"THE IMPLEMENTATION OF PEACE EDUCATION IN KENYA"

BY

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STUDENT'S DECLARATION

I, the undersigned declare that this is my original work and has not been submitted to any other college, institution or University other than the United States International University for academic credit.

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DEDICATION

I first and foremost dedicate this work to God who has enabled me to reach this point in my education. To my parents Professor Paul Okemo and Mrs. Margaret Okemo, who were a great help and support financially throughout my studies.

I also dedicate it to my daughter, Jadeny Imari who gave me the strength and will power to never give up in any project I undertake and my sister Pauline Asami for encouraging me. I finally dedicate it to my friends and the rest of my family, for being my greatest champions in this endeavor.
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<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACA</td>
<td>Amani Communities Africa</td>
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<tr>
<td>CRC</td>
<td>Convention on the Rights of the Child</td>
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<td>CRECO</td>
<td>Constitution and Reforms Education Consortium</td>
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<td>CSOs</td>
<td>Civil Society Organizations</td>
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<tr>
<td>COPA</td>
<td>Coalition for Peace in Africa</td>
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<tr>
<td>DIPA</td>
<td>Daima Initiative for Peace and Development</td>
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<td>EFP</td>
<td>Education for Peace</td>
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<td>FBOs</td>
<td>Faith Based Organizations</td>
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<td>GPI</td>
<td>Global Peace Index</td>
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<td>HAP</td>
<td>Hague's Appeal for Peace</td>
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<td>HUREPI</td>
<td>Human Rights Education and Peace International</td>
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<td>ICG</td>
<td>International Crisis Group</td>
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<td>IFAPA</td>
<td>Inter-Faith Action for Peace in Africa</td>
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<tr>
<td>KANU</td>
<td>Kenya Alliance National Union</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MOE</td>
<td>Ministry of Education</td>
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<td>NARC</td>
<td>National Alliance of Rainbow Alliance</td>
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<td>NCIC</td>
<td>National Cohesion and Integration Commission</td>
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<td>NGOs</td>
<td>Non Governmental Organization</td>
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<td>NPEC</td>
<td>National Peace Education Campaign</td>
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<td>NYTA</td>
<td>National Youth Talent Academy</td>
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<td>ODM</td>
<td>Orange Democratic Movement</td>
</tr>
</tbody>
</table>
PEP - Peace Education Programme
SALW - Small Arms and Light Weapons
UN - United Nations
UDHR - Universal Declaration of Human Rights
UNESCO - United Nations Educational, Scientific and Cultural Organization
UNICEF - United Nations Children’s Fund
UNHRC - United Nations Human Rights Council
ABSTRACT

Conflict is an inevitable situation in human life that occurs at the individual, communal, national and the International level. Conflict that has escalated to violence has been experienced all over the world with Africa has been a prime suspect in internal violent conflicts. It is in light of the 2007/8 election conflicts that the Ministry of Education, together with Non-governmental organizations, UNESCO and UNICEF focused on the implementation of Peace Education in Kenya at the school setting and the non formal setting. Peace Education has been embarked on as a method of ensuring that conflicts can be handled without resulting to violence. This study explores the role of Peace Education in the search of Kenya’s security and Peace. It looks at the connection between Peace Education and the discipline of Peace and Conflict Studies. It further investigates its pedagogy and its effectiveness to the students in relation to resolving conflict and building a culture of peace. It also investigates if Peace Education has initiatives at the community level has to reinforce its implementation process in Kenya. Data for this research will be retrieved from books from the United States International University library and the Ministry of Education, Journal articles, media, Conference, research and review papers, newspaper articles as well as internet sources. This research aims to raise critical questions for peace makers and the discipline of International Relations on the role of Peace Education in achieving global peace. It also advises Education policy makers on the methodologies to engage in Peace Education in order to achieve long lasting Peace in Kenya.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>DECLARATION</td>
<td>i</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>iii</td>
</tr>
<tr>
<td>LIST OF ABBREVIATIONS</td>
<td>iv</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>vi</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>xi</td>
</tr>
<tr>
<td>CHAPTER ONE</td>
<td>1</td>
</tr>
<tr>
<td>1.0 Introduction</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Background to the study</td>
<td>1</td>
</tr>
<tr>
<td>1.2 Statement of the Problem</td>
<td>9</td>
</tr>
<tr>
<td>1.3 Research Questions</td>
<td>10</td>
</tr>
<tr>
<td>1.4 Objectives of the study</td>
<td>10</td>
</tr>
<tr>
<td>1.5 Significance of the Study</td>
<td>10</td>
</tr>
<tr>
<td>1.6 Hypotheses</td>
<td>11</td>
</tr>
<tr>
<td>1.7 Definition of Central Operational Concepts</td>
<td>12</td>
</tr>
<tr>
<td>1.8 Methodology</td>
<td>13</td>
</tr>
<tr>
<td>1.9 Chapter Breakdown</td>
<td>14</td>
</tr>
<tr>
<td>1.10 Summary of the Chapter</td>
<td>15</td>
</tr>
</tbody>
</table>
# CHAPTER TWO

LITERATURE REVIEW, THEORETICAL AND CONCEPTUAL FRAMEWORK

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Introduction</td>
<td>16</td>
</tr>
<tr>
<td>2.2 Concept of Conflict</td>
<td>16</td>
</tr>
<tr>
<td>2.2.1 The concept of Peace</td>
<td>19</td>
</tr>
<tr>
<td>2.3 International Relations on Conflict Resolution and Peace-building</td>
<td>22</td>
</tr>
<tr>
<td>2.4 Peace Education</td>
<td>24</td>
</tr>
<tr>
<td>2.5 Global Initiative for Peace Education</td>
<td>25</td>
</tr>
<tr>
<td>2.6 Co-Disciplines of Peace Education</td>
<td>26</td>
</tr>
<tr>
<td>2.7 Peace Education Theoretical Framework</td>
<td>29</td>
</tr>
<tr>
<td>2.8 Content and Context of Peace Education</td>
<td>30</td>
</tr>
<tr>
<td>2.9 The Aspect of the Teacher/Instructor</td>
<td>32</td>
</tr>
<tr>
<td>2.10 The Pedagogical Aspect of Peace Education</td>
<td>34</td>
</tr>
<tr>
<td>2.11 The role of Peace Education in achieving global Peace</td>
<td>35</td>
</tr>
<tr>
<td>2.12 Peace Education themes and efforts at the global context</td>
<td>36</td>
</tr>
<tr>
<td>2.13 Implementation of Peace Education at the Global context</td>
<td>37</td>
</tr>
<tr>
<td>2.14 Implementation of Peace at the Regional Level</td>
<td>39</td>
</tr>
<tr>
<td>2.15 Peace Education at the local level</td>
<td>41</td>
</tr>
<tr>
<td>2.16 Criticisms on Peace Education</td>
<td>41</td>
</tr>
</tbody>
</table>
CHAPTER THREE ................................................................................................. 44
CASE STUDY: KENYA ......................................................................................... 44
3.1 Introduction .................................................................................................. 44
3.2 Kenya’s History with Conflict ..................................................................... 44
3.3 Conflict Resolution and Peace-building efforts in Kenya ....................... 46
3.4 The Implementation of Peace Education in Kenya ..................................... 48
3.5 Implementation at the Daadab and Kakuma Refugee Camps .................. 49
3.6 Implementation at the Tertiary Level .......................................................... 51
3.7 Implementation at the Primary School Level .............................................. 51
3.7.1 Peace Education Programme in the Classroom .................................. 52
3.8 The National Peace Education Campaign (NPEC) ................................... 56
3.8.1 Justification of the Programme ............................................................... 57
3.8.2 The Key Strategic Areas of the Campaign .......................................... 57
3.8.2.1 National Media Campaigns ............................................................... 57
3.8.2.2 Peace Awareness Caravans ............................................................... 58
3.8.2.3 National Peace Torch Activities ....................................................... 58
3.8.2.4 Establishment of Peace Zones ......................................................... 59
3.8.2.5 County Peace Education Forums .................................................... 60
3.9 Achievements of Peace Education Programme ......................................... 60
3.10 Challenges of Implementing Peace Education in Kenya .......................... 62
3.11 The way forward for the peace Education programme in Kenya ............. 63
CHAPTER FOUR ......................................................................................... 64
FINDINGS, ANALYSIS AND RECOMMENDATIONS ................................................. 64
4.0 Introduction ......................................................................................... 64
4.1 Findings and Analysis ......................................................................... 64
4.1.1 The Transformative and Proactive aspects of Peace Education ............... 64
4.1.1.1 Knowledge ................................................................................. 65
4.1.1.2 Skills ......................................................................................... 67
4.1.1.3 Values / Attitudes ...................................................................... 69
4.1.2 The Multi-Channel Learning System (MCLS) ........................................... 75
4.1.3 Community Based Initiatives ............................................................. 80
4.1.3.1 The National Peace Education Campaign Programme ....................... 81
4.1.3.2 The County level: A case study of Northern Kenya .......................... 82
4.2 Recommendations .............................................................................. 85

CHAPTER FIVE: CONCLUSION .................................................................. 87
5.0 Introduction ......................................................................................... 87
5.1 Conclusion ......................................................................................... 87

BIBLIOGRAPHY ....................................................................................... 91
LIST OF FIGURES

ILLUSTRATION I: Stages of Conflict ................................................................. 19

ILLUSTRATION II: Negative and Positive peace .................................................. 20

ILLUSTRATION IV: Peace Education Content as taught in Kenyan Primary Schools from Grade 1 - 8 ................................................................. 55

ILLUSTRATION V: The Conflict Management Continuum ..................................... 66
CHAPTER ONE

1.0 Introduction

Peace Education is a discipline that has been under appreciated in Peace and Conflict studies. It does not have a definite and comprehensive definition but it can be defined according to a given situation. Different scholars and institutions have defined it according to given situations. UNICEF defines it as a process of promoting the knowledge, skills, attitudes and values needed to bring about change. This change will enable children, the youth and adults to prevent both overt and structural conflicts and violence. They are able to resolve conflict peacefully and create conditions that are conducive to peace at the interpersonal, inter-group, national and international level (Fountain, 1999). It is further described as a process in which knowledge, skills, values and behaviors that enable the learners to identify and understand the sources of local and global issues. With this they are able to acquire positive and appropriate sensitivities to these problems. They are able to resolve conflict and attain justice in non-violent ways ensuring that they appreciate cultural diversity, respect for the earth and for each other (Abebe, et al, 2006).

1.1 Background to the study

Kenya has generally been perceived as one of the peaceful countries in Africa by the International community. Internally however, Kenya has experienced conflicts that have sometimes escalated into violence. Kenya’s quest for peace has been characterized by different contexts and dimensions of conflict. These conflicts are driven and take the political, economical, social, cultural and environmental dimensions.
Economic factors that drive conflicts in Kenya include poverty, inequality, unemployment, land, and competition for scarce resources. The centralization of power and access to power mostly rests on the presidency. This has created a climate where distribution of resources occurs among ethnic support causing marginalization (Bayne, 2009). This marginalization is experienced by certain groups in the society because of their ethnic identities that are different from the representation of the government, especially when not aligned to the presidency. Marginalization is also perceived in the formal provisional services and the employment sector where job provision is due to political affiliations. The rising unemployment due to marginalization is manifested in the youth and as a result this has contributed to high crime rates experienced in the Society. Dissatisfaction due to this situation has been witnessed in the manifestation of political violence especially during the election period. This level of unemployment has resulted in the high number of organized crimes and low security in the community especially in urban slum areas. The gap between the rich and the poor in Kenya is also increasing which provides another avenue where conflict can arise (Ibid).

Kenya’s proximity to countries like Somalia, Eritrea, South Sudan and Yemen has made the country vulnerable to conflicts especially regarding pastoralist, piracy and terrorism. Somalia is known as a big sympathizer of the Alshabab terrorist group while Yemen has been used as a training ground for Al-Qaeda terrorist group (Ndiku, 2013). The fight against terrorism and piracy that Kenya is engaged in, coupled with its porous borders encourage conflicts in the country especially on the North Eastern and the coastal regions. Other cross country conflicts are those regarding cattle rustling with countries like Uganda, Sudan and Ethiopia in search
of water and pastoral land.

Local communities in Kenya usually identify themselves with their own lands e.g. Luos with Kisumu; Kalenjins with the Rift Valley and Kikuyus with Central Kenya. Conflicts related to land are largely influenced by historical injustices. The British during the colonial time invaded the land and removed indigenous communities especially in the Rift Valley and Central regions from their own lands (CRECO, 2012). They then possessed the most fertile lands in the highland regions of Kenya. After independence, focus was on repossession of land by the Africans with most African elites such as wealthier Kikuyus, Kisiis and Luhyas taking big, fertile chunks of land for themselves. Further more in the Rift Valley region the Mau Mau fighters were settled here as reward for fighting for independence (ICG, 2008). Compensation was not pursued which has left to date communities clamoring for their ancestral land as part of their identity. This problem has been escalated by poor land administration and inadequate land policies. Other regions have experienced low level conflicts about land.

The degradation of the environment has led to competition for scarce shared resources such as pasture and water bringing about conflicts. The availability of Small Arms and Light Weapons (SALW) especially in Northern Kenya and other pastoralist communities has made this conflicts take a deadly turn. Communities along the Tana River have been in conflict over the use of land. The Ormas who are pastoralists and the Pokomo who are farmers have been the source of local level conflict which has been mostly heightened during extreme environmental conditions such as drought and flooding. Efforts to resolve land conflicts
between these two communities through land adjudication have not been successful. There is still a perception among the Orma that the Pokomo want to hold back the former’s historical rights to pasture and water during the dry seasons (CRECO, 2012).

The Kenyan community consists of 42 tribes who have different cultures as well as speak different languages. The Pastoralist community is usually motivated by violent cattle raiding associated with cultural and traditional practices. These practices consist of; the rite of passage by Maasai community, the prestige and identity of wealth that comes with cattle raiding and the aim of acquiring bridal wealth. The availability of small arms and light weapon (SALW) has moreover intensified the conflict. According to the Small Arms Survey Special Report of 2012, it is estimated that at the moment about 600,000 small arms are circulating in Kenya (Ndiku, 2013). These weapons are mostly used in cattle rusting in pastoralist communities’ further escalating conflict in that region. In Garrisa County, the Shiffa war has contributed to increase of the SALWs in the region. The refugees in the Daadab and Kakuma camps are partially the source of these weapons raising another security issue in the country. The weapons obtained from these camps are used to fuel conflict within and outside the camps.

