.13 Challenges to Peace Education integration .....	35
4.14 Peace education implementation challenges .....	37
4.15 Qualitative Data: Findings from Focus Group Discussion. ....	39
<b>CHAPTER FIVE: SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND</b>	
<b>RECOMMENDATIONS .....</b>	<b>41</b>
5.1 Introduction .....	41
5.2 Summary of Findings .....	41
5.3 Discussion of Findings .....	42
5.3.1 Peace Education Integration Strategies .....	42
5.3.2 Influence of availability of education resources on integration of Peace	
Education programs.....	43
5.3.3 Peace Education integration challenges facing education administrators .....	45
5.4 Conclusion.....	46
5.5 Recommendations .....	47
<b>REFERENCES.....</b>	<b>49</b>
<b>APPENDICES .....</b>	<b>52</b>
Appendix I: Introduction Letter .....	52
Appendix III: Questionnaire for Head Teacher.....	53
Appendix IV: Questionnaire for Student .....	57
Appendix V: Questionnaire for Teacher .....	60
Appendix VI: Focus Group Discussion Guide.....	66
Appendix VII: Research Permit .....	68
Appendix VIII: Originality Report.....	69

## LIST OF TABLES

Table 3.1: Sample Size .....	23
Table 3.1: Research Operationalization Table.....	21
Table 4.1 Questionnaire Return Rate.....	23
Table 4.2: Respondents' Sex Distribution .....	24
Table 4.3: Distribution of Teachers by Qualification .....	25
Table 4.4: Students Distribution .....	26
Table 4.5 Students Distribution by School type .....	26
Table 4.6: Utilization of the PE Curriculum.....	27
Table 4.7: PE Integration Approaches by Teachers.....	28
Table 4.8: Peace Education Integration in classrooms .....	29
Table 4.9: Peace Integration Programs .....	30
Table 4.10 Peace Education Programs Scope.....	31
Table 4.11: Teacher's Academic Qualifications.....	32
Table 4.12: Teacher Exposure to In-service training on Peace Education. ....	33
Table 4.13: Perceived Level of Competence .....	34
Table 4.14: Role of trainings and seminars/workshops .....	34
Table 4.15: Availability of Peace Education integration resources .....	35
Table 4.16: Challenges to Peace Education integration.....	36
Table 4.17: Resources and Challenges to Peace Education Integration .....	37
Table 4.18: Exposure to continuous in-service trainings.....	38
Table 4.19: PE Integration Support by Administration, departments.....	39



## LIST OF FIGURES

Figure 1: Conceptual framework .....	18
--------------------------------------	----

## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>COPA</b>	Coalition of Peace in Africa
<b>CRC</b>	Convention on the Rights of the Child
<b>EDA</b>	Education Development Authority
<b>EFA</b>	Education for All
<b>EFP</b>	Education for Peace
<b>ITP</b>	Integrative Theory of Peace
<b>MDGs</b>	Millennium Development Goals
<b>MOE</b>	Ministry of Education
<b>NGOs</b>	Non – Governmental Organizations
<b>NPI</b>	Nairobi Peace Initiative
<b>PE</b>	Peace Education
<b>UN</b>	United Nations
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children Fund

## ABSTRACT

The purpose of the study was to examine factors influencing the integration of peace education programs in secondary schools using the case of North Horr Constituency, Marsabit County, Kenya. The study was guided five objectives; to establish how the existing peace education strategies influence the integration of peace education in sec schools, to determine how availability of trained teachers influence integration of Peace education programs in Secondary Schools, to establish how availability of learning resources influence integration of peace education programs in Kenya, to identify how peace education integration challenges faced by teachers influence integration of peace education programs and to identify peace education integration challenges facing education administrators of secondary schools in North Horr constituency and their influence on extent of integration of peace education programs. Descriptive research design was applied for the study. Simple random sampling was used to get a sample size of 133 students, 113 teachers and 4 education stakeholders (representing the Government – ministry of education, Local community leadership, NGOs, CBOs). Semi structured questionnaires were administered to the participants mostly to collect quantitative data, while a focus group discussion involving the education administrators was conducted to provide qualitative data to complement the quantitative data. The findings highlight that schools have, to a considerable degree, embraced the integrative approach; elements of peace education programs have been incorporated into the classrooms through subjects such as life skills, meetings and forums for awareness creation, alongside the mainstream subjects that touch on peace such as Social Studies, Religious Education and History and Government, as represented in the analysis results. In regards to the availability and adequacy of resources for the integration of peace education, as indicated in table, majority (mode=4) of respondents ‘disagreed’ that the needful materials and equipment to integrate peace education programmes (text books, story books, peace manuals, charts, peace films, peace documentaries are available. A closely relatable response pattern was observed in regards to the integration of PE through the formal curriculum. Notably, factors under consideration in this study, education strategies, availability of trained teachers, availability of learning resources and challenges facing education administrators and teachers have significant influence on the integration of peace education in Secondary schools. While the integration challenges cited are sizeable and far from adequately addressed, considerable progress has been made in these schools in regards to peace education integration; Peace committees have been constituted to lead peace initiatives, peaceful co-existence of students from the various ethnic tribes is being realized through the promotion of extra curriculum activities such as sports, drama and music festivals as channels of peace integration.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background

The need for peace education programs in institutions of learning at all levels has gained popularity in the recent past, more so in the wake of increasing violence. These programs get birthed out the necessity to respond to varying needs and reasons. For instance, some programs are initiated by school administrators in their quest to make reforms and build a culture of peace in their institutions. Other programs are the initiatives that teachers collectively start off from the scratch in their schools with the focus of implementing peace education. Still yet, some programs take the form of impulsion from outside parties such as the government, professional bodies, community stakeholders, driven by worrying increasing levels of violence within and outside school community and desirous to see proactive approach to violence (Harris, Glowinski and Perleberg in Harris, 1988).

The vital necessity that Peace Education programs are and their implementation cannot be overemphasized; the demand at this point in history is that, for the survival of humanity, problem solving has to take center stage. Indeed, there is a pressing urgency to sustainably solve these problems taking into consideration the critical demographic and relatable issues including population surge, conflicts, degradation of environmental, which are all on the rise. The demand, at this distinctive point of human history, then, is solving these significant challenges creatively, and compassionately (Teachers without Borders, 2010). It is clear that while a variety of problem solving approaches exist and have been utilized over time, these problems are connected to human perception, beliefs, values and worldview. It follows, thus, a close examination of the majority of cultures reveals that a culture of violence and conflicts has been advanced globally, and touches on significant areas of life. Accordingly, problem solving has to take the approach of transforming cultures what it is – war and conflicts to a culture of peace and nonviolence; peace education plays a vital role in the transformation process.

The wave of violence and clashes that hit Kenya in 2008 after the disputed election left a trail of destruction and disruptions in the form of interrupted education, loss of school learning time, disruptions in businesses and relatable investments leading to losses in profits, livelihoods, and workforce. In the context of education delivery and access across a vast region in the country, the negative effects were significant (Wawira, 2013).

Wawira (2013) observes that to be able to address such disruptions, development of peace education plays a critical role both in the short and long run in addressing the communal and nationwide issues that fuel conflicts. Under the Kenya Vision 2030 initiative, peace education plays a critical role fostering security through building of peace and managing of conflicts (Wawira, 2013 in Nyakoe, 2010). Similarly, in the push to attain the Millennium Development Goals (MDGs) that relate education, the influence of peace education, especially in conflict-prone countries continues to register increased attention. According to Save the Children Alliance (2006), children living in conflict areas are the worst hit when access to education is compromised through destruction of schools, disruptions in learning, insecurity and displacements. Education for All (EFA), to this end, recommends increased awareness to reach this group of children.

A number of regions in Kenya were, following the disputed presidential elections of 2007/2008, exposed to a war crisis that was fast degenerating into an almost-collapse of governance systems including education (Wainaina, 2013). Kenya has been the recipient of ethnic politics proliferation; since independence while gaining visibility after the onset of multiparty democracy space in the 1991 and thereafter in every 5 year electioneering period. The year 2007, in particular, stood out in regards to ethnic divisions and conflicts following the disputed general elections presidential results. The country was severely divided along tribal groups, witnessed political isolation and heightened emotions to the end that it took a long time to form a legitimate government (Wainaina, 2013). The eruption of such violence and the destruction that followed was a clear indication of a lack of strategy on the part of the political leadership to manage tribal affairs and conflicts (ARRF, 2008). Noteworthy, in recognition that peace education has the capacity to either aggravate violence or promote peace, the Ministry of Education Science and Technology (MOEST) Kenya has made provision to incorporate peace education in the mainstream learning and training in the

country. The peace education program was initiated following the violence that was witnessed during and after the disputed presidential elections in 2007. This was rolled out with the objective of responding to violence crisis as well as strengthening existing initiatives aimed at promotion of education by means of education (Kangethe, 2015).

### **1.1.2 The Peace Education Curriculum**

MOEST in partnership with UNICEF and UNESCO in the year 2014 documented and published a policy framework titled, “*Education Sector Policy on Peace Education*”, to promote peace using education. Specifically, the policy framework outlines comprehensive guidelines for execution and management of peace education initiatives in Kenya. While there had been existing peace programs and systems within the education curriculum for the country, there was need to introduce peace education as a means to strengthen the existing structures, after the violence crisis that rocked the country. In its mandate the policy framework anticipated the integration of peace education core values into the elementary education curriculum by exposing learners to studies on religion, life skills, and social studies, this way promoting peace across levels of interaction. Additionally, the policy envisions a teaching methodology that would allow participation, experimentation, and transformational learning engagements with the focus of increasing the learner’s capability to assimilate knowledge, principles, skills and approaches for peace. Moreover, and importantly so, the framework anticipated that learners would find avenues, platforms and opportunities to express themselves and pass on messages that communicate peace, nonviolence and respect through drama, dances, art, and music. Indeed, an important platform that the framework institutionalized was the peace clubs in all schools; through this vehicle, learning and practice of skills that promote peaceful coexistence are encouraged (Education Sector Policy on Peace Education, 2014).

### **1.1.3 Integration of Peace Education**

In its quest to foster a culture of peace through learning and training, the policy framework provides for the integration of conflict sensitive methodologies in the education curriculum. Through this educational provision, the policy envisions a culture of peace that reflects national values that embody dignity for human life, fairness, justice, inclusion, and truthfulness. The

end result will be an education system that advances peace and births the development of national cohesion and peace integration (Education Sector Policy on Peace Education, 2014).

The implementation aspect of the policy, in particular, outlines strategies that pertain to the realization of the integration of peace education. The analysis and evaluation of conflicts, detailed analysis of the education sector and its structures, incorporating findings of the analysis on conflicts into the education sector to guide on the peace education integration processes, documentation, policy formulation and curricula planning. Importantly it clearly points out that the education sector will be intentional in its efforts to develop and integrate initiatives towards peace within the curricula across all educational and training levels. Additionally, the policy demands the review and synchronization, at all levels, of the prevailing peace education content, formulating peace education content, infusing peace education materials in all subjects, practical activities such drama, art, music, student clubs and societies, etc, as well as in teacher training curriculum. Furthermore, the policy advocates the reinforcement of the aspects of learning and teaching of peace education through creation of awareness and sensitization of all education stakeholders through avenues such as workshops, sharing of information, capacity building through continued job trainings, developing, reviewing and sharing materials on peace education.

In January 2009, peace education program was introduced in the Kenyan curriculum for primary and secondary schools, the aim thereof being 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) the formulation of this program was to counter the negative effects of the post-election violence that rocked the country in December 2007 (Mwaniki, 2013). The curriculum centers on resolution of conflicts through identification of behaviours and symptoms, trainings on resolution of conflicts, negotiations skills, peer mediation, managing of emotions, developing communication and listening skills. On the broad scope the curriculum is focused on culture transformation, to the end that violence is averted (Wainaina, 2013 in Van Slyck, Stern & Elbe dour, 1999).

