EFFECTIVENESS OF PEACE EDUCATION PROGRAMMES IN SECONDARY SCHOOLS: A CASE STUDY OF KISUMU MUNICIPALITY, KENYA

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Abstract
Peace education is aimed at teaching individuals the information, attitudes, values, and behavioral competencies needed to resolve conflicts without violence and to build and maintain mutually beneficial, harmonious relationships. There are many approaches to peace education, many of which are based on ideology, practical experience, and good intentions. What is lacking is peace education programmes based on theories validated by research that can be operationalized into practical procedures. In Kenya, Peace Education has been seen through development and environmental studies that are offered as common courses in Universities and also civic education carried out by civil societies. However, these activities do not reflect a comprehensive peace education that can generate a culture of peace. This paper explored the effectiveness of peace education programmes put in place by secondary schools as a sustainable management tool for peace. The study employed three interrelated theories which underlie effective peace education: social interdependence theory which deals with the nature of cooperation and competition; constructive controversy theory which deals with political discourse and creative problem solving, and integrative negotiations theory which deals with mutually beneficial agreements. The research has validated these theories, and each was operationalized into practical procedures. The management objective was to explore a range of educational programmes put in place to enhance peace. Specific objectives included: To find out the strategies the schools have adopted to conduct peace education and how successful the implementation has been; to find out teachers perception on the necessity of peace education and to establish the effects of peace education on students and the civil society by extension. The study adopted a descriptive survey research design and was based in Kisumu Municipality, Kenya. The target population of this study comprised the learners, the teachers and the Directors of Studies in each school were purposively sampled for the interview. These Directors were selected on the basis of their experience as teachers in charge of academic and other programmes in their respective schools and therefore were conversant with strategies employed by schools to initiate the peace programmes. Data collected was arranged in themes and sub-themes that helped in attaining the research objectives. The researcher thereafter conducted content, theoretical reflection analysis.

Key words: Peace education. Environmental education, Human Rights Education, Peacemaking, Peacebuilding, Conflict Management
BACKGROUND OF THE STUDY

Education is important and a key feature in managing various issues in any society. It is also perceived as an instrument for alleviating poverty, promoting social change, equality and general wellbeing of a people. Despite this recognition worldwide, the role of education in conflict resolution particularly in Kenya has received minimal attention. Instead, the focus of education in conflict has been on its effects, which include; destruction of schools, death of teachers and pupils as well as effects on development. Since conflicts are natural, there is need to embark on developing skills to deal with intolerance and violence. A Bachelor of Arts in Peace Education programme is therefore customized to help the Kenyan community to move from a culture of violence that is well known, to a culture of peace and tranquility. Moreover, the post-election violence experienced in early 2008 in Kenya was a wakeup call to institutions of higher learning, NGOs and civil societies to rethink of mechanisms to settle internal disputes in a non-violent manner. This clearly show that there is need to equip the Kenyan society, especially the youth and security agencies, with skills and knowledge that can help them cope with the social, economic, environmental and political challenges.

Obura (2010) reports that Peace Education programme was introduced in Kenya in February 2008. The aim of this programme is to inculcate values of tolerance, appreciation of diversity, peaceful co-existence, patriotism, nationhood among others. The programme is intended to help learners acquire relevant knowledge, skills, attitudes and values necessary to foster behaviour change that enhance peaceful co-existence. Peace Education empowers learners with problem solving skills, ability to address conflicts peacefully, and thus promote tolerance for diversity, cultural differences and human dignity. Young minds, at the formative stage, need to be effectively equipped with values and attitudes that promote interdependence and respect of the sanctity for human life and appreciation of the environment. This programme is implemented through partnerships and collaboration with Development partners, United Nations International Children’s Emergency Fund (UNICEF), United Nations High Commission for Refugees (UNHCR), and United Nations Educational, Scientific and Cultural Organization (UNESCO). Other partners who have programmes that support the initiative include Nairobi Peace Initiatives (NPI-Africa), Peace Net, Carmel Bell, Life skills Promoters, Oasis Africa.

The UNHCR and UNESCO have implemented peace education for refugee populations. They have targeted many children and adults and they are also working on how to get more funding so as to be more accessible to females. The education programme takes place in Kakuma and Dadaab refugee camps, which are located in the harsh environment of the North Eastern part of Kenya. These areas are neglected in political matters as well as in economic development. The camps include individuals from Sudan, Ethiopia and Somalia. This area is conflict prone due to the limited resources that are available in the region, the development of armed banditry, the mass introduction of arms following the Cold War, the civil wars in Somali, and Sudan, political unrest in Ethiopia, and the amount of provisions and resources present at refugee camps, which attract looters (Baxter, 2010).