Kenyans have been known to have a poor sense of nationality which has led them to identify with their different cultural communities. This negative emphasis of identities is usually based on belonging to either a particular ‘clique’ or ethnic group which has time and again created fundamental divisions in the country (Ibid: 2013). This has been exploited by actors such as politicians during the election period, driving a wedge between people using their
ethnic orientation (Hoste, 2013). Conflicts related to politics and elections have a long history in Kenya. Before independence, the British system established ‘direct rule’ in Kenya with the legislation largely represented by the British. They also made sure that all the fertile lands were being accumulated by them. By the time Kenya became a Republic in 1964, under the Kenyan Government with Jomo Kenyatta as the president, Kenya had already suffered severe structural problems which had been inherited from the colonial government. The Vice president Jaramogi Oginga Odinga formed Kenya People’s Union (KPU) in 1966 which was later banned in 1969, and had led to the one party system under KANU. The vice President Daniel arap Moi who succeeded Kenyatta after his death in 1978 amended the constitution making Kenya a dejury one party state. Under major international pressure and domestic cries for a multi-party system, a multi-party election was held on the 29th December 1992. With the increase of parties, KANU won against a divided opposition which also saw the loss of the FORD party under its leader Mwai Kibaki. For the first time in Kenya, the dangers of inter-ethnic violence were carried out with KANU members driving away members of FORD out of rift valley in an environment tarnished by violence (CRECO, 2012). In 1997 KANU also retained majority seats in an election that was also tainted by fraud and violence. This was followed by eruptions of ethnic battles causing a lot of death and displacements. The same was witnessed in 2007, when Mwai Kibaki under NARC stood against the ODM presidential candidate Raila Odinga, where the former was declared the winner and was quickly sworn in. Mr. Odinga denounced the results and what followed were riots, violence, killings and later displacements of people in the Rift Valley, Nairobi, Coast, Eldoret and Kisumu regions of the country. Most of the killings targeted representatives of different political parties on ethnic basis (ICG, 2008).
The type of non state actors found in Kenya who have time and again initiate violent conflicts are groups like the Mungiki, Taliban, Sabaot Land Defense among others. They have formed organizations which have posed a threat to national security time and again. Some of these groups are highly organized while others work randomly. The Mungiki for example is a pseudo-political criminal gang that has caused inter-ethnic clashes particularly during the election period. They have also been responsible for conflict in Molo, Laikipia, Nakuru and Naivasha during the 2007/8 election violence. The Taliban on the other hand are situated in the urban slums of Nairobi in Mathare, Huruma, Kariobangi and Baba Dogo areas. They extort communities they live in by charging locals in order to provide security for these inhabitants. The Sabaot land Defense is a group made up of Kalenjin Warriors who have been responsible for displacements in large numbers in the Mt. Elgon region especially during the post election violence of 2008 (ICG, 2008).

Conflict in Kenya is not only restricted to the larger society, but schools have become areas where violence is practiced by students with the inclusion of some teachers and administrators. The UN study on Violence Against children explains that violence at school has both physical and psychological forms. These forms of violence that are also practiced in Kenyan schools have been expressed in form of physical punishment, harassment, discrimination, sexual and gender based violence, bullying, fighting, gang violence and cyber bullying (Pinheiro, 2006).

Students have been seen to disagree with the teacher centered form of teaching which to them does not present opportunities in which they can participate in lessons. Conflicts have
also been experienced as a result of poor administrative policies and practices that have encouraged inequalities, intolerance and discrimination. Strikes, demonstrations and bullying seem to be the major issues affecting Kenyan schools.

Strikes in Kenyan schools have occurred as a result of poor communication between the student and the administration as well as the pressure of the demanding education system that is purely exam oriented. Most strikes especially in secondary schools are largely influenced by the students aim to excel in the Kenya Certificate of Secondary Education exams so as to attain a spot at the limited university spaces. This is because the university cut off marks seems to be getting higher and higher and most students are not able to afford parallel programmes. According to Kariuki (2008: 2), most strikes in Kenyan schools occurred in 2007 and 2008. These started with one school demonstrating and ended with over 300 schools going on strike. Students had gone to the extent of burning down school. These strikes ended up with some students dying, many being suspended and expelled, while others faced criminal charges in court. The effect of the post election violence experienced in 2008 resulted with a trend in which students began to go on strike as a copy-cat effect from other schools. It was reported that 250 high schools had been closed in June 2008 (Sanders, 2008). This raised the attention of the Ministry of Education that something needed to be done to avert this situation.

Bullying can be defined as the act of physically, emotionally and mentally torturing others. It mostly involves teasing, physical violence, social exclusion, threats, sexual and ethnic harassment, public humiliation and destruction of personal property of targeted students. Bullying is prevalent in Kenyan schools and has been witnessed in upper primary classes. A
study done in Kenya found that at the start of every school term, new students were exposed to bullying by the older ones. 82% of the students reported that their belongings had been taken from them by the older students (The Standard, 2013). According to Ndetei et al (2007), in a sample carried out in Nairobi public schools, out of 1000 students between 63.2% and 81.8% reported various types of bullying. Bullying is mostly experienced by students who transfer or are new to the school. It also takes place in situations of isolation mostly from the eyes of teachers. This is in places like the dormitory, cleaning areas, during games hours and even in classrooms. Bullying can also be a result of peer pressure where strong students pick on the weak ones. It can also be seen as a self defense and survival mechanism where physical attributes play a role. A short stature in a student may force a student to become a bully so as not to be picked on. Cases have been reported where older students take and possess the belongings of younger students. There are also cases of sexual abuse in boarding schools where stronger students tend to rape the younger students. Bullying has been linked to experiences of violence witnessed at home. From this, children then learn that violence is the only way they can negotiate relationships (Jones et al., 2008: 17). This results in increased incidences of violence and juvenile crimes. Children who bully others are highly likely to end up becoming violent adults (Kariuki, 2008: 3).

The above dimensions of conflict have in one time or another affected and still continues to affect the Kenyan community. Nevertheless, Kenya had not realized the need of implementing Peace Education until the eruption of conflict in 2007/2008 as a result of the disputed election results. This conflict escalated into violence where about 1300 people died and more than 600,000 people were internally displaced (UN Human Rights team, 2008).
The conflict was managed with the mediation team led by the former General Secretary of the United Nations, Mr. Koffi Annan who brought it under control. The root causes of the conflict were however not addressed. On top of that, according to a report titled “Global Peace Index Ranking: Measuring the state of Global Peace, 2013” Kenya has dropped 12 positions from the previous year to occupy position 134 on the GPI (The Standard, 2013). With the country facing these kinds of challenges in terms of peace, Peace Education became one of the relevant remedies to deal with the conflicts.

1.2 Statement of the Problem

Kenya has experienced violence arising from diverse reasons including cattle rustling, competition for resources, infiltration by refugees and competition for political dominance. So far the worst conflict too place during the 2007/2008 post-election period. This acted as a wake-up call for the Nation to institute remedial measures to stop any future recurrence. To do this the country adopted the International Relations post conflict method of conflict resolution and peace-building, but this is considered short-lived. Maintenance of peace requires an inner change of values and culture. This forced the country to start to infuse Peace Education in the Education curriculum. The fundamental question then is, has this achieved the intended purpose?
1.3 Research Questions

i. Is Peace Education a transformative and proactive method of resolving conflict and establishing long lasting peace in Kenya?

ii. What effective pedagogical strategies can we use in implementing Peace Education in Kenyan schools?

iii. Does Peace Education have community based initiatives to ensure that the gains made in the school setting are reinforced in the community?

1.4 Objectives of the study

The objectives of the study are:-

i. To investigate Peace Education as a proactive and transformative method of resolving conflict and achieving long lasting peace in Kenya.

ii. To explore effective pedagogical strategies of implementing Peace Education in Kenya.

iii. To investigate how Peace Education in Kenya responds to the disconnection between what is taught in schools and the community in terms of building peace.

1.5 Significance of the Study

The violence that followed the 2007/2008 disputed electoral results witnessed the high involvement of Kenyan Youth. This suggests the need for serious civic and Peace Education to the youth in the country. The implementation of Peace Education in schools is an important intervention since the youth are the ones who will soon be voting and determining the future of this country. There is an urgent need to therefore change this generation and
instill values that promote social cohesion and celebrated diversity. With Peace Education, children and the youth are able to learn how to solve their problems at the individual level and interpersonal level. This study will examine and assess mechanisms in place for strengthening Peace Education and determine achievements made. The study will assess other factors outside formal Peace Education that are likely to strengthen the culture of Peace and help people have a paradigm shift in their mind set. The study will try to relate achievements in formal education peace instructions and how this translates to the development of peace in the community. The findings of this research will raise critical questions for peace makers and the discipline of International Relations on the role of Peace Education in achieving global peace. It will also advise Education policy makers on the strategies to engage in Peace Education in order to achieve long lasting Peace in Kenya.

1.6 Hypotheses

1.6.1 Peace Education is proactive and transformative leading to the achievement of positive peace in Kenya.

1.6.2 A Multi-Channel Learning System strategy of teaching encourages positive methodology in Peace Education.

1.6.3 Peace Education is more effective when community based initiative are implemented together with the programme in schools.
1.7 Definition of Central Operational Concepts

Conflict: This is an inherent feature that exists in the human society. It is normal, ubiquitous, and unavoidable and can be useful on occasions. It is a situation where parties have or are perceived to have mutually incompatible goals. Conflict can be violent or non violent (Bercovitch et al, 2009).

Violent Conflict: This is conflict that results in physical violence and may end up causing loss of lives. It is violence that is direct and exerts pain on some for the benefit of others e.g. torture, fighting, gun violence, physical and emotional abuse (Sangroula, 2013).

Structural Violence: A concept that was coined by the ‘founder of peace studies,’ Johan Galtung. It is a form indirect violence which exists as a continuous state of violence due mechanisms in the society. This form of violence is characterized by exploitation, penetration, segmentation, fragmentation and marginalization (Galtung, 1988). Ho (2007) elaborates it as violence that is the most basic obstacle to peace and is built into the structure of social, cultural and economic institutions and shows up as unequal power and consequently as unequal life chances/opportunities. It is a form of alienation and repression which eventually leads to direct counter violence. (Ho, 2007).

Cultural violence: These are aspects of culture that can be used to justify or legitimize direct and structural violence e.g. language and religion (Galtung, 1990: 291).

Peace: Peace can be understood as more than simply an absence of war or violence, but also as the absence of violence of all forms i.e. the threat of life, social degradation, discrimination, oppression, exploitation, poverty, injustice etc (Webel and Barash, 2009).
**Conflict Resolution:** The development and implementation of peaceful strategies for settling conflict using alternatives to violent forms of leverage (Goldstein and Pevehouse, 2011). It is a cooperative process that helps in problem-solving by helping individuals and groups to identify their interests and finding solutions that satisfy these interests (Ho, 2007).

**Peace Building:** This is a long term process that involves activities that aim to reduce tension and prevent conflict. It can occur before, during and after armed conflict and supports the conditions, attitudes and behaviors that lead to peaceful development (European Peace building Liaison Office, 2013). It aims to promote long term stability and justice (Karbo, 2008).

**1.8 Methodology**

The study used secondary data from the United States International University library. The information used in the study was collected from books and Journals on the topic of Peace as well as Peace Education. It made further use of internet sources to retrieve News paper articles, research papers and Scholarly and research journal articles i.e. Journals of Peace Studies and Journals of Peace Education respectively to supplement on the topic of discussion. It also used source materials from the Ministry of Education resource center which provided the teachers activity books and the Peace Education Manual; conference papers, progressive and evaluation reports on the effectiveness of the Peace Education project in primary schools in Kenya; research and resource papers on the subject. It also used scholarly journals and unpublished articles on the topic of Peace Education from the United States International University and the Ministry of Education Computer laboratories/libraries.
Other sources were from the media on the topic of Peace Education.

1.9 Chapter Breakdown

Chapter one of this study introduces the background to the problem of the research and why it is being carried out by the researcher. It also highlights the background to the study, statement of the problem, research questions and objectives, the significance of the study and the hypothesis. Chapter two reviews the literature that has been done on the discipline of Peace Education, its relation to peace and conflict studies and its implementation from the global to the national contexts. The third chapter introduces the case study of the research and how implementation of Peace Education has been carried out in the Kenyan. Its also looks at what the programme has achieved and challenges it faces in the implementation process. Chapter four demonstrates the findings of the research and analyzes the same to demonstrate the effectiveness and importance of Peace Education in general and in Kenya. It also suggests some recommendations that need to be done for Peace Education to be effectively implemented. Finally the fifth chapter concludes the research by summarizing the findings and results of the research as well as generally elaborate the importance of Peace Education is in the field of International Relations especially Peace and Conflict studies.
1.10 Summary of the Chapter

This chapter elaborates the conflicts that are affecting the Kenyan society. It also introduces one of the measures that have been taken to handle these conflicts. The Government of Kenya's Ministry of Education, introduced the Peace Education Programme both at the formal and informal settings as a way of dealing with the conflicts. There are however challenges in the implementation process of Peace Education that need to be dealt with. The chapter also addresses the significance of the study and why the research has been carried out. The next chapter reviews the literature that has been discussed in Peace Education and its implementation.
CHAPTER TWO
LITERATURE REVIEW, THEORETICAL AND CONCEPTUAL FRAMEWORK

2.1 Introduction

This chapter explores the literature related to the theories underlying this study. Findings of other researchers on the concept of conflict resolution are reviewed in the first part of this chapter. Using the theoretical framework, the subject matter of Peace Education is also explored. The reviews help identify gaps in the knowledge and provide an insight on the entry of the study (Orodho, 2004). The study first explores conflict and peace and how they both relate to Peace Education.