## **1.2 Statement of the Problem**

The Turbi massacre happened within the target study area, and so many years down the line, the researcher believes that integrating peace education in the schools within this area is significant owing to the backdrop of the violence that rocked the community. According to the Marsabit conflict report, the Turbi “Massacre” of 2005, both Gabra and Borana consider that they share an ancestral lineage. The Turbi conflict, according to the two communities has been in existence for over 150 years culminating to the massacre. The animosity has been ongoing with characteristic sporadic conflicts from time to time until the year 2009. The historical relations between these communities have been riddled with conflicts, efforts for dialogue, short lived breaks of peace and repeat cycle of conflicts. According to Rohwerder, 2015 in Mbugua, 2013), the cycles of reprisals trace back to historical hurts and wounds in these two communities that have never been adequately addressed.

According to MOEST (2015), the peace education programme launched in 2009 through the policy framework, in an effort to incorporate peace education into the syllabus both in primary and secondary schools has faced some challenges and had not been done across the board. There still exist capacity gaps in the delivery of the content to the target recipients in spite of the significant investment in teacher trainings, and development of peace education materials. Academic subjects, for instance always receive more attention at the detriment of nurturing of values, and attitudes to the end that life skills take a back in a significant percentage of school learning (Kangethe, 2015).

Additionally, community participation was ignored in most of peace education initiatives, missing out on the support and reinforcement that community contribution brings. From a framework and policy point of view, a gap existed in regards to response mechanisms; there was not a ready framework to guide coordination of response in the event of violence breakout. Noteworthy, MOEST on its part has made efforts to address these gaps: strengthening the implementation and integration of peace education through reforming the curriculum, partnering with other ministries so as to address dire situations of violence and extremisms, and dissemination of information on peace education integration throughout the counties so as to booster implementation levels.



This research sought to establish the extent of peace education integration and in particular, evaluated concerns of peace and violence, the approaches been utilized in the secondary schools to address the dynamic nature of conflict, the extent of support given to teachers (for instance the frequency of trainings and acquisition of suitable materials to aid in teaching), the extent of support of peace education integration by senior management, community around the school and various stakeholders.

### **1.3 Purpose of the study**

This section details the objectives of the study. The basis for the research study was to establish the factors influencing the integration of peace education programs in secondary schools in North Horr constituency.

#### **1.3.1 Objectives**

The following objectives guided research study was

- i) To establish how the existing peace education strategies influence the integration of peace education in sec schools.
- ii) To establish how availability of learning resources influence integration of peace education programs in Kenya
- iii) To identify peace education integration challenges facing education administrators of secondary schools in North Horr constituency and their influence on extent of integration of peace education programs.

#### **1.4 Research Questions**

- i) How do the existing peace education strategies in secondary schools in Marsabit County influence integration of peace education programs?
- ii) How does availability of school resources in the secondary schools influence the integration of peace education programs?
- iii) What peace education programs integration challenges do education administrators of secondary schools in North Horr constituency face and how do they influence peace education integration?

### **1.5 Significance of the Study**

The school does not exist in isolation; it has a surrounding community and linkages that influences its operations. The interaction between the school and adjoining society takes different forms and expressions and these have impact on the learners, teachers and support staff. To realize solid impact on transforming the culture of violence to a culture of peace, significant efforts have to be invested in the school life, where learners and staff spend most of their time, and more especially through interaction with the main curriculum. Peace education calls for a fundamental shift in our philosophy of education. While peace education can be taught as a subject, or as part of the “hidden curriculum”, as peace educators the focus should be on total transformation of the curriculum to one with peace education as its foundation. The transformation from a culture of war to a culture of peace requires nothing less.

The research study gives findings that will assist the Ministry of Education in appraising the incorporation of peace education in secondary schools, planning how to formally integrate peace education, teacher training and provision of necessary teaching resources in the conflict prone districts, even counties. The challenges experienced in integration of peace education initiatives within the schools and stakeholders have been highlighted and the same will go a long way to benefit the government, Non-Governmental Organizations and development partners in addressing peace integration implementation challenges throughout the county. Furthermore, others researchers carrying out a similar undertaking may utilize this study for reference. Additionally, lecturers in this discipline will have materials of reference when tackling related topics about this research. To a significant extend this research will be useful for to researchers interested in making field studies in related areas as a reference material. It envisioned that the warring communities will benefit from the efforts made within the school and surrounding communities in regards to the integration of peace to develop conflict resolution capacity and settle long term and deep seated animosities.

### **1.6 Delimitations of the study**

The study sought to investigate is the factors influencing integration of peace programs in secondary schools in Marsabit County and making inferences into needful adjustments in the

implementation of policies and strategies that guide peace education curricula programs in conflict prone Regions of Kenya. The study was specific to North Horr constituency, and would therefore, not be generalized to other constituencies which are not likely to have experienced conflict to the magnitude that North Horr constituency has, in particular the Turbi Massacre experience. The findings of the study will, therefore, need to be applied in other geographical areas with caution.

### **1.7 Limitations of the study**

The major limitations for this study were that it was not possible to control the attitudes of respondents as they give their responses which may affect the validity of the responses. The researcher, to counter this assured the respondents that their responses would be used only for the purposes of the study, and that their identities would be treated with utmost confidentiality. Additionally, getting all the participants especially for the focus group discussion was not easy and took longer than earlier scheduled. Researcher had to adjust he data collection timetable and make additional trips to get all the data required.

### **1.8 Assumptions of the Study**

A key assumption for the study was that peace education had been integrated into the curriculum through the MOEST policy framework and that this research study would receive most needed support and would be relevant to target population. Secondly, the ethnic clashes within the region, with the well know example of the Turbi Massacre, had affected the population within the region significantly, the findings drawn from this stud would be relevant for peace integration and related initiatives in other similar regions in the country.

## 1.9 Significant Terms

<b>Conflict</b>	Refers to an armed struggle or clash between organized groups or between nations
<b>Conflict resolution</b>	Refers to the process of bringing to an end a disagreement between two or more people in a productive fashion for all parties involved
<b>Peace</b>	Refers to the state of harmony characterized by the lack of violent, conflict behaviors and the freedom from fear of violence.
<b>Peace building</b>	Refers to any outside interventions that are designed to prevent the start or resumption of violent conflict within a nation by creating a sustainable peace
<b>Peace education</b>	Refers to the process of acquiring values, Knowledge, and develop attitude, skills and behavior to live in harmony with one self, others and natural environment.
<b>Integration</b>	Refers to all activities involved incorporation into the curriculum peace education system policies and learning procedures (including, for example, planning processes, resource provision and teacher and school principal recruitment and employment policies) that can have an impact on students.

### **1.10 Organization of the study**

The current study has five chapters. Chapter one contains the background of the study, statement of the problem, objectives of the study, research questions, significance, limitation and delimitations and definition of terms. Chapter two deals with literature review on factors influencing the integration of peace education programs. Chapter three comprises of research methodology, mainly on, research design, target population, sample and sampling procedures, research instrument, validity and reliability of research instrument, data collection techniques and data analysis procedures. Chapter four presents data analysis and presents the study findings while chapter five summarizes the findings, draws conclusions, and proposes recommendations in light of the findings and makes suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter the researcher developed a conceptual framework on peace integration in a school curriculum setup. The conceptual framework is grounded in the literature on peace education theory and the integrative theory on peace, and therefore prior to presenting the framework, a brief overview of the literature on peace education integration in schools through the curriculum will be provided. The framework serves as a lens through which to review important peace educational integration efforts and school implementation models in order to examine whether they address and inform any aspects of the outlined structures in the conceptual framework.

#### **2.2 Integration of Peace Education in Kenya**

MOEST, in partnership with UNICEF and UNHCR, introduced the Peace Education Program following the post-election violence in 2008. The crisis had disrupted learning, schools had been burnt others occupied by displaced populations including teachers and school going children, to say the least, and the consequences were dire. Students in their hundreds of thousands were displaced, thousands of teachers too were displaced and scores of schools burnt and damaged in the wake of that violence (Wamahiu, 2015). The Universal Declaration of Human Rights of 1948, to which Kenya is a signatory, advocates for the provision of education to the end that tolerance, friendship and understanding are promoted across all nations. Notably Kenya has made milestones in the provision of basic education to its children by ensuring that access to primary education free as well as making efforts to create safe and friendly learning spaces for all the learners (Kangethe, 2015).

### **2.2.1 Implementation of the Peace Education Integration Program in Kenya**

Through the Peace Education Program, the MOEST anticipated promotion of peace within the school community, harmonious co-existence of the staff and learners which would in the long run manifest in national integration and cohesion. Moreover, the program provided structures through which policies attuned to conflicts could thrive, awareness on conflicts, its causes, constructive recourse would be possible in the daily school life of the learners. In particular, with a broader objective of transforming the violence culture of communities and subsequently the entire nation, the peace education program, visualized use of the classroom as the platform through which values of progressive relationships, social justice and participation in decision making are acquired and made practical.

The practical aspect of peace education in Kenya has taken the form of training of teachers as well as students through peace clubs platforms in various regions in the country (COPA, 2008). In January 2009, Peace education was introduced in the Kenyan curriculum for across all levels of learning with the objective of imparting knowledge and instilling skills, values and attitudes for harmonious coexistence among teachers and learners (NIC, 2008). According to the Ministry of Education (2008), the unfortunate violent occurrences that resulted in disruptions and destruction, to a significant extent catapulted the development of Peace Education program in Kenya.

### **2.4 Peace Education Integration strategies in the Kenya Curriculum**

The Kenyan approach on peace education integration has majored on the use of subjects such as Life Skills Education, Social Studies, Religious Education, History and Government as the vessels transmit peace messages. Additionally, the use of co-curricular activities including music, drama and clubs to carry the peace gospel has been assimilated in the peace education program. Moreover, other avenues advanced by the program embody an inclusiveness in the governance of the schools, programs that allow participation of the surrounding communities, interventions that discourage bullying in school, all focused on realizing peaceful coexistence (MoEST, 2009). On another perspective, the program strongly vouched for continuous trainings for the teachers, and development of relevant peace education materials (Wamahiu, 2015).

In documenting the implementation of peace education, researchers have reported their findings on topics focusing on positive and negative peace, national or global peace, as well as the influence of these programs on students. In their reporting, majority of the scholars converge at the thought that most peace education programs are predominantly shaped by the context in which they are rolled out. In other words, the content and emphasis of a given peace education program depends to a large extent on where it is taught. Some programs focus primarily on positive peace, while others may address negative peace. Notably, peace education has over time progressed to the level of assimilating unique modalities of resolving conflicts such as locally tried and tested mechanisms and traditions of conflict transformation. To this end, it has been imperative for the implementators - teachers, administrators - to craft the programs so that they resonate with the community needs and objectives.

## **2.5 Influence of Learning and Teaching Resources in Implementation of Peace Education.**

This session discusses the components that contribute or characterize effective implementation of peace education programs. In particular, it examines what the content and emphasis of particular peace education programs primarily depend and focus on.

### **2.5.1 Participation of all Stakeholders**

Full involvement of all the concerned stakeholders in the design and implementation of the peace programs, while not a guarantee to success, plays a critical role. The contribution of the stakeholders guides the design process to target community needs, impacts, practicality and sustainability of the programs. Additionally, stakeholders input and participation from the onset of the programs translates to a sense of ownership, allows for capacity building, provides learning opportunities for all participants and develops responsibility (COPA, 2008). Several challenges were identified in 2006 by the working committee on peace education in Africa, as central in the effective implementation of peace education program; they included lack of comprehensive peace education curriculum which conforms to local needs lack of collaboration and cooperation between actors of peace education programs, lack of well spelt goals, objectives and methodologies, inadequate financial (COPA, 2008). The common denominator was a lack of common interest by all actors in the implementation of peace



education. These actors include: influencers, regulatory agencies, implementers, funders/development partners and the beneficiaries.

## **2.6 Peace Education Integration Methodologies and Challenges.**

In the year 2008, MOEST, in response to the multifaceted destruction resulting from the election crisis, rolled out the Peace Education Program as an immediate recourse for healing and recovery. On a broader perspective, the program was intended to foster peaceful co-existence among learners, as a precursor to peace and national cohesion in the country. The same would be achieved through impartation of knowledge, skills, attitudes and on the learners and the school community for peaceful resolution of conflicts. In particular, the program advocates the use of dialogue as an avenue to resolve conflicts while nurturing a culture of peace, fairness, tolerance and respect for sacredness of human life. To a great extent, these programs instill and nurture a sense of responsibility on the learners, to their communities and nation, esteeming them as peace makers of the future (MOE, 2008). According to UNHCR (2008) peace education programs as systems are designed to develop positive and constructive attitude towards peace by providing skills aimed at minimizing conflict. Consequently, school and the community are component of the program which is very interactive and activity oriented, making the participant to have an opportunity to the necessary attitude that will lead to change of behavior. The school curriculum is made up of series of activities and games, songs, stories and role play to help build the desired concept for peaceful and constructive behavior of the intended society. According to Simpson (2004), there are two approaches to peace education. First the integrative approach, where peace education is part of the formal curriculum. This offers students the opportunity to reflect critically towards existing inequalities. The second approach is where peace education is carried separate from the existing curriculum and in a non-formal education format.

### **2.6.1 Integrative Peace Education Structure**

Integrative peace education structure entails an incorporation of the peace education programs into an existing formal education structure. The integrative system is a buildup on the existing education system allowing expansion of content in select areas and subjects relating to peace education (NIC, 2008). Implementing this structure places a demand on content revision and

development, teacher training and capacity building among other deliverables so as to accommodate the additional content. While for the formal education structure, all subjects are examinable, in the integrative structure, the critical concern is more on character building, change of behavior for the learners at primary and secondary levels rather than examination for grades (Teachers Without Borders, 2010).

It is the opinion of the researcher, in regards to this approach, which has been adopted for the Kenyan Curriculum, that the methodology excels in peace integration to a significant extent however; it ought to focus more on engaging the learners in practical activities in their daily school routine, rather than the formal syllabus, to promote peace. The underlying concept being paying more attention to the prevailing culture of the school which can be termed as the 'hidden curriculum' and which is far more influential than the formal curriculum, and at the same time sensitizing the concerned school stakeholders on peace and conflict resolution.

### **2.6.2 Independent Peace Education Structure**

The independent peace education system works as a standalone structure for conveyance of peace education. It is more involving as it demands capital investment in the design, and development of a new structure, or restructuring the existing one, content design and approvals through relatable policy frameworks by regulatory agencies. Additionally, it requires capacity building such as planning, specialized trainings for teachers over a considerable period of time, and is cost intensive (Dev Ed Community, 2013). It is also recommended as a non-examination subject that deepens the knowledge and culture of students for peace and conflict resolution (Teachers Without Borders, 2010). The challenges that have since faced the implementation of the envisioned structures, according to Education for All (EFA) and Education Development Authority (EDA) in their Report of 2012, was a lack of quantifiable benchmarks that would conceptualize and measure life skills based programs consequently measuring the results of peace education programs becomes a challenge. Additionally, the report disclosed that majority of the initiatives to integrate peace education in the schools did not resonate well with community needs, and so could not get the full implementation support and sustainability of the community. Consequently, little the gains made could not be reinforced and still there was

weak coordination of psychosocial intervention during violent conflicts due to lack of a suitable framework for response.

## **2.7 Theories**

This section discusses the theories applied in this study; developing a theory for this study is an important step in assessing implementation of peace programs because it illuminates key pathways through which a program may have an effect.

### **2.7.1 The Peace Education Theory**

Danesh (2006) proposed the Integrative Theory of Peace (ITP) and provided the content of education for peace curriculum (EFP). This theory is premised on the concept that peace has a psychological, social, political, ethical and spiritual dimension to it and finds its expression in intrapersonal, interpersonal, intergroup, international, and global areas of human life. The theory holds that all human states of being, including peace, are shaped by our worldview our view of reality, human nature, purpose of life and human relationships. Four prerequisites for effective peace education, there should be focus on unity-based worldview, culture of healing, culture of peace and peace-oriented curriculum.

### **2.7.2 The Integrative Theory of Peace (ITP)**

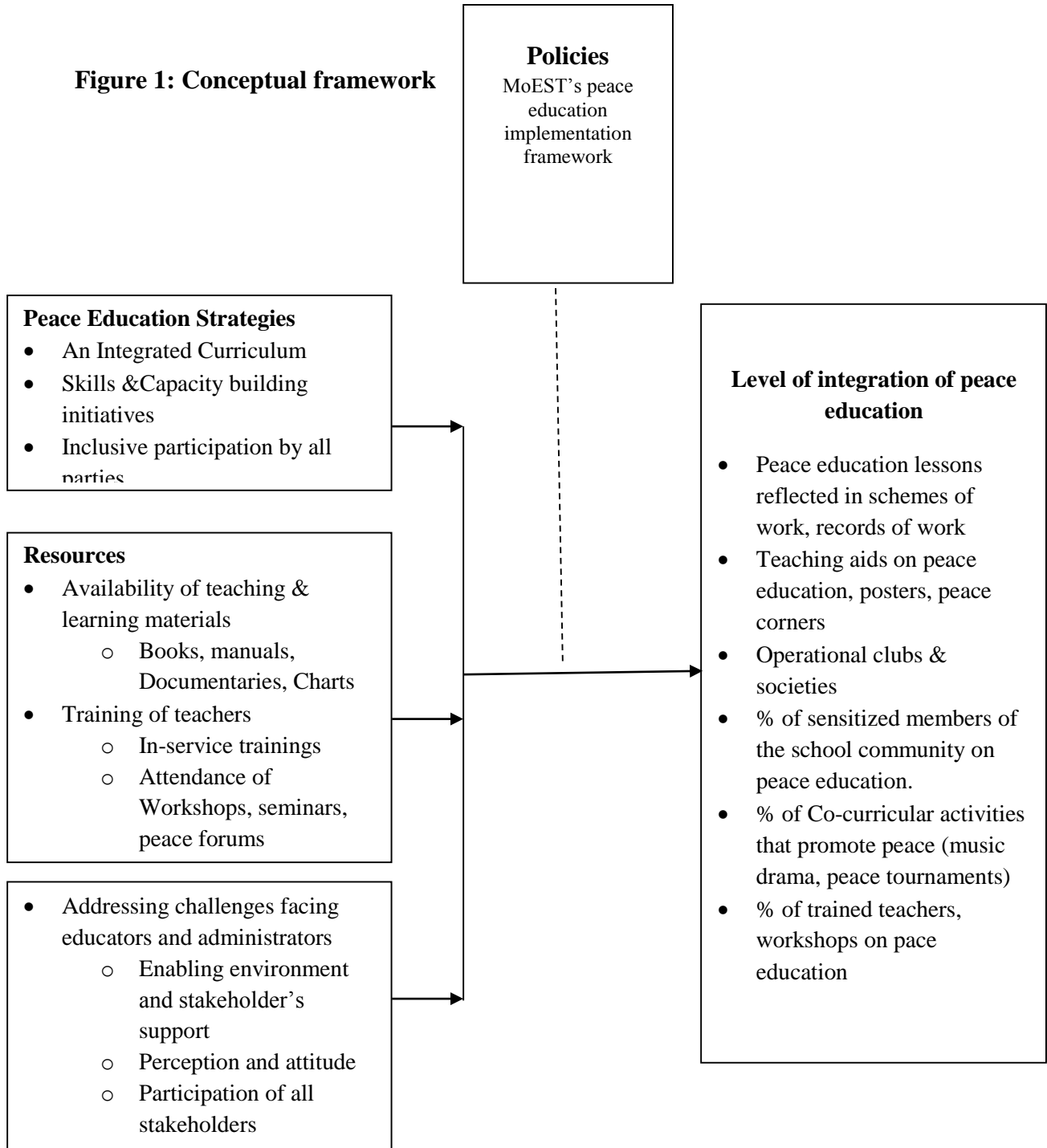
According to Danesh (2006), the integrative theory of peace takes into consideration prevailing ideas and perspectives on peace education, but still confronts the widely acknowledged ideologies touching on the subject of peace. By examining the element of peace psychologically, socially, politically and spiritually, this theory attached great importance to peace and invites a thorough and an integrated approach to its discussion. In particular, the incorporation of the spiritual aspect of peace, a much neglected perspective, in the design of this theory as well as the Education for peace curriculum calls for meaningful deliberations from as stakeholders. The demand that ITP and EFP places in regard to peace education is one of a paradigm shift on the existing concepts and approaches to peace and conflicts.

According to Danesh (2006), both ITP and EFP call for a fundamental rethinking of the current popular concepts on peace and conflicts. In particular, these prevailing concepts on peace advocates for building up of unity, and specifically unity in diversity, as a precursor to creation of peace. Attaining such unity that leads to such a peace is not an easy task and what EFP strives to achieve is helping the participants to create a healing and peaceful culture out of the ruins of conflict, violence and war. The skills taught are primarily about how to create peace within ourselves, between us and other individuals, in our families, in our places of work, in our communities and finally in the context of whole nations. The curriculum also aims at teaching the participants how to create a culture of peace and a culture of healing in and between their respective communities and how to resolve conflicts without creating new conflicts (Danesh, 2006).

## **2. 8 Conceptual Framework**

The conceptual framework helps to give a graphic explanation of the variables under study as well as describe the relationship existing between them. The present study focused on factors influencing the integration of peace education in secondary schools.

**Figure 1: Conceptual framework**



Peace education brings together multiple traditions of pedagogy, theories of education, and international initiatives for the advancement of human development through learning. Danesh (2008) further proposes peace as an integrative component; a psychosocial, political, moral and spiritual reality. This is to suggest that peace education must focus on the healthy development and maturation of human consciousness through assisting people to examine and transform their worldviews. Worldviews are defined as the subconscious lens. Acquired through cultural, family, historical, religious and societal influences, through which people perceive four key issues: the nature of reality, human nature, the purpose of existence, and the principles governing appropriate human relationships.

## **2.9 Summary of Chapter**

Peace Education in Kenya is in line with the Kenya Vision 2030, a strategic road map for economic growth and development in Kenya. One of the components of this strategic blue print is the political pillar, which champion for nationalism. It details out strategies that will promote building of peace and the management of conflicts. The broader objectives of these strategies find their achievement in advancing national dialogue, reconciliation, and sustained peace right from the grassroots – communities, ethnic groups, races and other groups up to the national. Importantly the strategies call for the participation of families, schools, other public institutions, religious bodies, like churches as avenues of conflict resolution at the personal and community level. The eruption of the post-election violence and the streak of losses and negative impacts on societies and the country at large bought to the fore need for mainstreaming peace education through capacity building on conflict resolution across various platforms. One such critical platform is the use of peace education as a viable intervention tool for culture transformation, conflict management and prevention. According to Mishra (2011), peace education continues to gain acceptance and reputation as a character building intervention based on a human, civic, moral and spiritual value system with emphasis on developing peaceful living competencies in children and young people.

In light of the critical role peace education programmes, projects and initiatives afford a community, a country, and the globe, it is of importance to this research to establish whether peace education in secondary schools has been given prominence as a critical approach to prevent conflict and the extent to which development and implementation of several peace education initiatives in the target region have performed. It is with regards to the aforementioned that this study addressed the factors influencing the implementation of peace education in secondary schools with focus on North Horr constituency.