2.2 Concept of Conflict

The study in examining the concept of peace delves into aspects that are found to be relevant to this research. The critical point to begin is conflict itself. The definition of peace is not complete without defining what conflict is. Conflicts are inevitable situations in human life and are found in the relationships they are engage in. According to Barnes (2005), conflicts are healthy and necessary because they are matted with the struggle for justice hence resulting to positive social change. This notion is also shared in Peace Education. Conflicts are usually complex and can emerge from the personal to the global level. Both Barnes (Ibid) and Austin et al. (2012), agree that a conflict is the result of a clash between opposing ideas or interests within a person, between two or more people, or groups or states that are in pursuit of mutually incompatible goals.
One of the founding fathers of conflict and peace studies, John Burton (1990), defines it by
distinguishing it from disputes. He says that disputes are short-term disagreements while
conflicts are long-term confrontations that arise from deep-rooted contradictions. These
contradictions arise from issues such as beliefs, values and basic human needs. He further
explains by using the human needs theory that human behavior is conditioned by the needs
mentioned above. These needs motivate and drive people to conflict because of the
frustrations that arise from them being unfulfilled. Another theory used to define conflict is
the protracted social conflict theory (PSC) where Azar (1991), offers an explanation for the
quality of protracted contemporary conflicts. These conflicts are caused by prolonged and
frequent violent struggle by communal groups in search of basic needs such as security,
unbiased acceptance to political institution, economic involvement, recognition and
acceptance. Such conflicts do not indicate any clear starting and ending points.

Galtung on the other hand suggests that conflict could be viewed as a triangle. This triangle
represents attitudes; which involves the parties’ perception and misperceptions of each other
and themselves which is often influenced by emotions; contradictions which underlie conflict
situations and could be actual or perceived underlying; and behaviors which involve strong-
arming or cooperation (Galtung and Webel, 2007). Galtung sees conflict as a dynamic process
in which the three components are constantly changing and influencing one another. Hugh
Miall says that the description given by Galtung is too simplistic. He builds on it such that on
contradiction he builds ‘context’ on attitudes, ‘memory’ and on behavior ‘relations (Miall,
2004).

He explains that the meaning of conflict depends mostly from the context it arises from.
Previous relationships shape the attitudes that parties have towards each other. The behavior
that is therefore adopted is based on their memory of what has happened in the past and what may be expected to happen in the future.

Conflicts undergo complex and unpredictable processes from the point of escalation to the de-escalation point. They do not usually follow a particular path hence different scholars present different stages to a given conflict. According to Brahm (2003), conflicts pass through a series of phases from a situation without conflict; to the latent conflict where potential conflict exists which can be triggered by people’s needs, interests and values; this is followed by the emergence stage which is triggered by a given event; this is quickly followed by escalation of the conflict which at this point is destructive; de-escalation is the part of a conflict where both parties are open to a settlement or solution but if this situation is prolonged it could lead to a stalemate period; the hurting stalemate is a prolonged period in conflict where both parties realize that they cannot both win, it presents a great opportunity for the negotiation process which could lead to settlement. The peace building is the final phase of a conflict where by if an agreement is reached then damaged relationships can be repaired and peace building efforts are embarked on.
2.2.1 The concept of Peace

Peace is a complex, long term multi-layered process but the negative and positive peace fronted by Johan Galtung has greatly gained acceptance (Austin et al., 2012). This study uses the concept of peace as first suggested by the founder of Peace Studies, Johan Galtung. He looks at the concept of peace by evaluating both negative and positive peace. He explains that one cannot explore peace without looking at violence. He distinguishing violence as consisting of three types namely; direct, structural and cultural violence (Galtung, 1988). Direct violence is depicted by the presence of war, torture, killings and rape. According to the realist perspective, peace is the absence of war or any other form of organized physical violence. Negative peace focuses on ending war and all physical violence. This definition is considered to be inadequate and can be strongly termed as negative peace. Negative peace is achieved by involving the traditional methods of peace-building such as negotiations,

Source:  Brahmi.

ILLUSTRATION I: Stages of Conflict
arbitration and mediation which tend to be used to solve conflict after it has occurred. Peace attained from this is usually limited.

Structural and cultural violence on the other hand are more indirect and are generally depicted in the structures of the society. These are catered for by pursuing positive peace.

\[ \text{VIOLENCE} \]

- Direct violence (Personal)
- Absence of Personal Violence (Negative Peace)

\[ \text{PEACE} \]

- Indirect violence (Structural)
- Absence of Structural violence (Positive Peace)

SOURCE: Hicks, 1988

ILLUSTRATION II: Negative and Positive peace

Positive Peace is a condition in which at the social level there is fairly strong justice, equity and liberty and some little violence (Webel and Galtung, 2007: 11). This peace focuses on peace building by establishing social structure that are non-exploitative and the determination to work towards this goal even when a war is not going on or forthcoming. Positive peace does not only aid in achieving a cease-fire, it also resolves underlying reasons for war as well.
as transforms relationships. It comprises a variety of approaches to social change which include alternative mechanisms for conflict resolution to take the place of war (Goldstein and Pevehouse: 2011: 134).

Peace Education utilizes the broad definition of violence and the concepts of negative and positive peace as explained by Johan Galtung. As a discipline, Peace Education sets out to cultivate in students ways in which they can solve conflict before it becomes open conflict. Peace Education provides an alternative method of managing conflict so as to avoid violent conflict. This it does by changing an existing culture of war that is depicted by a state of negative peace (direct, cultural and structural violence) to a state of positive or proactive peace (social justice, equality, democracy and local and international solidarity. Peace Education sets out to systematically instill the culture of peace in the minds of individuals with the view of deconstructing the culture of violence from their minds. To attain positive peace, the discipline nurtures in students the skills, values and knowledge on how best to approach and solve conflicts amicably. Peace Education can hence be interchangeably referred to as cultivating ‘a culture of Peace.’ Ultimately, it strives to ensure that a culture of peace is achieved through positive peace/proactive peace as opposed to negative peace which maintains a culture of war. There have been different strategies that have been used at the international, regional and national levels when it comes to resolving conflict and peace-building.
2.3 International Relations on Conflict Resolution and Peace-building

Internationally the objectives of conflict management are to prevent or to minimize conflict; prevent war; control and contain war; terminate war and conflict resolution (Sanderson, 1998: 145). The International Community prefers instruments like diplomacy, negotiations and mediations as peaceful means of resolving conflicts. Others are enforcing arms control and disarmament, the use of International law, International organizations, regional organizations enforcement of sanctions and peace keeping. The United Nation (UN) through the Security Council is the most powerful institution in the world that ensures that peace and security is enforced in the International System.

The UN has a framework for strategies of conflict resolution and peace-building adopted from Boutros Ghali’s (1992) “Agenda for Peace.” The agenda consisted of the following four components: Preventive diplomacy referring to actions that prevent disputes from arising between parties and preventing existing disputes from escalating into conflicts; Peace making which refers to actions which bring hostile parties to an agreement through peaceful means e.g. negotiations and mediations; Peace Keeping which involves the deployment of the UN military in the field with the consent of all concerned parties; and post-conflict Peace-building where are actions are taken that identify and create support structures that tend to strengthen and solidify peace in order to avoid a conflict from rising again.

The UN enforces peace-building which is commonly carried out in post-conflict situations. Peace-building according to Call and Cousens (2008), are actions undertaken by both the international or national actors to institutionalize peace. It can be understood as the absence
of armed conflict also referred to as negative peace, and a degree of participatory politics which is a component of positive peace.

According to Otunnu and Doyle (1998), criticizes the UN by arguing that it not a world Government but an association of sovereign states. Therefore it should be facilitated by ideals and principles as opposed to the institution being the place where power relations are recognized. In spite of the remarkable achievements in solving conflicts and building peace across the world, the evolution of the peace-and-security agenda of the UN is also caught at a difficult cross-road today. A High level Panel set up to examine the challenges confronting the UN in the field of Peace and Security in 2004, described the continuing absence in the UN system of a “place designed to assist countries in their transition from war to peace” as a “key institutional gap” (Berdal and Leifer, 2007: 64). With the world facing multiple internal conflicts, the UN still lacks the capacity to plan, deploy and administer large-scale multi-component operations.

Rapid expansion of the complex operations carried out by the UN has generated serious political and financial stresses on the institution (Otunnu and Doyle, 1998). These stresses combined with the tragic failures experienced in Somalia, Rwanda and Bosnia-Herzegovina has produced a disposition of cutbacks for the present and serious uncertainties about the organizations future directions. This has also encouraged a re-examination of the UN role in dealing with internal conflicts, so as to develop future options.

Post-conflict and Peace-building assistance posit Bigombe et al. (2000) and Hauss (2010), have taken partial and often uncoordinated and ill-informed approaches. This has led to most of the assistance to be only marginally successful. The international record shows that over 30 per cent of world-wide conflicts that have been resolved and have ended, resume within
ten years. These are mostly witnessed in Africa where conflicts are prone to restart less than one decade after peace restorations.

2.4 Peace Education

The traditional approaches that have been used to handle and prevent conflict in International Relations have been used for a while. These approaches are somehow limited as discussed therefore making the discipline of Peace Education relevant today. Peace Education and its concepts cannot be precisely and comprehensively defined since it is a discipline that is continuously evolving with different definitions coming up. Its definition therefore depends on a matter of personal preference with different scholars defining it differently.

R.D. Laing (1976), defines it as an attempt to respond to problems of conflict and violence on scales ranging from the global and national to the local and personal. Peace Education is about exploring ways of creating more just and sustainable futures. It is also a process of empowering children by building skills to come up with creative and non destructive ways of settling conflict so as to live in harmony with themselves, others and their world (Schmidt & Alice Friedman, 1988).

Reardon (2000: 399), sums up the definition of Peace Education as,

The transmission of knowledge about requirements of, the obstacles to, and possibilities for achieving and maintaining peace; training in skills for interpreting the knowledge; and the development of reflective and participatory capacities for applying the knowledge to overcome problems and achieve possibilities.
Peace Education has been developed by scholars like Susan Fountain, John Dewey, Maria Montessori, Paulo Freire, Pamela Baxter, Margaret Sinclair, Johan Galtung, David Hicks, Jane Adams, Betty Reardon and Ian Harris (Navarro-Castro and Nairo-Galace, 2010).

2.5 Global Initiative for Peace Education

Peace Education is a relatively new discipline that started gaining momentum in the 20th Century (Bajaj and Chiu, 2009: 441). It has developed as a scholarly field over the past 40 years and has largely emerged from the field of Peace studies. The end of World War I and World War II witnessed the deaths of millions of victims in addition to the frightening use of atomic weapons against Japan at Hiroshima and Nagasaki. This brought about the powerful support for the need for International cooperation and understanding which cultivated a desire to include these ideas in the educational systems. In many parts of the world, civil society suffers because of situations of violent conflicts and war. Education has been recognized as the key to uniting nations and bringing human beings closely together. It was therefore important to recognize the crucial role of education in contributing to building a culture of peace and condemning instances in which education is undermined in order to attack democracy and tolerance (Gale Encyclopedia of Education, 2013).

There have been two international support of Peace Education and these are ‘The Manifesto 2000’ and ‘The Global Campaign for Peace Education’ which is supported by the Hague Appeal for Peace (HAP) (Ibid). The HAP campaign states that,

A culture of peace will be achieved when citizens of the world understand global problems, have skills to resolve conflict and struggle for justice non-violently, live by
international standards of human rights and equity, appreciate cultural diversity and respect the Earth and each other. Such learning can only be achieved through systematic education for peace (Hague Agenda for Peace, 1998: 1).

The League of Nations and a number of nongovernmental organizations worked together on these ideas, through the International Institute of Intellectual Cooperation which was a predecessor of UNESCO. In 1946, UNESCO under the United Nations was charged with planning, developing, and implementing general changes in education according to the international politics of peace and security. Its statute was to reinforce the principle of the role of education in the development of peace. It created a framework which included and applied the principles of peace in the general world education systems. This hence developed the concept of Peace Education (Gale Encyclopedia of Education, 2013).

2.6 Co-Disciplines of Peace Education

Peace Education borrows from different disciplines. The content that is derived from the discipline of Peace Education develops a global citizen. Its co-disciplines include; Development Education, Disarmament Education, Human Rights Education, Gender Education, Environmental Education and Conflict resolution (Bajaj and Chiu, 2009).

Conflict Resolution Education: The main goal of this education is for students to develop constructive, creative and non-violent way of solving conflicts using peaceful methods (PEP, 2011: 142-150). This education enables learners as children and adults to handle conflict constructively so as to build healthy relationships and form constructive communities. In the school, students are trained to develop skills in dealing with conflicts both at the school and
their daily life.

Development Education: This education helps in building peaceful communities by promoting an active democratic citizenry which is interested in the equitable sharing of the world’s resources. Its vision is geared towards developing positive peace which motivates people to struggle against situations of injustice. It further criticizes the unjust and unsustainable economic order which usually results to hunger, homelessness and marginalization. Critical consciousness is developed by learners who also challenge the undemocratic structures like those promoted by institutions such as trans-national cooperation’s (Navarro-Castro & Nario-Galace, 2010: 45-46).

Disarmament Education: This is a field of peace education that arose in the 1950’s and 1960’s and was largely influenced by the Hiroshima and Nagasaki atomic bomb attacks. At the moment it still influences Peace Education doctrine in Japan which is mainly concerned with nuclear disarmament. In the world today, the availability of weapons poses the greatest threats to peace. The proliferation of weapons is also a major cause of structural violence in the society. Finances that should have been used on food and healthcare are used on weapons leaving countries and the people living in it in poverty. Disarmament Education focuses on achieving general to complete disarmament to attain a culture of Peace (PEP: 2011: 90-93). It focuses on education ‘for’ and ‘about’ disarmament. Education for disarmament involves learning about the issues and problems of disarmament; and the actions that are required to build a world without arms. Education for Disarmament education cultivates interests, critical thinking for acquiring knowledge in order to make informed decisions.
Human Rights Education: It is founded on the Universal Declaration of Human Rights (UDHR) and the Convention on the Rights of the Child (CRC). Human Rights Education enables the students to respect and protect the rights of all the people. It instills in students values such as understanding, tolerance and equality and at a personal level it aims to achieve attitude change, development of solidarity and skills for advocacy and action. This form of education seeks to promote justice by examining existing power imbalances and inequalities. In the classroom students learn on issues such as human rights treaties, the terminologies, mechanisms and institution that up hold human rights (Ibid: 96-103).