Noteworthy, the sustainability of most of peace education initiatives remains a critical issue. This is so because a majority of stakeholders in conflict contexts consider it a challenge to design and implement Peace Education programmes that are effective and sustainable. One of the challenges takes the form of uncertainty on how suitable and viable these programmes are in the African context, a region mired with frequent interferences politically and ethnic clashes. Additionally, the research seeks to find out the extent to which initiatives towards peace

education, or better still use of accredited practices and programmes that focus on conflict resolution capacity building in the youths been realized? Furthermore, it is in the interest of this research to describe the extent of the gap in the theoretical and implemented framework on peace education in secondary educations as well as the missed opportunities and probable paybacks of Peace.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The chapter discusses the methodology of carrying out the study. In particular, the chapter explains research design, the target population, sample design and sampling technique, research instruments, data collection, data analysis and presentation methods. The research used a sample survey questionnaire to collect data from respondents and accumulated their opinions and belief about life insurance business.

#### **3.2 Research Design**

The study employed descriptive research design, a quantitative approach, to summarize and effectively and meaningfully organize the data. The descriptive design, according to Mugenda and Mugenda (2003) focuses on collection of data from a proportion of a population in order to determine the prevailing status of that population in relation to one or more variables that way describing and interpreting a situation.

The study also conducted a focus group discussion with education administrators - county government education administrators, community leadership, parents and teachers' representatives - so as to gather opinions, perceptions relating to the study. Responses from the discussion provided qualitative data – to bring out opinions perceptions, emotions and such response that cannot be easily and representatively quantified. The qualitative responses were collated in themes and analyzed. The qualitative data was majorly a complementary component to the descriptive approach which is quantitative oriented and formed the bulk of the data collected as well as the descriptive analysis done.

#### **3.3 Target Population**

Data for school to be sample was obtained from the Ministry of Education Marsabit. The target population of the study was students, teachers, and Education administrators within North Horr Constituency in Marsabit County in the year 2017. North Horr constituency has a total of seven (7) secondary schools; a student population of 1330 and 85 teachers. These schools are: Hon.

Isacko Memorial Secondary School (203 students, 12 teachers), Dukana Boys (96 students, 10 teachers), North Horr Boys (138 students, 11 teachers), North Horr Girls (180 students, 11 teachers), Maikona Girls (243 students, 15 teachers), Chalbi Boys (400 students, 20 teachers), and Ruso Mixed (70 students, 4 teachers). As earlier discussed, the study area experienced the Turbi Massacre, a peace relatable occurrence that is relevant as regards the integration of peace education in the schools and surrounding communities in that region. The students are usually the target recipients of the curriculum contents and they are also the expected carriers of peace in school at home and in the community. The researcher, thus, evaluated their involvement in the peace integration processes, their opinions on various aspects related to peace education integration and their perceived level of peace education integration in their schools. The teachers, administrators, community are the implementation agents of the curriculum and the peace education policies. The researcher sought to evaluate their capacity to deliver peace education through the curriculum and implementation polices outline in the education sector peace education policy of 2014, their challenges and their perceived level of peace education integration (MOE, 2008).

***Table 3.1***

***Sample Size***

Respondent	Target population	Sample size
<b>Students</b>	1330	133
<b>Teachers (secondary School)</b>	113	113
<b>Education Administrators (county Government and community representatives)</b>	5	5
<b>Total</b>		<b>251</b>

### **3.4 Sampling Procedure and Sample Size**

The researcher considered all these schools in sampling so as to include a percentage of both teachers and students. Ten percent (10%) of the students in each school were included in the sample through simple random sampling; 133 students; all 49 teachers were sampled, then 4 education administrators (representing the Government – education ministry, Local community leadership, NGOS) to get a total of 251 respondents. The choice of 10% is majorly reliance on rules of thumb: a good maximum sample size is usually 10% as long as it does not exceed 1000.

Semi structured questionnaires were administered to the participants mostly to collect quantitative data, while a focus group discussion involving the education administrators was conducted to provide qualitative data. Moreover, education offices at the Marsabit Sub County and County levels and NGOs operating within the constituency were engaged in the research and sampled. Sampling was done as tabulated in Table3.1.

### **3.5 Methods of Data Collection**

The researcher made use of questionnaires (semi structured in design containing both closed and open ended questions) to collect primary data. Questionnaires help gather information on knowledge, attitudes, opinions, behaviors, facts, and other information. Additionally, questionnaires are inexpensive and have the ability to eliminate prejudice. The questionnaires were developed for each category of respondents (Head teachers, teachers and pupils respectively and stakeholders). The questionnaires were self-administered; participants were briefly taken through the questionnaires by research assistants then allowed to complete them on the same day. For the focus group discussion, the researcher did the facilitation of the discussion while the research assistants assisted in taking notes.

### **3.5.1 Validity of the Research Instruments**

Validity is the amount of systematic or built-in error in measurement (Norland, 1990). Validity is concerned with how accurately the data obtained in the study represents the variables of the study. Validity is usually established using a panel of experts and a field test. The researcher conducted a field test using subjects not included in the sample then made changes, as appropriate, based on a field test. Data quality was keenly monitored right from data collection with the focus of ensuring completeness of questionnaires, clarity (lack of ambiguity) and legibility of questions and responses provided and the validity of those responses.

### **3.5.2 Reliability of the Research Instruments**

Reliability is a measure of the degree of accuracy or precision in the measurements made by a research instrument (Cohen et al., 2000). For instance, the lower the degree of 'error' in an instrument, the higher the reliability and vice versa. Additionally, a test is reliable to the extent that repeat measurements made by it under constant conditions will give the same result. So then the greater the degree of consistency and stability in a research instrument, the greater the reliability. The importance of reliability is its measure of the fitness between what is recorded as data and what actually occurs in the natural setting rather than accurate measurements between different observations (Cohen et al., 2000). The researcher administered two instruments intended to measure the same population to two similar populations in a pilot study, the results obtained from these were compared and found to be similar proving reliability of the instrument.

### **3.6 Data Collection Procedures**

The researcher, after presentation of the proposal and upon its approval, the researcher applied for the letter of introduction from the University of Nairobi. In order to proceed to the field, the researcher applied for a research permit from the National Commission for Science, Technology and Innovation. Permission was granted to carry out data collection in the target population in North Hor Constituency in Marsabit County. The researcher engaged the county administrators at North Horr sub-county for approval to carry on and guidance. Additionally, the area chief was also contacted and requested to help in the mobilization of some of the

participants in the community. Next the principals of the seven (7) secondary schools; Hon. Isacko Memorial Secondary School, Dukana Boys, North Horr Boys, North Horr Girls, Maikona Girls, Chalbi Boys, and Ruso Mixed, were contacted for permission and guidance and arrangements on the exercise. Consent to participate in the study was sought from the education administrators, teachers, and students after which data collection was then done, with the help of the research assistant.

### **3.7 Data analysis Techniques**

Data collected from the field was captured in Statistical Package for the Social Sciences (SPSS), it was examined and cleaned in preparation for analysis. The different data sets; relating to students, teachers, administrators were run on the statistical software in line with set objectives. In particular, descriptive data analysis was done on the data quantitative data has been summarized using descriptive statistics displayed on tables i.e. frequency percentages, mean, mode, standard deviation. Qualitative data, arising from focus group discussion, has been analyzed through thematic analysis and corresponding interpretation and discussion has been provided.

### **3.8 Ethical Considerations**

The study was conducted to meet ethical requirements. The purpose of the study was elaborately explained to the respondents giving them that assurance that the information provided would be treated confidentially and their names and personal details would not be disclosed. Additionally, consent to participate in the study was sought from the respondents while permission to conduct the field study was granted through an approval letter from the University of Nairobi.

**Table 3.1**

***Research Operationalization Table***

	<b>Objective</b>	<b>Variables</b>	<b>Indicators</b>	<b>Scale of measurements</b>	<b>Research approach</b>	<b>Tools of collection</b>	<b>Data techniques</b>
1.	To find out what peace education strategies are in place in secondary schools and their influence on extent of implementation.	<b>Independent variables</b> – strategic plan, policies on peace education curriculum, implementation approaches	- Strategic plan provides for implementation of peace education - Budgetary allocation for these programs - Integrative approach	Ordinal Nominal	Quantitative	Closed ended Questionnaires	Descriptive statistics – Percentages, Means, frequency tables,
2.	To find out the influence of availability of learning resources on implementation of Peace education programs.	<b>Independent variables</b> teaching & Learning resources – books, manuals, charts, peace	Well stocked libraries/ resource centres, charts and manuals in classrooms.	Ordinal Interval	Quantitative	Closed ended Questionnaires	Descriptive statistics – Percentages, Means, frequency tables

		building programs-drama, dances etc., financing of programs	Co-curricular activities on peace education – dramas, games, dances etc.				Inferential Statistics – Pearson Correlation
3.	To identify peace education implementation challenges facing education administrators of secondary schools in of secondary schools and their influence on extent of implementation of peace education programs	Community perceptions and attitude on peace education, non-violence and conflict resolution Participation and involvement in implementation of programs even outside school setup	Community – parents, administrators, local government involvement in fostering a peaceful society - Peace barazas - Sensitization forums Volunteering Mentoring	Nominal Ordinal	Quantitative Qualitative	Open ended – focus group discussion Questionnaires	Descriptive statistics – frequency tables, percentages Discussion of Topical Themes – from qualitative data

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION & INTERPRETATION OF FINDINGS

#### 4.1 Introduction

The chapter details results of research carried out; summarized and presented in tables. Data analysis has been carried out and the findings are presented and further discussed to represent the opinions and views of the respondents who participated. In particular, quantitative data has been summarized using descriptive statistics i.e. frequency percentages, mean, standard deviation.

#### 4.2 Questionnaire Return Rate

The target sample respondents for inclusion in the study were drawn from all the Seven (7) secondary schools in North Horr constituency constituting a population of 1330 students and 85 teachers. Out of this population, a total target sample was 251 respondents. Table 4.1 represents the response rate figures. A response rate of 50% is adequate for analysis and reporting, a response rate of 60% is good and a response rate of 70% and over is excellent (Mugenda and Mugenda, 1999). The combined response rate of 79% for the present study is therefore considered exceptional and sufficiently adequate for data analysis and interpretation.

**Table 4.1**

*Questionnaire Return Rate*

<b>Respondent</b>	<b>Sample size</b>	<b>Number of Respondents</b>	<b>Response rates</b>
<b>Students</b>	133	133	100%
<b>Teachers</b>	85	49	57.7%
<b>Education Administrators (county Government and community representatives)</b>	5	4	80.0%
<b>Total</b>	<b>251</b>	<b>186</b>	<b>79.0%</b>



### 4.3 Demographic Information

The study gathered particular elements touching on the demographics of the respondents like age, sex, education level, teaching experience, for the teacher for instance, with the understanding that these factors have the potential influence respondents' perceptions, opinions and attitudes.

**Table 4.2**

*Respondents' Sex Distribution*

	Students		Teachers	
	Frequency	Percentage	Frequency	Percentage
<b>Male</b>	40	30.1	38	77.6
<b>Female</b>	93	69.9	11	22.4
<b>Total</b>	133	100.0	49	100.0

As represented in Table 4.2, a majority (69.9%) of respondents drawn from the students were females while on the teacher side, the majority (77.6%) of respondents were represented by males. This portrays a girl dominated student population in the study area and a teacher population with a significant percentage of males. The distribution of teachers, gender wise, could be explained by the hardship-prone and remoteness of the study area, it is within North Eastern.

### 4.3.1 Teachers' Academic Qualification

**Table 4.3**

*Distribution of Teachers by Qualification*

<b>Academic Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
<b>P1</b>	3	6.1
<b>P2</b>	1	2.0
<b>Diploma</b>	6	12.2
<b>Higher Diploma</b>	2	4.1
<b>Bachelor's Degree</b>	34	69.4
<b>Masters</b>	1	2.0
<b>Others (Phd)</b>	2	4.1
<b>Total</b>	49	100.0

Table 4.3 represents the distribution the teacher's academic qualification, in percentages, for the teachers sampled. The study sought to establish the academic qualification of the teachers in the sampled schools as part of the parameter to be evaluated in regards to learning resources and their influence on peace education integration in secondary schools. In regards to academic qualification for the teachers sampled, a majority (69.4%) had at least as Bachelor's degree. The distribution of the other proportions of qualifications is as displayed in Table 4.3. As depicted by the analysis results, the teaching workforce, sampled within the area of study can be said to be adequately qualified.

#### 4.4. Distribution of students by class

**Table 4.4:**

***Students Distribution***

<b>Form/class</b>	<b>Frequency</b>	<b>Percent</b>
<b>2</b>	43	32.3
<b>3</b>	58	43.6
<b>4</b>	32	24.1
<b>Total</b>	133	100.0

Table 4.4 shows the proportions of students sampled in different classes. Data on number of students per class was analyzed. The researcher sought to find out the distribution of the respondents by class level. This was done with the aim of justification of validity of responses; students who have been in the school for at least 2 years have better understanding of the school and its operations. The highest percentage (43.6%) of student respondents was represented by students in form 3, while the rest were drawn from forms 2, and 4. Forms 2, 3 and 4 students, in this case, have been in the school for at least one year so their responses on matters touching on the affairs of the school can be considered more reliable and well informed.

#### 4.5 Students Distribution by School type

**Table 4.5**

***Students Distribution by School type***

<b>School Type</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Boarding</b>	72	54.1
<b>Day</b>	61	45.9
<b>Total</b>	<b>133</b>	<b>100.0</b>

Table 4.5 gives analysis output of the students ‘distribution in regards to school type, whether boarding or day, was necessary for the researcher. The objective was to establish the percentage distribution of students in both two categories and further to infer into the extent of representation of peace integration in both school setup and a home/community setting. Majority (54.1%) of the students sampled are borders while the day scholars had a representation index of 45.9%; it will be noted that both group are proportionately, sufficiently represented in this study – the percentage difference margin is not significant big, as indicated in Table 4.5. worthy mentioning, the dynamics of boarding schools and day schools are considerably different hence opinions, perceptions and views from both groups would be instrumentally insightful to the present study. It is observed that boarding schools have higher enrollment of students, understandably, this school type draws its students from within that region as well as other regions in the country hence the higher numbers.

#### **4.6 Peace Education Integration Strategies and Extent of Implementation**

**Table 4.6**

*Utilization of the PE Curriculum*

<b>Utilization of PE Curriculum</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	4	8.2
<b>No</b>	45	91.8
<b>Total</b>	49	100.0

One of the objectives in this study was establishing whether the target secondary schools had integration approaches for peace education and in particular in regards to the Kenya Peace Education curriculum. As per table 4.6, results show that, while students were the main respondents and primary focus of the study, as the direct recipients and beneficiaries of the Peace Education Policies, with teachers and other interviewed stakeholders providing complementary insights on the subject as the implementers of the curriculum, on the issue of existence of peace education integration strategies, the study sought find out from the teachers

– implementers - whether they had made such provision in their schools, classrooms and school cultures. Additionally, the results, as per Table 4.6, revealed that a majority (91.8%) of the teachers interviewed had not utilized the Peace Education Curriculum as part of their programs. This finding, representing the stand of majority of teachers on such a matter, being the implementers of the curriculum, point out at a possibility that the integration of PE as guided in the PE policy documents is yet to be adequately effected. This further point at plausible challenges in regards to exposure to the PE policy provisions and guidelines, its significance and best suited methodologies of implementation so as to adequately achieve the integration of peace to the intended levels.

#### **4.7 Peace Education Integration Approaches by Teachers**

The 8.2% of teachers, who did make use of the PE curriculum, as represented in Table 4.7, did so through students’ forums, meetings, life skills lessons in classrooms, and creating of awareness in the school.

**Table 4.7**

*PE Integration Approaches by Teachers*

<b>PE Curriculum</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Teaching on PE in student forums</b>	2	4.1
<b>creating awareness on Peace in the school</b>	1	2.0
<b>Life skill lessons (classroom)</b>	1	2.0
<b>Did not Utilize</b>	45	91.8
<b>Total</b>	49	100.0

This results show that there is a possibility that information about Peace is being disseminated to the students without necessarily using the Peace Education curriculum. To this end, the study did not venture into the details of the contents of the Peace Education curriculum, but rather concerned itself with establishing the existence of programs that espoused integration and implementation of peace in its varied facets, in that, the students, teachers and other school

stakeholders participated. A majority of the students, (66.2%), revealed that they have been exposed to peace education programs

#### **4.8 Peace Integration in the classroom**

The researcher sought to establish, from the students, whether Peace Education was exposed to them in their classrooms or as part of the curriculum. This was more particularly aimed at getting the narrative from the students' perspective with the aim of establishing the extent of Peace education integration in the schools

**Table 4.8**

*Peace Education Integration in classrooms*

<b>PE is Taught</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	74	55.6
<b>No</b>	59	44.4
<b>Total</b>	133	100.0

Interestingly, as per Table 4.8, a majority of the students (55.6%) revealed the students had been exposed to Peace Education in their lessons. The findings point to a possibility that information about Peace is being disseminated to the students without necessarily the use of the Peace Education curriculum.

#### **4.9 Peace Education Integration Programs in Secondary Schools.**

Further to establishing the existence of integration of peace education in the classrooms, the researcher sought to find out the existence of program that drove the integration processes.

**Table 4.9*****Peace Integration Programs***

<b>Existence of PE Programs</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Yes</b>	88	66.2
<b>No</b>	45	33.8
<b>Total</b>	<b>133</b>	<b>100</b>

The study did not venture into the details of the contents of curriculum on Peace Education, as indicated in Table 4.9, but rather concerned itself with establishing the existence of programs that espoused integration and implementation of peace in its facets in that the students, teachers and other school stakeholders participated, as anticipated in the Peace Education curriculum. A majority of the students, (66.2%), revealed that they have been exposed to peace education programs.

As tabulated in Table 4.10, narrowing down of the percentage (66.2%) of students that had an exposure on peace education programs in their schools, the study established that the programs that the students were exposed to entailed a number of activities that communicated and cultivated peace and build capacity among students for peaceable relations and environment, as displayed on Table 4.10

**Table 4.10**

***Peace Education Programs Scope***

Do peace Programs involve the following?	Forums for listening to speakers discussing the Skills and Strategies for Conflict Resolution		Moral Story Telling		Role play or demonstrations depicting different communication patterns in the family, school, community.		Cultural Activities/festivals – Drama, Dances, Recitation		Experiential activities of self-reflection and analysis towards self-understanding.		Role-plays on peace, dramatization, exercises for listening and conflict resolution		Visiting a few institutions/schools/places of significance for peace		Watching Films related to peace and self-empowerment	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	62	46.6	64	48.1	43	32.3	58	43.6	66	49.6	53	39.8	72	54.1	39.0	29
No	27	20.3	25	18.8	46	34.6	31	23.3	23	17.3	36	27.1	17	12.8	50.0	38
NA	44	33.1	44	33.1	44	33.1	44	33.1	44	33.1	44	33.1	44	33.1	44.0	33
Total	133	100.0	133	100.0	133	100.0	133	100.0	133	100.0	133	100	133	100.0	133	100

It is observed that, save for role-playing on communication patterns and watching films related to peace and self-empowerment, which have least frequency of occurrence (No=34.6%, and No=38% respectively) the rest of activities are well represented in the school peace programs, in that ‘Yes’ have the highest percentages as per Table 4.10.



#### 4.10 Influence of trained teachers on integration of peace education programs

The present study through evaluating the capacity of trainers, in this case teachers, to impart needful skills through well-structured programs to foster integration of peace education, was guided by the understanding that, firstly, Peace Education is considered to be a philosophy that teaches non-violence, love, compassion and reverence for all life and a process involving skills, including listening, reflections, problem-solving, cooperation and conflict resolution. Secondly, this process involves empowering people with the skills, attitudes and knowledge to create a safe world and build a sustainable environment.

##### 4.10.1 Academic, professional qualification and in-service training for teachers

The data analysis revealed that the over half (69.4%) of the teachers that participated in the survey had at least a Bachelor's degree. Proportions of other qualifications are as represented in Table 4.11

**Table 4.11**

##### *Teacher's Academic Qualifications*

Qualification	Frequency	%
Bachelor's Degree	34	69.4
Diploma	6	12.2
P1	3	6.1
Masters	3	6.1
Higher Diploma	2	4.1
P2	1	2.0
<b>Total</b>	<b>49</b>	<b>100.0</b>

The study was also interested in establishing the existence additional exposure for the teachers to trainings, in-service trainings, attendance of seminar, workshops in line with their profession, but in particular on peace education. As displayed on table 4.12, majority (59.2%) have not been exposed to in-service training on peace education in the course of their work. All is not gloom though, 40.8% disclosed that they have been exposed to some form of in-

service training on peace education. This is an indication that training on peace education may not be a common occurrence in the schools-teacher capacity building programs.

#### **4.11 In-Service trainings for teachers**

The study, in addition to establishing the academic qualification of teachers in the sampled secondary schools, sought further probe on their exposure to additional in-service trainings, more so in regards pertinent issues such as peace education.

**Table 4.12**

*Teacher Exposure to In-service training on Peace Education.*

Exposure	Frequency	Percentage
No	29	59.2
Yes	20	40.8
Total	49	100.0

Asked how competent they considered themselves, both to teach and implement peace education programs, majority of the teachers (61.2%) considered themselves well competent for the undertaking as tabulated in Table 4.12.1. The low frequency of in-service training highlights a probable programs-integration-and-implementation capacity gap within schools. On the training of teachers for instance, besides getting a picture of the academic qualifications of the teachers in the schools sampled, the study was more interested in establishing the existence of additional exposure for the teachers to trainings (in-service trainings, attendance of seminars, workshops etc.) in line with their profession, but in particular on peace education. The findings disclosed that majority (59.2%) of teachers interviewed had not been exposed to continuous in-service training on peace education in the course of their work. This finding is an indication that training on peace education may not be a common occurrence in the schools' teacher capacity building programs, never mind that a majority, 61.2%, of the teachers considered themselves competent both to teach and implement peace education programs.

**Table 4.13*****Perceived Level of Competence***

Competence	Frequency	Percentage
Very competent	30	61.2
Somewhat	16	32.7
Not competent	3	6.1
Total	49	100.0

As per table 4.12.2, a further probe on what they considered to be the role of professional development programs (in-service trainings through workshops, seminars etc) in regards to teacher preparedness to handle peace education, 53.1% reported that it was mainly for capacity building.

**Table 4.14*****Role of trainings and seminars/workshops***

	Frequency	Percentage
Capacity Building	26	53.1
Create awareness on peace in class and other forums	17	34.7
don't know	6	12.2
Total	49	100.0

**4.12 Influence of the availability of resources for integration of peace education**

The present study delved into establishing the availability of resources in the schools to prepare learners for the life outside the classroom setup through equipping them with skills that promote peace and human dignity at all levels of interaction, as well as skills for peaceful resolution of conflicts.