Gender Education: It fosters in learners the ability to respect the capabilities and rights of individuals despite their gender. Learners become aware of the gender biases and stereotypes that have been culturally embedded in the societal system and are able to change this. Gender education is therefore expected to be gender fair in aspects of learning content, the methods used for teaching as well as the school environment. In future they are able to become agents that disseminate equality between men and women hence eliminate gender stereo-types, biases and gender based violence in the society they live in (Navarro-Castro & Nario-Galace, 2010: 45-46).

Environmental Education: This is a discipline of Peace Education that appreciates the interdependence of all living systems as a whole (Ibid). Environmental Education recognizes that environmental sustainability is vital for peace. It is based on the ecological aspect of thinking which includes respect for all life in the planet. In a world that is becoming interdependent on each other, the content of Peace Education enables the learners to become responsible citizens in their respective countries. They are able to respect and understand the
differences and diversity in the society; the need of a world without arms; discrimination in terms of gender; how to respect the universe and all that is in it as well as what needs to be done for a society to develop.

2.7 Peace Education Theoretical Framework

Peace Education is a diverse field that includes theoretical research and practiced activities of experts from disciplines assembled in a number of professional and research associations (Deepa and Lawrence, 2012: 6). Many of the approaches used in Peace Education are based on ideology, practical experience and good intentions. This has made it to be criticized by the scholars of Peace and Conflict studies who argue that the programme lacks basic validated theories backed by research that can be operationalized into practical procedures (Cite).

Johnson and Johnson (2009: 226), dispute this by generally basing the discipline on three interrelated theories which have been extensively researched and have generated practical procedures in the Peace Education Programmes. Clarke-Habibi (2005), additionally states that Peace Education requires a general or integrated theory which is can holistically account for intra-personal, interpersonal, inter-group and international dynamics. These theories are the Social interdependence theory which underlies the development of cooperative relationships; the Constructive controversy theory which focuses on effective political discourse, creative problem solving and decision making on difficult issues and Integrative negotiations which focus on resolving conflict to maximize joint gain. These theories promote the civic values underlying consensual peace.
2.8 Content and Context of Peace Education

Peace education is basically about understanding the nature of conflict at the various levels. It is neither static nor is it trapped in a current situation. It evaluates past conflicts, which aid in how we respond to the realities in present situations and on images of future alternatives.

UNICEF illustrates an overview of how Peace Education programmes are approached. Peace education as a practice and philosophy refers to matching complementary elements between education and society (Bajaj and Chiu, 2009). It shows that no one approach is universally used. The programmes are highly responsive to local circumstances (Fountain, 1999: 16). The content used in the discipline does not come from abstract categories but from the people’s needs and is captured in their own expressions (Cabezudo and Haavelsrud, 2007: 288). The contents and forms may require different approaches upon conditions of the context.

Peace education is applied at the formal systems of education, the non formal, organizations and home settings. Johnson and Johnson (2009: 232), however argue that the best setting for Peace Education to be delivered is through the school setting. They state that school provide the most natural settings because they are compulsory, ethically, culturally and religiously integrated in addition to ensuring that all children, youth and young adults gain from it. UNICEF reinforces this by arguing that, for Peace education to be effective the skills of peace and conflict resolution need to be modeled by the school environment in which it is taught and the students need to be actively involved (Fountain, 1999: 16).
In some schools students have lobbied and proposed for Peace Education to be an independent subject (Samaacumbi, 2003: 12). Other teachers and students have opted for its infusion into other subjects which would make peace relevant in everyday settings. Peace Education is integrated into other subjects so as to add more value to the existing curriculum and content (UNESCO, 2005). This is done to ensure that the curriculum does not become overloaded and therefore exhausting to both the instructors and the students. It is internalized and institutionalized so as to find relevance along other subjects in the school curriculum because it is an interdisciplinary subject. This method of implementation is also mainly done to ensure that there are no contradictions arising from the value in cooperated between the different contents, especially with the methodologies used in teaching.

Maiyo et al. (2012: 32), the subjects taught in the school curriculum are embedded in a rigid educational structure and mostly focus on the theoretical aspects of teaching. Peace Education on the other hand is more practical and value-based. Active learning approaches in developing countries are also held back with silence as a way of children showing respect for their elders (Sinclair, et al 2008: 48). According to Wells (2003), teachers have been known to rely on fear and coercion to maintain order in class which leads to children being afraid of participating. This could hamper the effectiveness of the programme.

To build a culture of peace involvement of all community members takes two forms. These are the non-formal and the informal methods. The non formal method can involve offering peace education workshops for adults and other individuals who do not attend formal schools. The informal method could be in form of issuing a press release to attract the local
media to the peace education programme. It could involve partnering with local radio stations to interview students on the topic of peace (PEP, 2003).

Its integration is done into various subjects such as Social studies, Science, Home science, language, Art, Music and in extra curricula activities like club activities, Games, film shows, discourses, debates, community campaigns etc. (Ibid).

2.9 The Aspect of the Teacher/Instructor

Unlike teaching a traditional subject where knowledge of content is enough, the teacher in Peace Education needs to internalize the subject matter for the programme to be successful (Readorn, 2001: 140). The teacher should be an expert in her field as well as a caring responsible global citizen. She becomes a peace practitioner who observes values like human rights, democratic principles, equity and non-violent approaches among others.

In the new Peace Education pedagogy both the teachers and the learners are active. The teacher is no longer the reservoir and only distributor of knowledge. His/her role changes it becomes the planner, initiator, climate builder, facilitator and guide, mediator, knowledge organizer and evaluator. The teacher designs and organizes activities that provide a meaningful opportunity to the learners for constructive learning; instead of providing ready made solutions to the problem. Teachers should be encouraged to contextualize lessons to suit the current situations in the child’s immediate environment in addition to managing the emotional climate of the class (Priya, 2009; Reardon 2001).
According to Ikobwa and Baxter (2004), teacher internalization is not enough in situations of emergency or reconstruction. Learners in these circumstances have special needs therefore a specific programming and training is required. A formal curriculum structure is needed where concepts are slowly built on one another and where the key principle is human-based learning. Activity based learning as a methodology of teaching should be adopted which helps students to psychologically own the skills and behaviors taught.

Materials selected by the instructor to teach must be appropriate to the age of the child, but should also not be too restricting for their benefit (UNESCO, 2005). There are materials and content that can be said to be violent for the child. In the world today children cannot be sheltered from the knowledge of war. There are cases where children themselves are directly affected by the violent conflicts while there are other situations where this content is accessible via television and computers. Boys tend to be more interested in weapons such as guns and therefore making Peace Education very useful at whatever age.

In the United Kingdom, the United committee for UNICEF has produced a park of teaching materials entitled “children working for peace” which introduces children to activities with the effort of cultivating and developing conflict resolution skills originally developed in Lebanon, Northern Islands and Sri Lanka. In Sudan the programme is carried out through Operation Lifeline Sudan and it develops kits to be used in schools which aids in building cooperation and respect for differences through sports, arts and science projects. The discipline also uses activities such as sports and physical education to develop skills and attitudes of peace. In a country like Liberia, youth leaders are trained to be ‘conflict managers’ through the setting up of peer mediation programmes (Fountain, 1999).
2.10 The Pedagogical Aspect of Peace Education

Peace education helps in the cultivation of peace building skills such as dialogue, mediation and artistic endeavor. A number of countries across the globe have developed Peace education curricula which consist of activities around themes such as communication, cooperation and problem solving (Fountain, 1999: 17). It teaches about the values of respect, understanding, and nonviolence. It also educates on the alternative security systems by bestowing skills for analyzing international conflict. The skills for peace and non-violence can only be learned and perfected through practice. Active listening, dialogue, mediation, and cooperative learning are delicate skills to develop so as to grapple with contemporary issues related to local and global contexts (Kester, 2009). Peace Education therefore needs to use a pedagogy that is democratic and hands-on.

Since the content and methodology of Peace Education are progressive, an unrestricted learning environment should be promoted. UNESCO’s Peace Education framework realizes that no individual or group holds the only answers to a problem it hence calls for content that is developed democratically, by including all voices in the designing of its programmes (Ardizzone, 2009: 17). Peace Education is a life time experience which is dynamic and a long term process which lasts a life-time. It means providing both children and adults with an understanding of and respect for universal values and rights. It requires participation at all levels that is family, school, places of work, news rooms, play grounds, and the community as well as the nation (Ibid: 2009).
UNESCO Peace Education Framework (2005: 39), proposes that peace related concepts should be done in five stages namely: Engagement which involves the students in learning activities; exploration involving accessing the information and exploring the information that is considered necessary to solve problems or define peace related concepts to be learnt; explanation where students are able to explain the concepts and methods of solving problems of violence; elaboration which involves learners being able to achieve higher order cognition and eventually being able to evaluate conflict situations using a set of pre-defined criteria to achieve success.

Peace Education has to be both actively-based and sustainable. Pedagogy of experiential learning is necessary for developing values, attitudes and peace loving mind-set. According to Balbo & Furniss (1998), Peace Education is most effective when the skills of peace and conflict resolution are learned actively and are modeled by the school environment in which they taught. Various types of interesting and instructive activities have to be designed.

2.11 The role of Peace Education in achieving global Peace

Many scholars in the field of Peace Education address the issues of violence and war system as the core problems inhibiting peace (Ardizzone, 2009: 16). While there have been many definitions of peace education, the field is generally considered multi-disciplinary which focuses on peace studies, social justice, economic well-being that is meeting basic needs, political participation, nonviolence, conflict resolution, disarmament, human rights and environmental concern (Stomfay-Stitz, 1993).
The discipline offers solutions to violence and its manifestations in the social, political, economic, environmental, ethical and spiritual perspectives (Kester, 2009). Peace Education develops a culture of peace and non-violence which is the principle of fundamental human rights. These include social justice, democracy, literacy, respect and dignity for all, international solidarity, respect for workers’ rights and core labor standards, children rights, equality between men and women, cultural identity and diversity, indigenous peoples and minorities rights, the preservation of the natural environment just to name some of its themes. All these topics are encompassed in the discipline of Peace Education which seeks to develop a global citizen and a peaceful society.

Peace Education has always been concerned with understanding the root causes of all forms of violence and establishing a way to eradicate them. Unlike the traditional methods of peace-building which are retroactive, some scholars argue that Peace education is proactive since it precedes a conflict (Ardizzone, 2009: 16).

It aims to cultivate peace building skills e.g. dialogue, mediation, values such as respect, understanding and non-violence. Its aim is to prevent conflict by ensuring that parties to a conflict can handle it amicably beforehand without leading to the loss of lives. It is with these qualities that Peace Education aids individuals achieve a peaceful society hence achieving global security (Kester, 2009). Peace Education in general aims to transform world views that are conflict oriented to peace (Clarke-Habib, 2005).

2.12 **Peace Education themes and efforts at the global context**

Peace Education may be considered a radical discipline and is not easily acceptable, but it responds to different issues in the society at large. According to Bankole (2010: 50), Peace
Education has been implemented across the globe and though it is referred to in different names, its goal remains the same. In Australia it focuses on the challenges of ethnocentrism, cultural chauvinism, violence which promotes cultural diversity, nuclear disarmament and conflict resolution. In Japan Peace education is referred to as anti-nuclear bomb education and is concerned with issues like disarmament, militarism and the taking responsibility for past violent acts. South Africa has its Peace Education Programme focusing on structural violence, human rights and economic inequality. In the USA the programme is essentially preoccupied with prejudice violence, conflict resolution and environmental issues (Samaaacumbi, 2003). In Ireland it is referred to as Education for mutual understanding while in Europe it is called conflict resolution education. Nigeria refers to it as Education for Tolerance and Mutual Understanding. It has been referred to as Development Education in most southern hemisphere countries (Bankole, 2010).

2.13 Implementation of Peace Education at the Global context

Peace education is a discipline that has been studied in the United States by scholars, activists, and reformers at different times. This was done with the aim of bringing about greater harmony among groups of people, mostly through schools and classrooms (Stomfay-Stitz, 1993 as cited by Stomfay-Stitz in 2008). Peace Education became a legitimate and credible discipline owing to the conflict experienced in the 1960’s. Several organizations played a vital role in this change. The Peace Education Commission (PEC) which was a network of elementary and secondary teachers interested in promoting peace education became a part of the International Peace Education Research Association (IPRA). This further led to the creation of the Peace Education Network (PEN). This organization focused
on introducing and developing nonviolent conflict resolution as a central concept of American peace education (Stomfay-Stitz, 2008). Peace Education in the USA is more acceptable when it is offered through non formal educational settings.

The International Community intervened in the conflict in Bosnia and Herzegovina which took place between 1992 and 1995 and put a stop the killings and violence. The country then struggled to recover and reconstruct with the substantial investments it received from international resources. Nonetheless stability was still lacking. The country was suffering from fundamental break down of trust among the general of population. On the surface everything seemed to be alright but fear, suspicion and anger based on ethnic polarization still divided whole communities. Education for Peace (EFP) was carried out as a pilot programme with the attempt to set in motion the exploration and application of peace in all aspects of life both at school and in the community. Integration into the traditional subjects of Peace Education was implemented. There was however the issue of the rigidity of the teaching methodologies which led to the training of teachers. This changed the teaching styles from being authoritative and some evidence of creativity started being realized between both the teachers and the students. There was also a demonstration of increased skills in a number of areas such as making decisions, listening and considering other people’s ideas. There was also a transformation in the community which had been previously characterized by isolation, suspicion, ethnic stereotyping and hatred to that of unity. This was largely due to the students carrying out regional peace events that lasted for a week, national peace events and youth peace events that gave the youth a chance to talk about and encourage people to live in peace in the community (Clarke-Habibi, 2005).
In West Africa education has undergone modification and evolutions such that a few formal Peace Education initiatives have been undertaken. This has been largely carried out by countries in post-conflict reconstruction stages with the intention of re-building social cohesion and setting lasting peace foundations (Abebe, et al., 2006).

2.14 Implementation of Peace at the Regional Level

Tanzania it regarded as one of the African countries that have maintained stability and peace, nevertheless its internal conflicts still continue to affect its citizens. It is because of this that the country adopted Peace Education to reduce the number of occurrences of these conflicts. Peace Education has been integrated into other subjects just like in most countries and recommended by UNICEF. The education system in the country is however rigid and this has hampered the effectiveness of the programme. Its schooling system is geared towards examinations and competition between students to attain the few available places within the various higher educational institutions. Most of the subjects are also examinable thus shaping the students for final exams rather that preparing them to face challenges of the future life. This approach has been seen to be in conflict with the skills of cooperation and partnership advocated in Peace Education methodology of teaching. To solve this problem NGOs such as Human Rights Education and Peace International (HUREPI) were given the mandate of spearheading the implementation of Peace Education in the schooling system (Ibid).

Rwanda experienced one of the worst genocides in 1994 that left millions of Tutsi minority and moderate Hutus dead due to the failure of the International community’s swift intervention. As a result of the genocide, the country realized the importance of Peace Education and acknowledged that it could be a starting point of reversing what had led to it
in the first place. Peace Education has been implemented in the school, informal and the non formal setting. It has two programmes that have been implemented at the primary level that are close to Peace Education. These are civic education and moral ethics. At the secondary level political education has been implemented. These initiatives are skill based and have been implemented through the participatory methods. The use of stories and poems with peace themes are taught from primary to adult classes. Nonetheless there is still need for the country to harmonize the Peace Education curriculum with the traditional subjects in the school system so as to avoid contradictions that arise from value incompatibility between the contents and the methodology of teaching (Ibid).

Uganda is a country that has undergone internal conflicts and regional conflicts with Democratic Republic of Congo and Rwanda for the last 40 years. These have greatly put both physical and psychological strife on the country and its inhabitants. It therefore integrated Peace Education into its formal and informal aspects of education to curb this problem. Peace Education is not accredited to the government nor is the discipline examinable. NGOs have developed the manuals used in the programme. Its pedagogical style of teaching Peace Education is more learner-centered as opposed to teacher centered. Its challenge however lies on the need to balance the Peace Education within the society and how to satisfy the rigid demands of a school system which is based on elimination practices through the use of exams (Abebe, et al., 2006).
2.15 Peace Education at the local level

The post election violence of 2007/2008 significantly affected Kenya’s social-economic development. Peace education was hence initiated to provide a favorable environment to achieve peace. Implementation has been done both at the informal level (Daadab and Kakuma camps) and the formal (Primary and tertiary levels of education). At the tertiary level, the University of Nairobi launched a Masters programme in Peace Education in 2011. At the primary school level, the PEP was initiated by the Ministry of Education in collaboration with UNICEF, UNESCO, UNHRC and other partners in 2008. It was implemented the following year to be undertaken by students from class one to eight. Peace Education has always existed in the Kenyan curriculum. At the primary level it is integrated into the curriculum through subjects such as Social Studies, Religious Education and History and Government (Ministry of Education, 2012). However these same subjects have been taught in isolation with each other. The method of teaching is mostly teacher centered and sometimes the content taught is usually distorted and censored to serve the interests of the government of the day (Nyalwalo et al, 2006). The programme was implemented to encourage schools to promote a culture of peace through the adoption of participatory school governance, and the prohibitions of all forms of violence and anti-bullying interventions among others.

2.16 Criticisms on Peace Education

Peace education and its literature have been criticized as having a buoyant tone. The discipline argues that it the key to peaceful change and emphasizes on the transformation of
behavior and attitudes of individuals. This has been refuted by an analysis of Anna Obura’s statement in 1992 in response to measuring the effectiveness of Peace Education. In her statement she says, “Peace Education cannot be expected to prevent war, just as education cannot solve the problems of unemployment.” This underscores the lofty goals of many peace education programmes (Stofay-Stitz, 1993 as cited by Sommers, 2001).

The other criticism is that of Peace Education as having an interest on the children and the community at large (UNESCO, 2005). Boyden and Ryder (1996:55-6), argue that from a psychological point of view adults continue to pursue conflict in the relationships they pursue. Peace Education on the other hand focuses on changing the behavior of children therefore placing itself between the adults and children of the same community. With this predicament it is impossible for it to instil values of peace in the children. There is a disjunction between values promoted at home and those taught in school. Peace Education therefore ends up creating anxiety and distress in the children instead of optimism and peace-building values. This proves that the values of Peace Education have not been adequately assessed.

**Chapter Conclusion**

This chapter delved into literature on the theories and concepts underlying the study. The discipline of Peace Education has also been reviewed, how it has been implemented in other countries and the challenges they face. The literature examines the different strategies of resolving conflicts and building peace. The role of Peace Education when it comes to resolving conflict and achieving a culture of peace has also been reviewed though it has not been given much credit both international and local organizations in Kenya. Its
implementation in most schools has followed the requirements and guidelines specified by UNICEF and UNESCO. The literature has however mixed impressions about the methodology used in a rigid educational system especially in African countries, and its effects in terms of achieving peace and building a peaceful society. This has been followed with the programme not being fully supported by all the stakeholders of peace. The implementation of Peace Education also faces some challenges in terms of the pedagogy used in the classrooms that have seen the programme not being effectively implemented. It is in-view of these mixed signals that this study is conceptualized. The next chapter explores the case study.
CHAPTER THREE

CASE STUDY: KENYA

3.1 Introduction

This chapter explores the case study. It first briefly examines the conflict situations in Kenya and what the government and different local organizations have tried resolve these conflicts. It explores the need for Peace Education Programme and how it has been implemented in Kenya and its future plans.

3.2 Kenya’s History with Conflict

Kenya has experienced conflicts ranging from the national to the individual level. These conflicts have dated back to the colonial period with British removing the indigenous people from their fertile lands mainly in the highland areas, and resettling Africans in other areas (CRECO, 2012). In addition to this the use of divide and rule on ethnic lines created deep division lines in Kenya to this day. Land continues to be an issue especially in the Rift Valley region because land reparations were not carried out after independence.

Economic needs contribute to conflicts in Kenya. Attraction to the presidency is driven by resources which are rewarded to loyalists and favoutism for the president’s ethnic group (Obala, 2012). Individuals who do not identify with the ethnic group of the president tend to suffer in terms of development, access to social amenities and marginalization in terms of equal opportunities in terms of access to employment. The end product is high crime rates due to unemployment especially in urban areas such as Nairobi, Eldoret, Kisumu and
Mombasa. Access to Small Arms and Light Weapons (SALW) makes the crime rate to accelerate.

Cultural practices contribute to conflicts especially in pastoral communities. These communities engage in practices such as cattle rustling as a way of establishing prestige, accumulating bride price and simply as a lifestyle. The access to guns has made the practice more while the Government does nothing to intervene to either provide security or to retrieve these guns.

The issue of insecurity in Kenya’s neighboring countries such as Somalia, Ethiopia and Eritrea has also contributed to conflict in the country. The porous borders that Kenya shares with these countries, has made it possible for SALW to be easily accessible in the country (Ndiku, 2013). Insecurity and conflict in Kenya also has its contribution to the refugee aspect. As refugees flee from their conflicted countries they manage to settle in two of Kenya’s biggest slums, Daadab and Kakuma. These camps have been reported to have experienced issues of insecurity and conflicts both internally and with the neighboring tribes.

It has also been reported to be the route whereby SALW pass to get into Kenya.

Access to natural resources that is water and pasture has seen different communities in Kenya engage in violent conflicts especially during very extreme environmental periods (CRECO, 2012). This has been largely witnessed in the Northern, the Coastal and the Rift Valley regions of Kenya. This has also been experienced with neighboring countries like Uganda, Tanzania and Ethiopia when pastoralists cross the borders in search of these resources. This has been witnessed with conflict between the Pokot and the Karamajongs, Marakwet and Pokot and the Maasai (Maiyo, et al., 2012).
Politics has also contributed to a lot of conflicts in Kenya especially during the election period. When Kenya gained independence, it was a one party state. Despite efforts by Jaramogi Odinga to form his own party the multi-party system was not yet recognized. For several decades since Kenya gained independence, the country stood somewhat apart from the norm of political instability, civil wars and mass atrocities as was largely experienced in other African countries. In 1992, the multi-party system was adopted after much lobbying by the international community and internal groups in the country. This brought about devastating effects on the lives of the Kenyan people with new power contests presented by elections providing a political outlet for the long-simmering ethnic rivalries. Politics in Kenya has been defined by ethnicity and ‘a winner takes all’ which has seen a lot of conflict on ethnic lines during election periods in 1992, 1997 and recently 2007 which have periodically escalated into violence (Hoste, 2013). These conflicts are demonstrated in such a way that groups from the losing side attack groups from the opposition.

3.3 Conflict Resolution and Peace-building efforts in Kenya

Over the years there have been several efforts that have been made to address some of the conflicts in Kenya (Mumma-Martinon, 2012: 37). These include the establishment of the National Steering Committee on Peace-building which works with a number of NGOs, the National Cohesion and Integration Commission (NCIC) which was established in 2001, Civil Society Organizations (CSOs), Faith Based Organizations (FBOs) and Non-governmental Organizations.
These organizations have been very crucial in handling conflict at the communal as well as the national levels. Organizations such as Amani Communities Africa (ACA), Inter-Faith Action for Peace in Africa (IFAPA), Coalition for Peace in Africa (COPA) and Peace Net have been created with the vision of promoting a peaceful and stable society that upholds equity, development, justice and human rights through capacity building, advocacy and research (Nebe, 2012). It is however not clear how these organizations complement each other with Peace Education.

In 2007/8 post conflict period, the International mediation by Koffi Annan and his team was considered a success. This intervention steered the country from plunging into serious violent and navigated it to somberness. The creation of a coalition Government and the signing of the Peace Accord especially Agenda 4, were vital in the achievement of long term national peace (Ibid). However the delay of achieving the goals set and the disputed clauses within the new constitution has resulted into a disillusioned Kenyan population. This has also created growing anger and disappointment that has been directed to the politicians and the impunity they demonstration. The slow pace of land reforms is another major cause of concern that still affects the country.

Peace-building is not an event that can be carried out in one day but a long process. The organizations created to handle conflict resolution and peace-building in Kenya have been criticized in terms of the donor funds and government money that they receive these processes. They have been accused of using this money for unnecessary workshops, writing publications on non-existing reforms on the lives of the communities and organizing uncoordinated community reforms (Abuom, 2012: 218). There is also very little if any of them that address the translation of Peace Education into community peace.
There have been reforms to transform the government to good governance. Despite efforts to resolve the 2007/8 electoral violence and the underlying reasons that caused it, the demons and wounds that the conflict left still remain and require urgent remedial actions (Obala, 2012). Institutional challenges such as capacity of security forces and other government agencies to prevent, mitigate and manage conflict remain despite the growing recognition by the government of the need to proactively address conflict. The early warning mechanisms that the country uses have also not necessarily yielded or led to timely response (Otieno, 2012: 216). The response taken by the Kenyan government is usually short term and reactive rather than undertaking long term measures. Interventions used are usually by the use of force to suppress and avoidance rather than to deal with the root causes.

3.4 The Implementation of Peace Education in Kenya

Kenya has experienced conflicts that have sometimes escalated to violence. These conflicts arise from unequal distribution of wealth and resources, land alienation/land disputes, lack of political will to fairly and equally distribute wealth, poor governance, poverty, unemployment and cultural practices to bullying and strikes in the school setting. At the regional level Kenya has been engaged in conflicts between itself and Uganda, Sudan and the Somali’s terrorist group, Alshabab. At the individual level there have been conflicts between colleagues and friends which have been demonstrated in office situations and in schools. Kenya has also experienced sporadic conflicts since the introduction of multiparty system in 1992 which were followed with election violence. Nevertheless it had not yet realized the need of implementing Peace Education until eruption of the conflict in 2007/2008 as a result
3.5 Implementation at the Daadab and Kakuma Refugee Camps

Peace Education Programme in Kenya was first implemented in 1998 by UNICEF and UNHRC organizations as a pilot programme on the refugee population. This was carried out
for the refugee population in Kakuma and Dadaab camps which are located at the North Eastern part of Kenya. These camps host refugees from Somali, Sudan and Ethiopia who had run from their conflicted states for refuge. Apart from that, statistics revealed that there were reported crimes that these refugees still underwent in the camps they had sought refuge in (Obura et al., 2002). These crimes include armed banditry, cattle raiding which occurs in the periphery of the camps, conflict with host communities and issues of repeated occurrences of sexual and gender-based violence and theft. Ethnic tension had also contributed to an uprising among the refugees between 1995 and 1996 (Allen, et al., 2009). Peace Education was introduced in order to reduce such cases. The programme started both as an adult community based programme and a school component. The programme at the time of its implementation reached about 42,000 children each week with structured lessons (Obura et al., 2002). At the primary school level 28 lessons had been allocated to teaching Peace Education per year in each primary class. Its programme was separated as an individual subject as opposed to being integrated. The refugees were active in the programmes design which greatly contributed to how effective it had been in managing conflicts in the camp. 9000 youths and adults graduated from the community programme since it was implemented (Ibid). The Teachers’ and advisors use the PEP curriculum to teach and are familiar with the conceptual features of the programme which has proved effective in reducing conflicts in the schools and around the camp. Despite how successful it was, the programme ran from 1998 to 2005 when UNHCR cut its funding. It is however assumed that the programme continued through community initiatives but there is little to no documentation to verify this.
3.6 Implementation at the Tertiary Level

At the tertiary level the programme is fairly new. So far it is only the University of Nairobi that has launched a Masters programme in Peace Education which was officially on the 29th of June 2011 (University of Nairobi, 2013). The purpose of the project is to enhance capacity and professional expertise in the field of Peace Education at higher learning institutional.

3.7 Implementation at the Primary School Level

At the primary school level, the PEP was initiated by the Ministry of Education in collaboration with UNICEF, UNESCO, UNHRC and other partners in 2008. It was implemented the following year to be undertaken by students from class one to eight. Its aim was to impart knowledge, attitudes, skill and values that would help in the fostering a situation where citizens live in harmony. It also set out to enlighten students by enabling them to take responsibility in promoting peace by adopting non-violent means of dealing with conflict (The Standard, Nov. 16th 2012: Ministry of Education, 2008).