**Table 4.15***Availability of Peace Education integration resources*

Resources and capacity on integration of peace Education	Level of agreement	Frequency	Percentage
<b>The school has adequate staffing and teacher training required for Integration of peace Education</b>	Strongly Disagree	14	28.6
	Disagree	11	22.4
	Neutral	9	18.4
	Agree	9	18.4
	Strongly Agree	6	12.2
	Total	49	100.0
<b>Relevant peace integration skills, exposure and experience are readily available in the formal curriculum structure</b>	Disagree	16	32.7
	Neutral	13	26.5
	Agree	9	18.4
	Strongly Agree	6	12.2
	Strongly Disagree	5	10.2
	Total	49	100.0

Evaluation of various aspects touching on availability of resources for the integration of peace education, revealed that adequacy of the resources in question was wanting; majority (28.6%) of teachers ‘strongly disagreed’ that the schools had adequate staffing and teacher training required for Integration of Peace Education, and in regards to the ready availability of relevant peace integration skills, exposure and experience in the formal curriculum structure, majority (32.7%) of the teachers who responded, ‘disagreed’ indicating that there was inadequacy of this resource.

#### **4.13 Challenges to Peace Education integration**

On the side of the students, and more so as the direct beneficiaries of these resources, data analysis revealed that, a satisfactory level of peace education integration had been experienced as represented in table 4.16.

**Table 4.16*****Challenges to Peace Education integration***

<b>Descriptive Statistics</b>					
	Adequate staffing and teacher training required to integrate peace education	Relevant peace and integration skills, exposure and experience are readily available in the formal curriculum structure	Educators have the needful materials and equipment to integrate peace education programmes (text books, story books, peace manuals, charts, peace films, peace documentaries etc.	Support from stakeholders (parents, school administration and government) has been provided for the integration of peace education initiatives, activities etc.	The current formal curriculum caters adequately for the integration of peace education
<b>N</b>	49	49	49	49	49
<b>Mean</b>	2.63	2.90	3.29	2.71	3.18
<b>Mode</b>	1	2	4	2	3 <sup>a</sup>
<b>Minimum</b>	1	1	1	1	1
<b>Maximum</b>	5	5	5	5	5

*Note. a. Multiple modes exist. The smallest value is shown*

The study in examining availability of resources within the school for implementation of PE integration, focused firstly on staffing and corresponding training of teachers, the scope of the current curriculum and its provisions towards PE integration, educational resources (reading, writing, instruction materials, and participation and support from stakeholders. Secondly, it probed the existence of peace education integration challenges arising from these areas. It is observed, from Table 4.16 that a majority of respondents, teachers, were satisfactorily agreeable (mode=1, representing ‘strongly agree’) to the adequacy levels of teaching staff and the level of training, in the sampled schools and can therefore be adduced to that they have inconsequential challenges to that end. In regards to needful resources (learning, instructional materials) for the integration of peace education, it is the opinion of majority (mode=4, representing ‘disagree’) of the teachers that these resources are not sufficient. Moreover, stakeholder’s participation and support, as well as availability of relevant peace and integration

skills, exposure and experience in the formal curriculum structure in the integration of peace education, it is noted that the level of agreeableness is significantly high; to say that the teachers interviewed assented that these elements, that were of concern to the study, are present and functional to a satisfactory level.

#### 4.14 Peace education implementation challenges

In regards to Peace Education integration challenges facing teachers of secondary schools and their influence on extent of implementation of peace education programs, it was in the interest of the study to highlight the situation on the ground particularly in relation to integration as provided for in the PE policy guidelines.

**Table 4.17:**

#### *Resources and Challenges to Peace Education Integration*

*(On a scale of 1-5, where 1=strongly agree, 5=strongly disagree)*

	Continuous sensitization of teachers, parents, students on peace education has influence on the integration of peace education programs	Needful materials and equipment to integrate peace education programmes (text books, story books, peace manuals, charts, peace films, peace documentaries are available	Relevant peace and integration skills, exposure and experience are readily available in the formal curriculum structure	Teacher Trainings, peace sensitizations and relatable exposures have influence on peace education integration	The current formal curriculum caters adequately for the integration of peace education	Teachers, students, parents attitude towards peace education influence integration of peace education
<b>Valid</b>	49	49	49	49	49	49
<b>Mean</b>	2.37	3.29	2.20	2.71	3.18	2.12
<b>Mode</b>	2	4	2	2	3 <sup>a</sup>	2
<b>Minimum</b>	1	1	1	1	1	1
<b>Maximum</b>	5	5	5	5	5	5

In regards to the availability and adequacy of resources for the integration of peace education, as indicated in table 4.17, majority (mode =4) of respondents ‘disagreed’ that the needful materials and equipment to integrate peace education programs (text books, story books, peace manuals, charts, peace films, peace documentaries are available. A closely relatable response pattern is observed in regards to the integration of PE through the formal curriculum; asked whether the current formal curriculum caters adequately for the integration of peace education, majority of the respondents, teachers, were neutral – undecided, mode=3, representing ‘Neutral’. These results representing the stand of teachers on such as matter, being the implementers of the curriculum, point out at a possibility that the integration of PE as guided in the PE policy document is yet to be adequately effected. This point at plausible challenges in regards to exposure to the PE policy provisions and guidelines, its significance and methodologies of implementation so as to adequately achieve the integration of peace to the intended levels.

**Table 4.18**

*Exposure to continuous in-service trainings*

	Frequency	Percentage
Yes	20	40.8
No	29	59.2
Total	49	100.0

Table 4.17.1, highlights the need for continuous in service-trainings for teachers, over half (59.2%) of the respondents have not been exposed to the same. Moreover, on support from administration, concerned departments, in regards to integration of PE, a significantly minimal percentage get support – when it happens, it reflects in responsibilities to run programs such as clubs, societies.

**Table 4.19*****PE Integration Support by Administration, departments***

<b>Integration Support</b>	<b>Frequency</b>	<b>Percentage</b>
No significant Support	43	87.8
Programs (clubs, societies)	6	12.2
Total	49	100.0

**4:15 Qualitative Data: Findings from Focus Group Discussion.**

Focus group discussion on the challenges faced by educators and administrators converged around the following themes; Cultural Inclinations and differences - high level of negative ethnicity, Political Interferences - on peace initiatives, and inadequate capacity for conflict resolution. These findings revealed that the community hosting the schools harbored high level of negative ethnicity, had considerably strong differences in the line of their ethnic tribes, clans and groupings to the extent that some tribes were not willing to integrate, for instance, in a school setup, most schools were popularly one-tribe-dominated, experienced frequent political interferences that undermined peace initiatives and had inadequate capacity for conflict resolution. These findings were disclosed through focused group discussion held with education administrators drawn from the County Education office –The Sub-County Director of Education (SCDE), the District Education Officer, the County Director of Education, and the County Education Human Resource Manager. There was convergence of opinions on the roles that school played in the facilitation of peace education in the times of violence; administrators voiced out that the school was expected to create a harmonious environment for learning and co-existence, are focal points for peace initiatives as well as rescue centers for the affected and traumatized, more so since it drew its studentship from different communities. These sentiments from the education administrators well resonate with the opinion of Danesh (2006), that children and teachers spend most of their time in the school environment, and therefore efforts ought to be made to bring the knowledge, skills, and attitudes for creating a culture of peace into the formal curriculum and school life. Fulfilling out this role however has been a considerable challenge owing to the acute divisions in the communities along ethnic backgrounds, past tribal clashes and injustices notwithstanding input on peace education



integration through the introduction of the PE Curriculum by the government, initiatives such as interschool visits and exchange programs, peace clubs, sports activities, peace committees in these schools. It is laudable that the administrators felt that schools had been accorded support in regards to the integration of peace education; through the Ministry of education, PE integration had been incorporated into the school curriculum, mainstreaming of Guidance & Counseling Initiatives, and funding of relevant programs including Sports, drama festivals, and teacher and personnel trainings were being are now part of the school operations. While the challenges were agreeably sizeable and far from adequately addressed, the administrators pointed out that considerable progress had been made in these schools in regards to peace education integration; Peace committees had been constituted to lead peace initiatives, peaceful co-existence of students from the various ethnic tribes is being realized, and through the promotion of extra curriculum activities such as sports, drama and music festivals as channels of peace integration was working to the positive.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents a summary of the findings of the study findings in comparison with the relevant literature reviewed as established by other authors in the field of Peace education, gives corresponding conclusions and recommendations drawn from the findings. The study sought to establish the factors influencing the integration of peace education programs in secondary schools in North Horr constituency. In particular, the study focused on evaluating peace education programs and the progress made towards integration, as well as finding out the challenges facing the relatable education stakeholders to this regard, and more so in light of the Peace Education curriculum.

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

The scope of the study was the secondary schools in North Horr constituency. It is to be noted that the study area – North Horr constituency –seats within Marsabit County, which, according to Rohwerder (2015), has been bedeviled by persistent violence including economic embargoes, slander, mysterious loss of life and proliferation of small wars (Scott-Villers et al., 2014).

On the integration strategies existing in secondary schools, the research established that these schools have, to a considerable degree, embraced the integrative approach; elements of peace education programs have been incorporated into the classrooms through teaching Life Skills, meetings and forums for awareness creation, alongside the mainstream subjects that touch on peace such as Social Studies, Religious Education and History and Government, as represented in the analysis results.

In regards to the availability of learning resources, findings revealed that adequacy of the resources in question was wanting; with a majority of teachers ‘strongly disagreeing’ that the schools had adequate staffing and teacher training required for Integration of Peace Education, and in regards to availability of relevant peace integration skills, exposure and experience

through the formal curriculum structure, majority of the teachers interviewed indicated that there was inadequacy of this resource.

On challenges facing education administrators in the integration of peace education, findings revealed that the community hosting the schools harbored high level of negative ethnicity, had considerably strong differences in the line of their ethnic tribes clans and groupings to the extent that some tribes were not willing to integrate (for instance in a school setup, most schools were popularly one-tribe-dominated), experienced frequent political interferences that undermined peace initiatives and had inadequate capacity for conflict resolution.

### **5.3 Discussion of Findings**

Detailed discussion of the findings in relation to the set objectives is provided hereunder.

#### **5.3.1 Peace Education Integration Strategies**

In regards to peace education integration strategies in place in secondary schools in North Horr constituency and their influence on level of integration, which was the study's first objective, it was established that, interestingly, while a majority of the students (55.6%) reported that the implementation of peace education was happening in their classes, majority (91.8%) of the teachers interviewed had not utilized the Peace Education Curriculum as part of their programmes. This means that the PE curriculum had been insignificantly utilized by the teachers – as the direct implementers of the same. The proportion, 8.2%, who did make use of the PE curriculum (as represented in table 4.7) did so through students' forums, meetings, life skills lessons in classrooms to create peace awareness in the school. This results show that there is a possibility that information about Peace is being disseminated to the students without necessarily using the Peace Education curriculum. To this end, the study did not venture into the details of the contents of the Peace Education curriculum, but rather concerned itself with establishing the existence of programs that espoused integration and implementation of peace in its varied facets in that the students, teachers and other school stakeholders participated. A majority of the students, (66.2%), revealed that they have been exposed to peace education programs.

It is notable that essentially, the findings highlight these schools have, to a considerable degree, embraced the integrative approach; elements of peace education programs have been incorporated into the classrooms through teaching Life Skills, meetings and forums for awareness creation, alongside the mainstream subjects that touch on peace such as Social Studies, Religious Education and History and Government, as represented in the analysis results. Moreover, from the students' perspective, it is laudable that the findings echo an effort towards peace integration; the students have had an exposure to peace education programs in their schools. These programs embody a number of activities that communicate and cultivate peace and build capacity among students for peaceable relations and environment. For instance, as per table 4.10, these co-curricular activities had the highest frequency of participation among the students; Moral storytelling, Cultural Activities or festivals (Drama, Dances, Recitation, self-meditation activities, Role-plays on peace, dramatization, listening drills and conflict resolution, sharing knowledge through exchange with institutions or secondary schools or places of significance for peace, forums for listening to speakers discussing the skills and strategies for Conflict Resolution. This finding resonates with the expectation of the PE curriculum guidelines, that, through Peace education it would be possible and practical to employ participatory, interactive, experiential and transformative teaching approaches that aim at enhancing the learner's ability to internalize knowledge, values, skills and attitudes for peace as well as encouraging self-expression through co-curricular activities such as art, music or drama which present important opportunities for transmitting messages of peace, non-violence and respect and that forums like Peace clubs would also provide a platform where the skills that promote harmonious coexistence can be learned and practiced (Education Sector Policy on Peace Education, 2014).