Peace Education has always existed in the Kenyan curriculum. At the primary level it is integrated into the curriculum through subjects such as Social Studies, Religious Education and History and Government. It also has its elements in co-curricular activities, such as Music, Drama and Clubs which are used as an informal learning platform of peace education. The programme was implemented to encourage schools to promote a culture of peace through the adoption of school governance that is participatory, and prohibit of all forms of violence and anti-bullying interventions among others. Peace Education aims to impart knowledge, skills, and attitudes that foster harmonious living among the citizens (Ministry of
3.7.1 Peace Education Programme in the Classroom

The Kenyan Ministry of Education included Peace Education in the syllabus as a way of ensuring that students are able to handle conflicts in a responsible manner to ensure cases of strikes, demonstrations and bullying reduce in schools. The gaining of knowledge, skills and values that are imparted on the students' would then extend to the community and eventually to the national levels. The Ministry of Education with the help of UNICEF further established a syllabus and a teaching manual of Peace Education for primary school children. The skills, Knowledge and attitudes developed play an important role in building a culture of Peace in the Kenyan society. Learners are able to achieve high-level skills that aid in the prevention of conflict because they are not able to be manipulated by false information. They can understand, analyze, synthesis and judge situations objectively. The Peace Education Programme (PEP) presents a schema of knowledge, skills and Attitudes/Values that has been adopted by UNHRC, UNICEF and the Ministry of Education in Kenya in the creation of its Peace Education Syllabus in the school.
ILLUSTRATION III: Schema of Knowledge, Skills and Attitudes/Values of Peace Education

Source: Peace Education Programme, 2011.
Peace Education in the classroom not only teaches the content and topics as presented in the Peace Education Programme, but also focuses on the building of skills, knowledge and attitudes that are used to promote proactive peace. This it does by developing techniques for conflict prevention and resolution.

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>METHODOLOGY</th>
<th>OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict</td>
<td>Formal &amp; Non formal methods</td>
<td>Learners’ should be able to explain the term conflict, describe the conflict cycle, explain the conflict management continuum and discuss the causes and effects of conflict.</td>
</tr>
<tr>
<td>Perception and Bias</td>
<td>Formal &amp; Non formal methods</td>
<td>Learners should be able to explain how perception affects people’s views, create conflict and discuss how bias can lead to destructive behavior and conflict.</td>
</tr>
<tr>
<td>Communication</td>
<td>Formal &amp; Non formal methods</td>
<td>Learners should be able to explain the limitations of one-way communication and the advantages of two-way communication; how to prevent communication breakdown and how to communicate effectively.</td>
</tr>
<tr>
<td>Effective listening,</td>
<td>Formal &amp; Non formal methods</td>
<td>Learners are able to acquire the skills of effective listening, link assertiveness to constructive</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Formal &amp; Non formal methods</td>
<td>Learners should be able to acquire the skills of problem solving; appreciate that a ‘win-win’ solutions the only sustainable solution in conflict resolution.</td>
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<tr>
<td>Negotiation &amp; Reconciliation</td>
<td>Formal &amp; Non formal methods</td>
<td>Learners should be able to describe the process of negotiation appreciate the importance of Peace Education; distinguish between negotiation and mediation; explain importance of reconciliation and Peace building; and identify the key elements of reconciliation.</td>
</tr>
<tr>
<td>Values, Nationhood and Citizenship</td>
<td>Formal &amp; Non formal methods</td>
<td>Learners are able to discuss the place of values in Peace Education; explain the concept of citizenship and appreciate the concept of Nationhood.</td>
</tr>
</tbody>
</table>

Source: Ministry of Education, 2008

ILLUSTRATION IV: Peace Education Content as taught in Kenyan Primary Schools from Grade 1-8
3.8 The National Peace Education Campaign (NPEC)

The implementation of Peace Education in Kenya has not been confined in the school setting. The children can be a powerful tool in achieving peace at the community level and the national level. It is on this backdrop that the National Peace Education Campaign project was designed and executed. This exercise has also been adopted by the PEP as part of its programme which presents a link between the school and the community at large for the former to be effective.

The Ministry of Education in collaboration with UNICEF, UNHRC, UNESCO, Daima Initiative for Peace and Development (DIPA) and other key partners planned to carry out a National Peace Education Campaign in 2012-2013 as nation wide peace project. It was launched by the Ministry of Education on 11th May 2012 at Uasin Gishu Primary school grounds in Eldoret (The Daily Nation, 2013). This exercise took place between the months of August 2012 and February 2013. It involved students from all the 47 counties in Kenya who set out to advocate for peace and non-violence before, during and after the 2013 elections. The NPEC is an initiative within the Peace Education Programme which provides an opportunity for members of the school community to share information with and advocate for peace among the communities. The theme of the campaign was “Education for Peace, making the voices of the young Kenyans heard.” It gave the young people voice by providing a platform to articulate their views towards sustaining peace for a just and sustainable Kenya. The purpose of the campaign was to emphasize peace and violence prevention in the society through learning institutions. It compromised of the MOE officers, teachers, pupils/students and the larger community members.
3.8.1 Justification of the Programme

The children and the youth have been among the most affected people by election violence since Kenya gained independence. In spite of this, their voices had rarely been heard in matters of peace. Peace Education becomes important when it comes to promoting skills, values and attitudes for peaceful co-existence among students both inside and outside the school environment. After gaining this knowledge from the Peace Education Programme, the campaign provides the students with an opportunity to share with the community. Powerful tools like music, drama and art are used to relay their messages of peace to their given communities. This ensures that what is taught in the classroom can be used constructively to achieve peace in the community and the nation at large.

According to MOE (2012), the campaign set out to accomplish three specific objectives. The first is to create public awareness on peaceful existence with the help of Children and young people. Secondly, it provided a platform to give a voice to children and young people on matters of peaceful co-existence in Kenya. Thirdly it aimed at enhancing capacities for peaceful co-existence at the county level.

3.8.2 The Key Strategic Areas of the Campaign

The campaign included five key activities to carry out its peace programme and this include:

3.8.2.1 National Media Campaigns

This was carried out by UNICEF and the public relations department in the Ministry of Education in collaboration with public relations and media communication firms in the country. They came together to develop a script of key peace messages and special peace
programmes to broadcast through the national radio stations, television and other entertainment channels. These were to be developed and carried out by the National Youth Talent Academy (NYTA) who then to periodically aired special peace songs through the mass Medias. This was to present the young people and the chosen ambassadors of peace with an opportunity to discuss the best methods to prevent and minimize violence. They also discussed with the public on ways of promoting peace behavior in the local context.

3.8.2.2 Peace Awareness Caravans

These were carried out during the period of June and September 2012. The exercise included the establishment of three mobile peace caravan teams that ran across 21 districts (MOE, 2012; Daily Nation, 2013). These were spearheaded by the NYTA who prepared and held a series of peace songs, drama, skits, poetry and peace messages that were used to rally peace themes. They also prepared and carried out peace talk forums and verse speaking sessions as a way of reaching out to the communities and out of school youth.

3.8.2.3 National Peace Torch Activities

The peace torch campaign was launched on the 27th August 2012 at the Bomas of Kenya. It was commissioned by his Excellency the president during the national conference on peaceful elections. He then handed the torch to the children and young people as a symbol of a legacy of peace for the present and future generations. Three peace torch ambassadors were nominated from the athletics Kenya to kick off the campaign at the county level. The peace torches moved to all the 47 counties from one school to the next, as a rallying symbol of
peace, respect, unity and extension of friendship from one county to another. The exercise was carried out with the aim of connecting the leadership of the nation with the aspirations and hopes of the children and the young people. It was also acted as a symbol of peace signifying a secure and safe future for the young people. After going through all the 47 counties, the torch made its way back to the president who appealed to the public to shun violence and resolve disputes in a peaceful manner for the sake of the country and more so for the children (Serem, 2013). Through the participation of the children, the public was encouraged to join in the cross-country campaign for peace and non-violence during the 2013 General elections.

3.8.2.4 Establishment of Peace Zones

In times of elections primary schools have been used as polling stations. This activity proved to be very important before the 2012/2013 general elections. This activity involved various stakeholders from 21 selected schools in 7 counties which were identified as hot spots and areas of insecurity. The exercise was to sensitize the communities and the local partners on the need to secure schools as peace zones. It was to identify and zone off designated schools as peace zones. Children used this exercise to plant ‘peace trees’ as an exercise of establishing the selected school areas in the peace zones.

The Ministry of Education on the other hand reported that, since the Peace Education Programme was implemented, cases of school unrests have gone down as students opt for dialogue to solve problems between themselves as well as with the administration.
3.8.2.5 County Peace Education Forums

The exercise was carried out between June and December 2012 and took place in all the 47 counties. It marked the climax of the whole campaign in the county. 1000 children and youth from schools within the county were selected to make presentations (MOE, 2012). It involved peace procession marches, planting of trees, presentations of peace messages through songs, dances and artwork. It was during this exercise that peace torches were handed over from the peace ambassadors from one county to the next county.

3.9 Achievements of Peace Education Programme

The Ministry of Education has been able to train 21 master trainers on Peace Education at the national level. These trainers work closely with the National coordinating team in implementing the Peace Education programme. They have also trained over 8,500 education officials; 47 peace of who are Education County focal persons and about 387 teachers from all the counties during the National Peace Education campaign (Kang’ethe, 2012).

Peace Education materials such as: a training manual on peace education, Teachers Activity Books (TABs) for classes 1-8, psychological self-help materials, Peace Education workbook and a story book used to teach students on the topics of conflict as well as skills that are necessary in solving conflict have been developed and published. The TABs have been developed for different levels as follows: TAB for classes 1, 2, 3; TAB for classes 4, 5, 6; TAB for classes 6, 7, 8 and TAB for Secondary Schools. They contain lessons, which adopt different thematic approaches as specified in Peace Education Programme. The themes are
similar for all classes, but appropriate content that appeals to the different ages is used. All
lessons are supposed to be learner centered (Ibid). A monitoring exercise has also been
conducted in 2010 in the different hot spots that were affected by the 2007/2008 election
violence that is Nairobi, Rift Valley and Kisumu (MOE, 2011). This was done to ascertain the
implementation status of Peace Education Programmes in schools.

The programme was carried out a National Peace Education Campaign in 2012/2013. This
was done by the Ministry of Education in collaboration with UNICEF and DIPAD (Daima
Initiative for Peace and Development). These campaigns compromised were carried out to
promote peaceful coexistence by reaching out to the community members with peace
messages through learning institutions. The programme has also managed to organize
national, regional and international peace education forums/workshops. Finally the Ministry
of Education has been able to develop the final draft of the Education Sector Policy on Peace
Education. It has also sensitized over 3,000 secondary school principals on peace education,
sensitized senior managers in the education sector on peace education and developed a draft
policy on Peace Education (Ibid).

The Association for Development of Education in Africa (ADEA) organized an international
conference on Peace Education in 2009 (MOE, 2012). Kenya was identified as leader of the
Inter Country Quality Node (ICQN) on Peace Education for the organization with the key
output, ‘Mombasa Communique, 2009.’ The main expectation of Kenya was to coordinate
other countries in Africa on matters of Peace Education.
3.10 Challenges of Implementing Peace Education in Kenya

The implementation of peace education at the school level has encountered some challenges. Despite the effort in mainstreaming peace education in primary and secondary school curriculum, it has not yet been done across the board. Peace Education at secondary level has not yet been implemented. The discipline itself has also not yet been embraced by all stakeholders of peace. There has also been heavy investment in training of teachers on how to implement peace education. Despite this there is still evidence of capacity gaps especially in the delivery of peace education at the school level (Ibid). Teachers find it hard to disregard the old methods of teaching even when it comes to teaching peace education.

Most Kenyan school subjects are mostly exam oriented making students concentrate on those subjects to attain good grades. Emphasis is put on academic subject at the expense of value based subjects, such as peace education in the Kenyan education system. This situation has led to life skills subjects being relegated to a second place. Peace Education hence has not received the attention it deserves in schools. There is also the challenge posed when it comes to measuring results of the Peace Education programme. There are no clear set large scale evaluation instruments to measure how effective it has been. According to the EFA and the EDA Report of 2012, it is noted that conceptualization and measurement of life skills based programmes is a challenge due to lack of quantifiable benchmarks (Ministry of Education, 2012). The biggest challenge of the programmes implementation is financial support. Kenya faces inadequate financial resources to fully implement the proposed programmes in Peace Education.
3.11 The way forward for the peace Education programme in Kenya

Peace Education and its implementation in Kenya is still progressive. According to Mary Kang’ethe (2012), the policy director of Peace Education in Kenya, the following are some of the issues that the Ministry of Education is looking into for its effective implementation. First there is need for mainstreaming peace education into the curriculum across the board during envisioned curriculum developments. Secondly with the help of UNICEF, the programme needs to map out an evaluation process for the whole country. There is need for developing a measurement and monitoring framework for peace education in Kenya. Implementing Peace Education in secondary school is the third agenda that the programme needs to embark on. Fourthly there is need for the finalization and launching of the Education Sector Policy on Peace Education. Finally there is great need for ample documentation of the Peace Education Programme encompassing both experiences and future interventions at the formal and informal levels.

Chapter Conclusion

The chapter discusses the conflict situation in Kenya. It further looks at what initiated the need for Peace Education in Kenya. The Peace Education programme has also gone through several challenges in addition to achieving some of its goals. The next chapter discusses the findings of the study.
CHAPTER FOUR

FINDINGS, ANALYSIS AND RECOMMENDATIONS

4.0 Introduction

This chapter draws and presents findings from the research which is analyzed. From the analysis it proposes recommendations. These are presented in the order below.

4.1 Findings and Analysis

4.1.1 The Transformative and Proactive aspects of Peace Education

Peace Education presents an alternative method of solving and preventing conflict in Kenya. Content is important but the programme offers students with an opportunity to learn about and internalize Peace Education by observation and practice.

The findings of the study established that Kenya’s Peace Education Manual has encompassed the assets mentioned above and are taught in the Kenyan schools and society. The programme offers: knowledge referring to facts, concepts, principles and theories that the learners need to acquire in relation to peace; skills referring to the specific actions that the learners will be able to perform in handling conflict and values/attitudes referring to learners’ state of mind towards the values of peace and ensuing actions that will be directly influenced by these constants (MOE, 2008).

These are presented as follows:
4.1.1 Knowledge

Peace Education is inclusive of two main approaches namely; ‘Education for Peace’ and ‘Education about Peace.’ ‘Education about peace’ mainly focuses on answering the question of what peace is. It equips the student with the knowledge of what peace is and what its requirements are. ‘Education for peace’ on the other hand is the form of education that involves the development of skills, attitudes, values and knowledge that is conducive to peace building. For its successful implementation, the teacher ensures that the students first understand what Peace and Conflict are and other contents that result to conflict and building a sustainable peaceful society. Students are equipped with this knowledge before this is fortified with the skills of resolving conflict to achieve a peaceful environment. This eventually helps in the development and practice of institutions and processes that encompass a peaceful society.

In the classroom context students are able to understand that conflict begins as an internal process. It consequently needs to be resolved at that personal level before engaging the external levels. This is done by first trying to ensure that individuals recognize their own sense of inner peace by seeking to develop self confidence, intra personal skills and compassion. It empowers individuals by giving them a sense to develop their own capacities to become effective citizens and change agents. They are able to understand that failure to deal with conflict at a personal level leads to it being projected outwards, resulting to the former becoming externalized.

Conflict management is another aspect of the knowledge gained in Peace Education. It can be defined as efforts made to intervene towards the prevention of escalation and negative
effects, especially violent ones of ongoing conflicts (Miller, 2005: 23). Peace Education provides knowledge on how to manage conflict by understanding the Conflict Management Continuum.

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[Diagram of Conflict Management Continuum]


ILLUSTRATION V: The Conflict Management Continuum

Through this continuum, Peace Education imparts knowledge and understanding of conflict management processes. It analyzes both the proactive and reactive aspects of handling conflict (MOE, 2008). The traditional methods of managing conflict such as adjudication, arbitration and peace keeping are considered reactive. These types of problem solving largely involve conflict suppression and conflict management and are regarded as limited because the peace gained from them is limited. In most of these cases no efforts are usually made to
listen to both parties to a conflict. This results in waves and cycles of conflict largely driven by strong elements of revenge because of preceding suppressions. Conflict prevention, resolution and transformation on the other hand are considered to be proactive forms of conflict management. With this knowledge students are able to identify and understand both sides of the continuum when it comes to resolving conflict both at the personal, interpersonal and the communal level. They then see the advantage of using the pro-active aspect of handling conflict, which is largely taught as well as practiced in a Peace Education class (Ibid).

4.1.1.2 Skills

Knowledge about conflict and peace is not enough in the peace education class. The development of skills to handle conflict is another main aim of Peace Education. These skills are learnt over a period of time eventually becoming normalcy. Students are able to handle conflict proactively through repeated exercises in class. At the primary school level focus is on students being able to develop basic peace skills that include:

Critical thinking, problem solving and conflict resolution: The concept of problem solving is important in conflict prevention and management. It involves developing the skills on how to listen and ask questions. Using this skill students are able critically think and understand different viewpoints and biases that are present in everything they come across. They then critically evaluate and are able to solve issues that are important and complex. Other techniques that come in handy when resolving conflict proactively are negotiations and Mediations. These processes start by being based on pupils resolving their own interpersonal
problems in the school setting. They are able to develop skills that are important in resolving conflicts by differentiating between negotiations and mediation.

Cooperation: This is an important skill that is necessary when solving problems in a peaceful manner. They learn that as peace makers cooperation is important and necessary. Students start to learn this by sharing and including others in decisions. They also prepare to accept the decisions of the majority even when they do not agree with what has been decided. Students are also able to develop the ability to build on other people’s ideas and find the best possible solutions to problems. Without this quality then attempting to resolve conflict becomes next to impossible.

Communication and Listening skills: The instructor focuses on the two types of communication namely, the one-way and the two way communication. Students learn that there are dangers associated with one-way communication. Many conflicts have resulted as a consequence of this type of communication. Two-way communication is encouraged and is necessary for peaceful interaction between people. Failing to listen effectively and lack of empathy with people on the other side of a conflict has often lead to violence or conflicts intensifying. People need to be responsible by listening carefully and communicating clearly. These are nurtured in a Peace Education class.
4.1.1.3 **Values / Attitudes**

Gaining knowledge and practicing skills leads to the students being able to change their attitudes and values they hold. They develop attitudes that are encouraging to a culture of peace. These values include:

A sense of identity and self respect: Students gain a sense of personal worth by valuing themselves as well as their own sense of power and goodness. They are then able to contribute towards their society’s positive change since possess a sense of pride and worth with respect to their social, cultural and family background.

Respect for others: Students develop a sense of worth and intrinsic dignity of others in respect to religious, social, cultural and family background that is different from their own. Students learn to care for others and other things mastering the art of viewing issues from the perspective of someone else. They also develop skills that enable them to be able to live in a way that is respectful to all life in the planet.

Compassion and Empathy: Students cultivate deep empathy and kindness towards those that are excluded or marginalized. They become sensitive to the difficult conditions and suffering that others go through. In situations where diversity is exhibited, empathy requires adjusting to the cultural as well as individual identities of others. Empathy is learned gradually when the students first focuses on concern for those they know first then generate this towards concern for other people around the world. Students learn to use language skills to send appropriate messages that communicate shared understanding of others.
Non-Violence and Respect for Life: They begin to value human life by using non violent methods of solving a conflict situation or while confronting an adversary. They use collaborative problem-solving and other positive techniques instead of using physical force and weapons.

Gender Equality: Students learn to value the rights of both men and women in enjoying equal opportunities present in life and the countries they live in. This ensures that they are free from exploitation, violence and abuse.

Global Concern and Cooperation: In a world that is highly becoming globalized, students are able to develop cooperative processes and principles of working together towards the pursuit of a whole human community. The concern will originate from taking care of their communities, nations and ultimately the whole globe.

Tolerance/Openness: Individuals are able receive other people’s ideas, beliefs and experiences with a critical but open mind hence achieve the quality of being a global citizen. They are able to respect their own world’s richness in diversity in the spiritual and cultural expression.

Justice and Social Responsibility: Students are able to act in a sense of fairness towards others by rejecting all forms of exploitation and upholding the principle of equality. They are able to contribute by shaping a society characterized by non violence and well being and a sense of responsibility towards the present and the future generations.
The study’s first finding established that there is need for Peace Education in Kenya. This is believed to be the only way for another 2007 can be avoided. From Kenya’s history, the factors that resulted in the eruption of conflict in 2007 were there over the years. Sometimes it is easy to examine the short term and say they are notable from the 90’s clamor for multiparty and land clashes in Mombasa and Rift Valley province. However the issues of conflict date back to the time of independence. The issue of land and ‘divide and rule’ aspect used by the colonialists still affected Kenya. Land has been the biggest issue that still affects Kenya especially in the Rift Valley and coastal regions since land reparations were not done. Politics has been conducted on ethnic lines such that there is large marginalization economically and structurally especially with tribes that are related to the president at a particular ruling period. Short term remedies to the conflict have been used to handle these conflicts but these only respond to stopping the violence. Deep rooted issues to the conflict are rarely addressed and if addressed they take a long time to be implemented. Violence had been experienced in every election year since the introduction of the multiparty system but none had been as violent as the one in 2007/8. The violent election eruptions of 2007/8 only proved that the underlying issues that led to it had not been properly handled. The way Kenyans responded to the way issues had been handled since independence led to fomenting anger that manifested into outright violence in 2007. Had there been Peace Education in the 1990’s, the violence in 2007 would have been avoided or the impact would have been reduced.

Conflict is an inevitable situation in the lives of human beings, whether inherent or learnt. Efforts to deal with it are important to ensure that it does not escalate to violence. Violent
conflicts can be prevented due to the proactive aspect of Peace Education. Peace Education consequently becomes the proper mechanism for this endeavor especially when introduced to students at the primary or elementary school levels (Rajagopalan, 2009: 5).

Peace Education sets out to systematically instill ‘a culture of peace’ in the minds of individuals with the view of deconstructing the culture of violence from their minds. Attaining this culture of peace is not just an end point but a process that takes a period of time. Its aim is to shift all aspects of society towards peacefulness. According to Momudu (2013: 538), Peace Education at the personal level aims to positively eliminate behaviors and attitudes that engender conflict and violence in any social system. This type of education has the potential to alter unwanted human behaviors that are hostile to the peaceful co-existence by nurturing a holistic social, psychological and intellectual development of human beings.

Cultivating a culture of peace through Peace Education requires the fundamental change in the existing knowledge, attitudes, behavior and world view which enables the learners to take action for a peaceful world by transforming the society. This is done by encouraging students through asking questions and dialogue to change their frames of reference by thinking critically. It presents students with facts that aid them in seeing alternatives that exist so as to ensure that violent conflict can be prevented. They are able to then interact peacefully and work together to achieve both personal and collective goals.

The basis of Peace Education at the individual level is attaining behavioral change. It has the essence of transforming the educator, the student and ultimately the society. It aims to achieve holistic learning in an individual hence it relies on the interaction of these four
domains: the Cognitive domain which is concerned with how we think; the Affective domain which is concerned with how we feel; the Ethical domain which involves morals and finally the Social domain which is concerned with the individual’s relationship with family and the society. The interaction of these domains changes an individual’s way of viewing his environment by questioning what is, from an informed and objective point of view controls (Ministry of Education Peace Education Manual, 2008).

The Affective domain extensively demonstrates what Peace Education sets out to accomplish when solving conflicts. The learner receives information willingly because he/she wants to learn (Ibid). This information is passed through various forms of learning which can either be formal, informal or non-formal. The learner then interacts with the information and through reasoned discussion and questions, builds new information. The learner then explains the new information and justifies it with other related knowledge to mark a valid value judgment. He links the different pieces of knowledge and associated values. She/he prioritizes the new information together with previous information. She/he understands that there is a balance between different values which help in solving conflicts. She/he eventually internalizes these values by recognizing manipulation or value-laden information and applies new valuable information into behavior. He then develops a value system that controls behavior which does not need external.

Equipped with the knowledge of Peace Education together with the attainment of skills and attitudes that are used to solve conflict before it becomes volatile, individuals are able to achieve pro-active peace in Kenya to eradicate or deal with the conflicts mentioned in the
study. Peace is increasingly seen as a dynamic and long term process that is based on universal values and an everyday practice at all levels that is the individual to the global.

**Effects in the Kenyan Society**

Peace Education has had some success since its implementation. The Programme has had a great impact in the Daadab and Kakuma refugee camps. The camp has initially experienced a lot of conflicts both internally and externally which have disrupted the lives of both the refugees and the host communities. According to an evaluation report by UNHRC, the programme was highly successful and had significant impacts on peace on both camps (Obura, 2002). It was noted that conflict situations that had the potential of escalating were prevented as more individuals were willing to engage in resolving small conflicts in the camp. In addition to that there was improved camp security as fewer crimes were reported during the period that the Peace Education programme was implemented. More and better group interaction and integration increased as opposed to the suspicions that were there before the programme.

The Ministry of Education on the other hand reported that, since the Peace Education Programme was implemented, students have shown high levels of discipline (MOE, 2010). In the same monitoring evaluation report, cases of school unrests have gone down as students currently opt for dialogue to solve problems between themselves, the teachers as well as with the administration.
4.1.2 The Multi-Channel Learning System (MCLS)

According to the second findings of the study, a Multi-Channel Learning System strategy of teaching encourages positive methodology in Peace Education. This learning process is designed to in cooperate more than one channel when teaching. These channels reinforce each other depending on the students learning styles and world views to achieve optimum learning. Kenya’s teaching and learning strategies are mostly teacher centered as opposed to learner centered. Since the aim of Peace Education is to internalize the values of peace the traditional methods of teaching need to change. Peace Education is a value based education therefore the MCLS teaching methodology should be encouraged.

The Framework of Teachers Guide UNESCO (2005), advocates for the following techniques in teaching: Discussions, group work Visualization/Imagination, Perspective, Simulation games/ Role-play, Web-Charting, use of films and photographs, telling stories/including personal stories which help illustrate better the points one wants to make, songs/ poetry to develop analysis of information, journal writing/individual reflection, interviews and research, expert resources like a third party person who helps in understanding controversial topics, dialogue, exposure trips, brainstorming, use of globes and maps which helps develop care and concern about others, case studies, show and tell and the use of co-curriculum Activities. These are encompassed in the MCLS.

The findings of the study established that there are elements of the Multi Channel Learning system in Kenya when teaching Peace Education. These methods include:
**Group work:** This is used in all the grades but with different levels of expectations. In Grade 6 – 8, it is used to teach cooperative learning using the ‘Human Knot’ as a class activity. The instructor introduces the concept of co-operation through an activity. He asks one volunteer to go out of the room. The other participants left in the classroom are asked to form a circle, and hold hands. The teacher explains that they are going to form a human knot and that they must not disengage their hands at all. Turn the circle into a tight knot of people by leading the group under the arms of the people on the other side of the circle, and then weaving in and out under the arms, stepping over the joined hands, turning around, etc. without letting go of the hands.

The person who is outside is asked to come in and try to undo the knot, explaining that the group will co-operate but cannot let go of their hands. The activity should be timed. Repeat the activity but this time with everybody in the circle. Explain to the group (once the knot is formed) that this time there is nobody else responsible and that they have to help themselves. Ask the group to untangle itself. Time how long the activity takes. Discuss with the participants the difference in the two activities, especially in terms of time taken and difficulty of the task (Ministry of Education Peace Education Manual, 2008)

**Pair-share:** To develop listening skills this type of teaching strategy is used in the classroom. The aim of this exercise is to ensure that students are able to cultivate effective listening skills. This is an important aspect in times of conflict management. The instructor gives explanations on what is needed to be achieved by the exercise to be undertaken. Students choose a partner. One of the pair becomes the speaker, the other becomes the listener. The speaker talks about a topic they choose without being interrupted by the listener.
At the end of the time the listener repeats as closely as possible to what the speaker said. The two pupils then change roles (Ministry of Education Peace Education Manual, 2008).

**Case Studies:** There are large numbers documented, imagined or witnessed episodes that contain violence and peace messages in the society. The instructor can use this by presenting the students with opportunities of resolving such conflicts. This activity has the advantage of helping students to identify with different parties in the case study and in the process lead the class to a larger debate. In this process students are able to clarify issues of peace and its related values.