### **5.3.2 Influence of availability of education resources on integration of Peace Education programs**

Evaluation of various aspects touching on availability of resources for the integration of peace education, revealed that adequacy of the resources in question was wanting; majority (28.6%) of teachers 'strongly disagreed' that the schools had adequate staffing and teacher training required for Integration of Peace Education, and in regards to the ready availability of relevant peace integration skills, exposure and experience through the formal curriculum structure,

majority (32.7%) of the teachers interviewed, 'disagreed' indicating that there was inadequacy of this resource. In regards to the integration of PE through the formal curriculum; asked whether the current formal curriculum catered adequately for the integration of peace education, majority of the respondents, teachers, were neutral – undecided. This finding, representing the stand of majority of teachers on such a matter, being the implementers of the curriculum, point out at a possibility that the integration of PE as guided in the PE policy documents is yet to be adequately effected. This further point at plausible challenges in regards to exposure to the PE policy provisions and guidelines, its significance and best suited methodologies of implementation so as to adequately achieve the integration of peace to the intended levels. The findings touching on the influence of availability of trained teachers on integration of Peace education programs and the influence of availability of learning resources on integration of Peace education programs highlighted a probable programs integration and implementation capacity gap within schools.

On the training of teachers for instance, besides getting a picture of the academic qualifications of the teachers in the schools sampled, the study was more interested in establishing the existence of additional exposure for the teachers to trainings (in-service trainings, attendance of seminars, workshops etc.) in line with their profession, but in particular on peace education. The findings disclosed that majority (59.2%) of teachers interviewed had not been exposed to continuous in-service training on peace education in the course of their work. It can be adduced that this finding is an indication that training on peace education may not be a common occurrence in the schools' teacher capacity building programs, never mind that a majority, 61.2%, of the teachers considered themselves competent both to teach and implement peace education programs.

It will be recalled that the Ministry of Education, starting in 2008 had introduced the Peace Education Program following the post-election violence in a move to provide an intervention, with an overall goal of the fostering peaceful relations and interactions among the children in schools. This initiative was to be achieved mainly through equipping members of the school community with knowledge, skills, and attitudes for managing conflict without resulting to violence. It was the anticipation of the Ministry of Education, through these initiatives, that, once equipped with these set skills, teachers and others stakeholders would have the

competency to shape their peace programs, for instance, to address the needs and goals of their communities. On the aspect of stakeholder's participation and support, as well as availability of relevant peace and integration skills, exposure and experience in the formal curriculum structure in the integration of peace education, the level of agreeableness was significantly high; to say that these elements, that were of concern to the study, are present and functional to a satisfactory level and had significant influence on the integration of peace education.

### **5.3.3 Peace Education integration challenges facing education administrators**

Lastly, findings on the peace education integration challenges facing education administrators of secondary schools in North Horr constituency and their influence on extent of integration of peace education programs, revealed that the community hosting the schools harbored high level of negative ethnicity, had considerably strong differences in the line of their ethnic tribes clans and groupings to the extent that some tribes were not willing to integrate (for instance in a school setup, most schools were popularly one-tribe-dominated), experienced frequent political interferences that undermined peace initiatives and had inadequate capacity for conflict resolution. These findings were disclosed through focused group discussion held with education administrators drawn from the County Education office –The Sub-County Director of Education (SCDE), the District Education Officer, the County Director of Education, and the County Education Human Resource Manager. There was convergence of opinions on the roles that school played in the facilitation of peace education in the times of violence; administrators voiced out that the school was expected to create a harmonious environment for learning and co-existence, are focal points for peace initiatives as well as rescue centers for the affected and traumatized, more so since it drew its studentship from different communities. Playing out this role however has been a considerable challenge owing to the acute divisions in the communities along ethnic backgrounds, past tribal clashes and injustices notwithstanding input on peace education integration through the introduction of the PE Curriculum by the government, initiatives such as interschool visits and exchange programs, peace clubs, sports activities, peace committees in these schools. It is laudable that the administrators felt that schools had been accorded support in regards to the integration of peace education; through the Ministry of education, PE integration had been incorporated into the school curriculum, mainstreaming of Guidance & Counseling Initiatives, and funding of

relevant programs including Sports, drama festivals, and teacher and personnel trainings were being are now part of the school operations. While the challenges were agreeably sizeable and far from adequately addressed, the administrators pointed out that considerable progress had been made in these schools in regards to peace education integration; Peace committees had been constituted to lead peace initiatives, peaceful co-existence of students from the various ethnic tribes is being realized, and through the promotion of extra curriculum activities such as sports, drama and music festivals as channels of peace integration was working to the positive.

#### **5.4 Conclusion**

The findings report that while teachers have had minimal interaction with the PE curriculum, there is considerable activity around PE in the schools in the semblance of 'hidden curriculum', highlighting that these schools have, to a considerable degree, embraced the integrative approach; elements of peace education programs have been incorporated into the classrooms through subjects such as Life Skills, meetings and forums for awareness creation, alongside the mainstream subjects that touch on peace such as Social Studies, Religious Education and History and Government. Moreover, from the students' perspective, it is laudable that the findings echo an effort towards peace integration; the students have had an exposure to peace education programs in their schools. Further findings brought to the fore the need for continuous training and exposure to PE for the teachers, findings adduced that continuous educator-trainings on peace education may not be a common occurrence in the schools' teacher capacity building programs, never mind that a majority, 61.2%, of the teachers considered themselves competent both to teach and implement peace education programs. The challenge of constrained resources (learning and instructional) classroom infers at the emphasis on academic subject at the expense of value based subjects birthing a situation where life skills are relegated to a second place hence not given the attention it deserves in schools (COPA, 2008). Education administrators on their part highlighted community challenges, the acute divisions in the communities along ethnic backgrounds, past tribal clashes and injustices forming negative attitudes, perceptions and opinions, that made it challenging to adequately integrated peace education, ethnic that need to be continually addressed through continued dialogue and interactions. Notably, factors under consideration in this study, education

strategies, availability of trained teachers, availability of learning resources and challenges facing education administrators and teachers have significant influence on the integration of peace education in Secondary schools. While the integration challenges cited are sizeable and far from adequately addressed, considerable progress has been made in these schools in regards to peace education integration; Peace committees have been constituted to lead peace initiatives, peaceful co-existence of students from the various ethnic tribes is being realized through the promotion of extra curriculum activities such as sports, drama and music festivals as channels of peace integration.

### **5.5 Recommendations**

The study makes the following recommendations following its findings: -

The Ministry of Education in appraising the integration of peace education in secondary schools, planning how to mainstream peace education, teacher training and provision of necessary teaching resources in the conflict prone districts, has to give special attention to past injustices and pre-existing local conflicts, political interferences so as to craft approaches that sufficiently address the integration of Peace Education.

It was established that majority of teachers has had little interaction with the provisions of the PE curriculum and although integration was happening within the schools involved in the study, the sustainability of this integration process and in the magnitude anticipated by the MoE is uncertain. Therefore, the design and implementation of the integration programs has to be as interactive and inclusive and continuous as possible. This study recommends continuous appraisal of the content, design and implementation procedures of the PE Curriculum and improvement on the part of the MoE so as to guarantee that it evolves with the peace challenges in a fast evolving social society.

While the aspect of stakeholder's participation and support towards PE integration, as well as availability of relevant peace and integration skills, exposure and experience in the formal curriculum structure in the integration of peace education had significantly high level of agreeableness, to say that these elements, that were of concern to the study, are present and functional to a satisfactory level and had significant influence on the integration of peace



education, the challenge of continuous exposure to conflict resolution in this community as well as addressing of the underlying ethnic divisions and negativity requires significant attention.

The findings on peace integration strategies, evaluation on the PE curriculum that is supposedly the driving tool for this process revealed that, the PE curriculum had not been utilized by the teachers who are the direct implementers, as part of their programs. This study recommends evaluation of the PE curriculum and its provisions and its implementation challenges by the Ministry of Education with the aim of addressing its underutilization.

The findings that training on peace education for teachers may not be a common occurrence in the schools' teacher capacity building programs, never mind that a majority, 61.2%, of the teachers considered themselves competent both to teach and implement peace education programs, point at the need for MoEST to formulate in-trainings services for teachers ought to be intentional and particularly centered around pertinent emerging issues such as peace education, conflict resolution, education in emergencies in curriculum.

## REFERENCES

- Adada, M. (2016). *Effectiveness of Peace Education Programmes in Secondary Schools: A Case Study of Kisumu Municipality, Kenya*. International Journal of Liberal Arts and Social Science ISSN: 2307-924X [www.ijlass.org](http://www.ijlass.org).
- Barakat, S., Hardman, F., Connolly, D., Sundaram, V., & Zyck, S. A. (2010). *Programme review & evaluability study: UNICEF's education in emergencies & post-crisis transition (EEPCT) programme*. Nairobi, Kenya: UNICEF.
- Barakat, S., Connolly, D., Hardman, F., & Sundaram, V. (2013). *The role of basic education in post-conflict recovery*. Comparative Education, 49(2), 124–142.
- Barash, D. P., & Webel, C. P. (2002). *Peace and conflict studies*. London: Sage.
- Baxter, P., & Ikobwa, V. (2005). *Peace education: What and how?* Forced Migration Review, 22, 28–29.
- Danesh, H. B. (2006). *Towards an integrative theory of peace education*. International Education for Peace Institute. Journal of Peace Education Vol. 3, No. 1, pp. 55–78
- Danesh, H. B. (2008). *The education for peace integrated curriculum: Concepts, contents, efficacy*. Journal of Peace Education. New York
- Harris, Ian (2003). *Peace education evaluation*. Paper presented at the annual meeting of the American Educational Research Association, April 21-25, in Chicago, IL.
- Harris, Ian (2004). *Peace education theory*. Journal of Peace Education 1(1): 5-20.
- Lauritzen S., M. (2013). *Building a Culture of Peace: Peace Education in Kenyan Primary Schools*. University of York Department of Education
- Harris, I., M., and Morrison M., L. (2003). *Peace Education: Second Edition*. North Carolina: McFarland and Company, Inc., Publishers.
- Harris, I. (2008). *"History of Peace Education"* in Monisha Bajaj, ed., Encyclopedia of Peace Education. Charlotte, NC: Information Age Publishing, 2008) Retrieved from

[http://www.tc.edu/centers/epe/PDF%20articles/Harris\\_ch2\\_22feb08.pdf](http://www.tc.edu/centers/epe/PDF%20articles/Harris_ch2_22feb08.pdf)

- Knox C., S. (2010). *Living, learning, and teaching peace*. Retrieved From <http://www.peacexpeace.org/2010/09/living-learning-and-teaching-peace/>
- Machel, G. (2000), “*The Impact of Armed Conflict on Children: A Critical Review of Progress Made and Obstacles Encountered in Increasing Protection for War Affected Children*”, paper presented at a conference in Winnipeg, Canada.
- Mishra, L. (2011). “*Designing a Peace Education Programme for Secondary Schools.*”
- MOE (2008) *Peace Education work book*. Nairobi: Government of Kenya MOE (2011) *Monitoring report for peace education*. Nairobi: Government of Kenya
- Mugenda O. and Mugenda A. (2003). *Quantitative and Qualitative Approaches*. Nairobi: Act Press
- Mwagiru. M, (2000). *Conflict in Africa: Theory, processes and institutions of Management* (Nairobi, Centre for Conflict Research.
- Mwaka,M., Kegode G., &Kyalo B. (2010).*Choosing the Right School: Redefining performance in the contemporary Kenyan Education system*. Journal of African Studies in Educational management and Leadership (JASEML) Vol 1(1) pp 1-14.
- Mwaniki M., N. (2013). *Challenges facing implementation of peace education in public primary schools in Kasarani district, Nairobi County*. University of Nairobi.
- Reardon, B. (1997). '*Human Rights as Education for Peace*'. In: G.J. Andreopoulos and R.P. Claude (eds.) *Human Rights Education for the Twenty-First Century*. Philadelphia: University of Pennsylvania Press.
- Rohwerder, B. (2015). *Conflict Analysis of Kenya*. Birmingham, UK: GSDRC, University of Birmingham.
- Save The Children (2007). *The 'Education and Fragility Barometer': An early warning tool to aid conflict prevention*. London: Save The Children UK.