**Brainstorming:** This is a way of getting information from the students without any judgment. This process requires learners to think quickly and say what they think it hence requires a lot of practice. The teacher needs to positively reinforce the students, which in turn encourages the latter to share ideas. The rules of brainstorming require that one student should speak at a time; listen to what others have to say; no criticisms of ideas is allowed; all ideas are accepted and one does not need to justify their ideas (MOE, 2008). This exercise ensures that students are able to communicate their issues instead of acting violently to a problem. It is also important in instances of negotiations and mediation practices when resolving a conflict.

**Simulations:** These can be in form of role-play and games. Students can be given a violent scenario as an exercise in class. They then play different roles in the given conflict scenario where they change an originally violent scenario into a peaceful scene. Role plays and
Simulations are usually used to raise the students’ curiosity. Through this exercise they are able to ask thoughtful and important questions as they analyze situations presented to them. Simulations are also useful and effective when they are designed and selected by students. According to the Peace Education Program, there are five key considerations that need to be adhered to when planning a simulation exercise. These are; the target audience, instructor’s control, duration of the simulation, the goals for the simulation and how the students are to brief the activity (PEP, 2003: 185).

**Stories:** These are powerful and interesting instructional method of presenting students with real life stories that in the end establish peaceful co-existence. The students can listen to stories or tell their own stories about conflict or violence and try to analyze and come up with solutions to the given situations. This form of teaching method is largely used in teaching peace education in Kenya to develop the skills which are necessary for handling and solving conflict.

**Research and Exploring:** This activity can be done individually but its best done in groups. Students provide a hypothesis in which they need to test. To do this they need to identify the sources of information, how to collect them, classify and from this draw inferences to solve the problem. While undertaking this process, students need to document it in form of a report or research paper. They can be given the task of writing a report on conflict between two groups of people or two communities. As they explore in-depth issues of the conflict, students are able to acquire skills to identify root causes to a conflict. With this kind of skill they are able to nip conflict either in their communities or at personal levels in the bud before
they become overt conflicts. They are not only able to forestall conflict but also gain valuable lessons for their individual lives (UNESCO, 2005: 46-47).

Co-curriculum activities: These include drama and music which are used to effectively pass peace messages. Songs like the National Anthem are powerful tools that can promote national cohesion. Traditional songs on the other hand transmit cultural values and norms and when used appropriately they can promote peace. Drama clubs and use of skits are other powerful instruments for depicting themes of peace education. They can be used to touch on themes such as patriotism, equality, harmonious coexistence among others. Peace clubs are also useful co-curriculum activities which are used to promote peace.

The teaching methodology practiced in Kenyan schools is based on teaching content to the students which eventually leads to exam competition and grading. Many teachers are not familiar with active and experiential teaching and learning methods. Most of them lack the skills to facilitate open class discussions in matters concerning social and personal issues (Sinclair, et al 2008: 48). These methodologies that are currently used in formal learning situations in schools have been under consideration when it comes to teaching Peace Education.

Peace Education is not a theoretical subject like most subjects in the curriculum but a value adding education which needs to be ‘caught.’ Teaching Peace is not about providing students with solutions that are ready to support progressive social issues. It is a process of enabling fair and balanced discussions which ensure that all the voices are heard and respected (Wells, 2003).
Peace Education regards students with respect as unique learners who learn at different paces and respond to different forms of teaching methodologies. It also recognizes that students have their own wide views which they bring to the school. They are seen to have a wide range of meaningful information and knowledge, beliefs and values and experiences from their own communities or societies. This influences how they view conflict and how they solve the same.

The Multi-Channel Learning System of teaching is the most effective method of implementing the Peace Education programme in the school environment. The MCLS proposes channels of teaching Peace Education range from classroom instruction to interactive methods. Students are given a chance to learn from the instructor as well as learn from each other. They are able to internalize and respond positively to each others situation as they empathize with them. Students are also able to understand much better when they give an input as well as concentrate when they are considered as important individuals with opinions in a given lesson. To achieve this level of teaching and learning, the teachers in Kenya undergone intense training to ensure that they do not influence the lessons with their own opinions. They attend workshops to train since they become the peace practitioners who need to positively influence their students.

4.1.3 Community Based Initiatives

The findings of the study finally established that though there is no documentation of the informal implementation of Peace Education there are two projects that the Ministry of Education and other Non governmental organizations have carried out to bridge the gap
between what is taught in school and what is exists in the community. To bridge this gap these projects used children as agents of peace in their own communities. These projects include the CPI project that was carried out prior to the PEP in the Northern parts of Kenya and the National Peace Education Campaign (NPEC) which is one of the most successful projects of the Peace Education. The contribution of children in these initiatives plays an important role in the achievement of peace in the community as well as the nation at large. The findings of this research prove that the best way to fill the gap between the school and the community in transmitting Peace Education is through community based initiatives and that children are a powerful tool in doing this.

4.1.3.1 The National Peace Education Campaign Programme

The 2007/2008 election violence left the country with questions of whether the next election would also result in full blown violence. This fear was however not realized. According to Hoste (2013), there were a number of reasons that contributed to the limited violence experienced during the 2013 elections. One of the reasons was the general call for peace by the presidential candidates as well as civil societies because nobody wanted to experience a repeat of the 2007 election violence. The National Peace Education Campaign which was a project of Peace Education together with other NGOs and CBOs also played an important role in the realization of the peace sustained. This was especially through the national peace torch campaign which was further boosted by other civic education programmes that Kenya was involved in to promote peace in the country.
4.1.3.2 The County level: A case study of Northern Kenya

Though some NGO’s and church institutions have made efforts to involve women and children in peace work little to no attempt have been made to in-cooperate children in Peace work. Children Peace Initiative Kenya (CPI) is a peace organization in Kenya working with children living among pastoralists’ communities. They carried out a project between November 2011 and April 2012, with support from the Ministry of Education in coordination with Catholic Organization for Relief, Development and Aid (CORDAID) in Northern Kenyan pastoralist communities (Wanjiru, 2012). This was to show how children can be a powerful tool of bringing about peace at the community level.

These communities have been traditionally engaged in inter-ethnic disagreements. The project focused on reducing vulnerability to conflict among pastoralist communities in Marsabit and Samburu counties. In Marsabit County the Turkana, Samburu, Gabra, Rendille and El Molo communities that reside in the North Horr and Loiyangani district were the target group of the project. The Pokot community target group involved the in Amaiya and Plesian villages in Pokot East district.

The projects set out to increase inter community interaction for peace in Samburu and Marsabit; to reduce ethnic motivated incidents of violent conflicts by fostering network of children, families and social institutions and Increase children’s participation in inter community reconciliation and peace enterprise.

The project covered by CPI Kenya engaged children and other members of target beneficiaries in a series of interaction activities which included camps and peace exchange holiday programmes, camps and peace exchange holiday programmes. These included inter-
community children peace camps between the Pokot and Samburu children. It mainly targeted children from class four, five and six in the local primary schools. This project used the children with the aim of bringing together children from two or more warring communities. They then engaged them in friendly interactions which helped them forge and nurture friendships. This experience was used as an ice breaker for the children who had grown up going through the animosity that had been shared between their people. They were also growing up with the knowledge that they were each other’s enemies. Two or more children from the different ethnic groups were matched to become friends for the sake of achieving peace between their people. They were then encouraged to take this further and engage their immediate family members in their friendship to enhance linkages. The project also produced two video documentaries on peace activities performed by the children. These were then shared by the schools, community and the donors. The children through their experiences related what they had learnt from the programme and the different communities, to their own communities.

The project had the following outcomes:

A lot of positive change was noted by the end of the project. The rate of cattle rustling and other related inter-ethnic violence was reported to have reduced to one isolated case in five months as compared to three to four incidences in a month in times of crisis.

There were also improved relationships in terms of frequency and quality of interactions between the beneficiaries of the project. Interactions of parents who had initially been alienated from each other due to the enmity between the two communities also increased
after the Peace interventions. Pokot and Samburu villagers had also been to have started working together in farms after six years of conflict before the project was carried out.

New peace structures to enhance children's participation in inter-community peace were also established with the inter-community children peace camps. They established friendship for peace movement in two project sites and nine peace clubs in the target schools in the community (Ibid). The Gabra and Turkana herders continued to share water and pasture along the shores of Lake Turkana as well as uphold peace between them. As a community individuals have stepped up their roles in resolving and deterring inter-community disputes. Local peace partners in Samburu and Pokot started a peace market which has helped to promote peace between the two communities.

The key highlight of the project to match the children and their families to become friends for peace was achieved. The children and their families communicated more frequently exchanged gifts and visited each others homestead. This became a very important new approach to peace-building among the target communities.

The school provides ways and acts as a catalyst and a model of establishing a culture of peace (PEP, 2003). Peace Education should not be limited to the activities that take place in the school because peace is not something that benefits the students alone (Fountain, 1999: 29). It involves the whole community and eventually the whole nation. The whole community needs to be involved in such a way that what is learned in school is further cemented in the daily lives of individuals both inside and outside the school. Peace-building through schools is a concept that is upheld by UNICEF. The school as an institution plays a role in peace-building by involving the community. The children are able to contribute to
peace-building processes in the community. Rajagopalan (2009: 29-32), proposes that such activities should include; Peace Forums for students and teachers, issue-based workshops, camps with focus and student exchange and immersion programs. The lesson learnt from the project was that implementing peace activities with children can organize a large number of people. Children can enable the programme of promoting peace, to reach all number of people who could be their parents and act as administrators, politicians, re-owned leaders, ordinary members of the community. This exercise gives all the people in the community an opportunity to participate in peace processes.

4.2 Recommendations

The study proposed a number of recommendations which include the following.

First, Peace Education should be acknowledged as an alternative in solving conflicts and creating a peaceful society by all stake holders of peace.

Secondly, the Kenyan society is changing with younger children becoming computer savvy/literate. With presidential promise to school children in terms of giving them laptops, materials that can be used to teach education using computers should be developed. This would be another avenue in MCLS teaching method that could ensure effective implementation of Peace Education. Introduction of E-learning in the training of teachers on Peace education should be implemented along side the programme in order to handle the materials proposed to be used on computers.
Thirdly, The NPEC is one of the projects so far that has since been carried out in Kenya to bridge the gap between the school and the adults in the community. More community based programmes should be implemented that reflect the one carried out in Northern Kenya.

**Chapter Conclusion**

This chapter deduced findings which were the analyzed and recommendations proposed. The next chapter gives a brief conclusion the study.
CHAPTER FIVE: CONCLUSION

5.0 Introduction

This chapter gives a summary of the whole study. It first analyzed the conflict situation in Kenya and its different dimensions. These conflicts ranged from the national with issues such as land, economic, institutional and political marginalization, strikes and demonstrations in schools, urban and refugee conflicts, conflicts over natural resources and conflicts among colleagues.

5.1 Conclusion

The study set out with the objectives of firstly establishing whether peace education is transformative and proactive in resolving conflicts. It examined literature appertaining to the subject matter. It explored the theoretical framework by analyzing the concept of conflict and peace from the angle of different scholars and analyzed the different stages of conflict as described by Brahmi. It examined the definition of Peace as described by Johan Galtung concepts of negative and positive peace which Peace Education adopts. The discipline of Peace Education although a very recent field, is studied as it presents an alternative to solving conflicts and creating a peaceful society. The literature review explores this field by discussing the different opinions given by different scholars in the field of Peace Education as well as the field of Peace and conflict studies. It is from these opinions and discussions that the study realized the gap that that it set to discuss.

The case study, Kenya is discussed in detail. The study first recapped on Kenya’s situation in terms of conflict. It also analyzes the circumstances that triggered the initiation of the Peace
Education programme in Kenya. An in depth analysis of how the programme has been implemented is deliberated. It explores the implementation process and the objectives set out, what the programme has managed to achieve, its challenges and the way forward.

The study also drew some findings and analyzed them according to the objectives of the study. In the findings the study first established that Peace Education is a discipline that is able to transform an individual and the community at large. The aim of Peace Education in Kenyan primary schools is to develop skills, attitudes and acquire knowledge at a young age to ensure that favorable behavior in handling conflicts and building a culture of peace is achieved. The development of these skills at a young age helps the individual to internalize them in his/her day to day life when faced with conflicts. They then become responsible adults that view conflict from an objective angle. Violent conflicts in the school environment and eventually at the national level are avoided, building a sustainable peaceful Kenyan society. In this aspect, Peace Education is a sure way of achieving pro-active peace.

Secondly the findings established that Peace Education does not just restrict itself to the objectives of understanding the concept of peace. It is not a theoretical subject therefore the methodology of teaching needs to also change. Peace Education pedagogy has to be applied. The instructors undergo intensive training so as to effectively teach Peace Education so as not influence the content with their own perceptions. Since they are facilitators in the classroom they need to adopt a new perception of teaching. The MLCS presents a good guideline on how to teach Peace Education that can accomplish high order cognition by the students. This allows them to construct their own learning experiences. In this students are able to appreciate the different viewpoints that are presented on the same situations.
Thirdly, the findings established that children have been affected by violence in Kenya for a long time. They however had no avenue of contributing to peace matters in the country. The Ministry of Education and its other partners came together to show the importance of children in establishing peace in the community as well as the nation at large. The NPEC is one of the community based initiative that has shown how peace initiatives by children are just as effective as the ones of civil societies and other peace organization. The study examined the project carried out in Northern Kenya and established that children can reach a wide range of people in the community forging lasting friendships as well as peaceful communities. Through the findings and analysis the study proposed a number of recommendations that needed to be adopted for the programme to be effectively implemented in Kenya.

Peace Education despite its controversies, the values it adds to the society at large has not been fully appreciated in the discipline of Peace and Conflict studies. The Kenyan society is a big beneficiary of the discipline because since its implementation, the country has been able to live in peace with each other. The programme’s biggest accomplishments are the peace that was experienced in the 2013 General elections and the reduced level of school indiscipline and demonstrations.

The content of Peace Education contributes to some degree to the discipline of International relations. Peace Education ensures that this possible by teaching about issues like disarmament education, gender education, environmental education, conflict resolution education and development education. This knowledge creates a global citizen enabling individuals to respect each other and the universe at large. This ensures that as states depend on each other they are able to appreciate the diversity in each other ensuring that the
international system is secure due to the harmonious living. In terms of Peace and Conflict studies, Peace Education ensures that conflicts are resolved in a harmonious way so that they do not escalate into open conflicts. Students are able to gain the skills and knowledge to resolve conflict in order to achieve positive peace.
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