- Smith, A., & Vaux, T. (2003) *Education, conflict, and international development*. London: Department of International Development.
- Teachers Without Borders (2010). *Peace Education Program: A professional development course for educators* Retrieved from <http://www.peacexpeace.org/2010/09/living---learning---and---teaching---peace/>
- UNESCO. (1945). *Constitution of the United Nations Educational, Scientific, and Cultural Organization*. London. Retrieved from [http://www.icomos.org/unesco/unesco\\_constitution.html](http://www.icomos.org/unesco/unesco_constitution.html)
- United Nation (2005). *The millennium Development Goals Report 2005*. UN: New York.
- United Nations General Assembly. (1993) *Vienna Declaration and Programmed of Action (World Conference on Human Rights)*. New York: United Nations.
- Wainaina, M., B. (2013). *Factors affecting the implementation of peace education curriculum in public primary schools in Molo district, Nakuru County, Kenya*. University of Nairobi.

## APPENDICES

### Appendix I: Introduction Letter



UNIVERSITY OF NAIROBI  
ODeL CAMPUS  
SCHOOL OF OPEN AND DISTANCE LEARNING

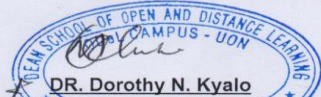
August 9, 2018

#### TO WHOM IT MAY CONCERN

**SUBJECT: MS. LEONORA KARIMI MBURUGU – L51/76727/2014**

This is to confirm that the above named is a student at the University of Nairobi **ODeL Campus**, School of Open and Distance Learning, Department of Education Programme. She is pursuing Masters of Arts in Peace Education.

Any assistance given to her will be highly appreciated.

  
**DR. Dorothy N. Kyalo**  
Dean,  
School of Open and Distance Learning

DNK/gn

### Appendix III: Questionnaire for Head Teacher

#### QUESTIONNAIRE - HEAD TEACHER

---

Name of school: \_\_\_\_\_

#### Students Population

Girls: \_\_\_\_\_ Boys: \_\_\_\_\_

#### Teachers Population

Trained \_\_\_\_\_ Untrained \_\_\_\_\_

#### Integration of Peace Education

1. Is peace education taught in your school? YES [ ] NO [ ]

2. If yes, how is it implemented—the approach

Integrated in the curriculum [ ]

As a standalone subject [ ]

Others (Specify).....

3. When are the students taught about peace in school?

Assemblies [ ]

Extracurricular activities (please specify): \_\_\_\_\_

Classes (please specify which subjects): \_\_\_\_\_

Other (please specify): \_\_\_\_\_

4. Do you have peace education and integration programs in your school? YES [ ] NO [ ]

If yes list them

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

5. What policies and strategies are in place to facilitate the and integration of peace education

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

6. List challenges experienced in integration of peace education programs

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

7. Peace education forms part of the Schemes of Work for teachers: YES [ ] NO [ ]

8. Peace education forms part of the Records of Work for teachers: YES [ ] NO [ ]

9. Approximately how many members of the school community have been sensitized on peace education?

- a. Students \_\_\_\_\_
- b. Teachers \_\_\_\_\_
- c. Non-Teaching members of staff \_\_\_\_\_
- d. Parents \_\_\_\_\_
- e. Board of Management, Parent Associations \_\_\_\_\_

10. How do you agree with the following statements on integration of peace education?

	Highly agree	Agree	Neutral	Disagree	Highly disagree
The Peace Education Curriculum is making a valuable contribution to the building of peace in Kenya at the <i>national</i> level					
The Peace Education Curriculum is making a valuable contribution to the building of peace in Kenya at the <i>local</i> level					
The Peace Education Curriculum resources have been useful for teaching about peace					



Teachers need more training in teaching the Peace Education Curriculum					
Teachers and students are in support of the peace implementation programs the school is running					

11. What more can be done in regards to peace education integration

.....

.....

.....

How do you rate the attitude of the teachers and students on peace education

Very positive [ ] Positive [ ] Indifferent [ ] negative [ ] very negative [ ]

12. What roles does the community surrounding the school play in the integration of peace education programs

.....

.....

.....

Thank you for your time and support



Role-plays on peace, dramatization, exercises for listening and conflict resolution	
Visiting a few institutions/ schools/ places of significance for peace	
Forums for listening to speakers discussing the Skills and Strategies for Conflict Resolution	

**3. For the following questions, please indicate frequency of occurrence (Number)**

a. How many times did you use conflict resolution skills this academic year?

In the school \_\_\_\_ In the community \_\_\_\_

b. How many times did you hear messages on peace being preached this academic year?

In the school \_\_\_\_ In the community \_\_\_\_

c. How many times did you speak in your mother tongue in school this academic year?

In the school \_\_\_\_ In the community \_\_\_\_

d. How many times did you witness hostility between tribes this academic year?

In the school \_\_\_\_ In the community \_\_\_\_

e. How many times did you hear negative words about a certain tribe this academic year?

In the school \_\_\_\_ In the community \_\_\_\_

f. How many times did you feel you had no peace academic year?

In the school \_\_\_\_ In the community \_\_\_\_

g. How many times did the teacher talk about peace this academic year?

In class \_\_\_\_ Other settings \_\_\_\_

h. How many times did you witness someone being caned this academic year?

In the school \_\_\_\_ In the community \_\_\_\_

i. How many times did you see someone being bullied this academic year?

In the school\_\_\_\_ In the community \_\_\_\_

j. How many times did you take part in peace-building activities this academic year?

In the school\_\_\_\_ In the community \_\_\_\_

k. In what ways have the students/teachers embrace the and integration of peace education programs?

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

4. Does observation of international celebrations that have a bearing on peace education happen in this school YES [ ], NO [ ]?

5. If yes which international Celebrations?

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

6. Does the school have a peace corner? YES [ ], NO [ ]

7. Has the school established partnerships with members of the local community, NGOS and CBOs? Yes [ ] (list them)....., NO [ ]

8. How has the community around the school participated in the integration of peace education?

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

Thank you for taking time to respond.



**Part B: Curriculum, Leadership, learning resources**

1. On a scale of 1- 5 (Strongly disagree (SD), Disagree (D), Neutral (N) Agree (A), Strongly Agree (SA)) how do you agree with the following statements

	Statements	Level of agreement
1	Through the curriculum, Students are taught to accept each differences (say religion, ethnicity, background)	
2	Students are taught respect for human dignity and differences.	
3	Peace education is a topic in some school subjects.	
4	The curriculum promotes civic responsibilities among students.	
5	Love, peace and harmony are significant parts of the school subjects.	
6	We observe and celebrate international peace day	
7	Peace education books, charts, manuals, documentaries are available in the school library.	
8	Competitions on peace education i.e writing Essays are organized for students.	
9	Values of compassion and equality are transmitted to students through role plays, Collaborating learning projects.	
10	Students work in groups to achieve shared learning goals.	

2. As a teacher in this school, to what extent would you say that:-

	(Chose either - A lot, Often, Somewhat, small, Very Small)
The cultural diversity of the students is valued	
There is a bias toward students of a particular race, gender or physical appearance.	
The different cultures that the students represent are well known and embraced.	
Both female and male students are treated in the same manner.	
Teachers act differently toward female and male students.	
Teachers are a role model of a respectful and nonviolent person for their students.	
Teachers are consistent in their behavior toward all students.	
Teachers express their disagreement upon witnessing acts of discrimination or racism.	
Students are taught about different cultures and ways of living	

**PART C: CHALLENGES**

**1. How well do you agree with the following statements?**

On a scale of 1- 5, use(Strongly Agree (SA)=1, Agree (A)=2, Neutral (N)=3, Disagree (D)=4, Strongly Disagree (SD)=5)

Statements	Level of Agreement
The school has adequate staffing and teacher training required to integrate peace education	
Continuous sensitization of teachers, parents, students on peace education has influence on the integration of peace education programmes	
Relevant peace and integration skills, exposure and experience are readily available in the formal curriculum structure	
Teacher Trainings, peace sensitizations and relatable exposures have influence on peace education integration	
Educators in my school are have the needful materials and equipment to integrate peace education programmes (text books, story books, peace manuals, charts, peace films, peace documentaries etc	
Availability of learning resources significantly influences integration of peace education	
Support from stakeholders (parents, school administration and government) has been provided for the integration of peace education initiatives, activities etc.	
The current formal curriculum caters adequately for the integration of peace education	
Teachers, students, parents attitude towards peace education influence integration of peace education	



2. How useful is what your students learn in peace education lessons in their daily lives outside class room and school (Very useful, Useful, Neutral Not Useful, Not useful at all)

.....

3. What level of teacher preparation do you feel is needful for the effective peace education integration?

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

4. How competent do you feel to teach and implement a programme on peace education in your classroom?

.....

5. Have you in the course of teaching work been exposed to pre-service and /or in-service trainings/courses on peace education?

[Yes]            [No]

6. What role (s) should professional development (pre-service programs and/or in-service workshops or seminars play in preparing teachers to help students become more peace-education literate?

.....  
.....

7. In what ways does the school administration, departments or colleagues support or encourage teaching and integration of peace education?

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

8. In what way does the community around the school participate in the integration of peace programs

.....

.....

.....

Thank you for taking time to respond.

**Appendix VI: Focus Group Discussion Guide**

**Focus group Discussion**

**(With educators – Governmental and Non-Governmental, Community, teachers...)**

- 1. What roles do schools play in peace education and in the times of violence?

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

- 2. What peace education integration support initiatives, strategies and policies have been put in place in schools/community? (peace barazas, conflict resolutions sensitization forums ..)

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

- 3. What support have schools/ community received from MoE towards peace education?

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

4. What role have schools played in institutionalizing peace and even rebuilding the community after the cases of violence?

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

5. What peace education integration support does the government and community give schools?

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

6. Do you think the peace education program (s) bring about a change?

.....  
.....

7. What challenges are educators and administrators facing in implementation of peace education in schools?

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

Thank you for taking time to respond.


**Appendix VII: Research Permit**

**THIS IS TO CERTIFY THAT:**  
**MS. LEONORA KARIMI MBURUGU**  
**of UNIVERSTIY OF NAIROBI, 324-101**  
**CHUKA, has been permitted to conduct**  
**research in Marsabit County**


**Permit No. : NACOSTI/P/18/40908/24951**  
**Date Of Issue : 4th October,2018**  
**Fee Received :Ksh 1000**

**on the topic: FACTORS INFLUENCING**  
**THE INTEGRATION OF PEACE EDUCATION**  
**PROGRAMS IN SECONDARY SCHOOLS IN**  
**KENYA: THE CASE OF NORTH HERR**  
**CONSTITUENCY, MARSABIT COUNTY,**  
**KENYA.**

**for the period ending:**  
**4th October,2019**



**Applicant's**  
**Signature**



**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

## Appendix VIII: Originality Report