The government of Kenya recognizes the importance of education in shaping a peaceful future. In this regard the Ministry of Education aims at ensuring that both the content and the process of education promote peace, social justice, respect for human rights. Kenya is committed to providing basic and quality education to every child. In view of this, it is the country’s desire to provide a learning environment that is harmonious and safe for all. Further on, integration of peace education promotes development of values and attitudes for positive living hence facilitate holistic development of the learners. The country therefore puts emphasis in education as the very foundation through which a just and peaceful society can be built.
Peace Education is in tandem with the Kenya Vision 2030 which is the blueprint for economic growth and development in Kenya. One of the vision’s pillars, the Political Pillar aims at enhancing patriotism and nationhood. In particular, the pillar provides for strategies in peace building and conflict management with an aim of promoting processes for national and intercommunity dialogue in order to build harmony among ethnic, racial and other interest groups; promoting peace building and reconciliation to improve conflict management and ensure sustained peace within the country; and inculcating a culture of respect for the sanctity of human life that does not resort to the use of violence as an instrument of resolving personal and community disputes. This should start with the family, schools, the church and all the public institutions. The post-election violence witnessed in Kenya in 2007/2008 indicated the need for enhancing skills and values for peace among Kenyans and in particular the young people as they were extensively and intensively involved in the violence.

This aims at preparing learners to become responsible citizens and equip them with skills that promote peace and human dignity at all levels of interaction; to make learners aware of causes of conflict and ways of resolving conflicts peacefully; to use the classroom as a springboard through which the global values of positive interdependence, social justice and participation in decision making processes are learned and practiced by learners; to foster positive images that leads to respect for cultural diversity so that young people may learn to live peaceably in diverse communities around the world and to promote nationhood and citizenship among learners.

Mahatma Gandhi once stated, “If we are to reach real peace in this world we shall have to begin with the children.” Lasting peace may depend on educating future generations into the competencies, perspectives, attitudes, values, and behavioral patterns that will enable them to build and maintain peace. Peace Education is participatory and activity oriented. It is neither taught as an extra subject in class nor examined as a standalone subject. It is against this backdrop that this study explored a range of educational programmes put in place to enhance peace among students and by extension the community at large.

Statement of the Problem
Peace education is the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour change that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level. Peace education is a life-long learning process, and occurs in formal and informal settings. One of the key principles of peace education is that learners understand what they need to know. Moreover, the setting of formal education provides a unique and critical opportunity for students to learn the knowledge, skills, and behavior necessary for a culture of peace. However, there exists a gap in knowledge on what strategies schools have devised to conduct peace education, the impact and the teachers response to it. It is with regards to the aforementioned that this study addressed the effectiveness of peace education programmes in secondary schools in Kisumu Municipality.

Objectives of the study
The management objective is to explore the effectiveness of peace education programmes in secondary schools in Kisumu Municipality
Specific objectives include:
1. To find out the strategies the schools have adopted to conduct peace education and how effective the implementation has been
2. To establish the effects of peace education on students and the civil society
3. To find out teachers perception on the necessity of peace education.

Research Questions include:
1. What strategies have schools adopted to conduct peace education and how effective has the implementation been?
2. What are the effects of peace education on students and the civil society?
3. What is the teachers’ perception on the necessity of peace education?

Theoretical Framework
The study used three interrelated theories which underlie effective peace education: social interdependence theory which deals with the nature of cooperation and competition, constructive controversy theory which deals with political discourse and creative problem solving, and integrative negotiations theory which deals with mutually beneficial agreements.

In order to create and maintain consensual peace, relationships among relevant parties must be dominated by cooperation, not competition. Social interdependence theory underlies cooperation and competition. Social interdependence exists when the accomplishment of each individual’s goals is affected by the actions of others (Deutsch, 1949, 1962; Johnson, 1970, 2003; Johnson & Johnson, 1989, 2005b). There are two types of social interdependence: positive (cooperation) and negative (competition). Positive interdependence exists when individuals perceive that they can reach their goals if and only if the other individuals with whom they are cooperatively linked also reach their goals (i.e., there is a positive relationship among goal attainments) and, therefore, promote each other’s efforts to achieve the goals. Negative interdependence exists when individuals perceive that they can obtain their goals if and only if the other individuals with whom they are competitively linked fail to obtain their goals (i.e., there is a negative relationship among goal attainments) and, therefore, obstruct each other’s efforts to achieve the goals. Through the use of social interdependence theory the study established that Kisumu teachers practically assert to the learners that no interdependence results in a situation in which they can individually perceive that they can reach their goal regardless of whether other individuals in the situation attain or do not attain their goals. They categorically emphasize to them the necessity of the spirit of cooperation and positive competition. The basic premise of social interdependence theory is that the way in which interdependence is structured determines how individuals interact and the interaction pattern determines the outcomes of the situation (Deutsch, 1949, 1962; Johnson, 1970; Johnson & Johnson, 1974, 1989, 2005b). Positive interdependence promotes interaction i.e., individuals encouraging and facilitating each other’s efforts to complete tasks, achieve, or produce in order to reach the group’s goals, negative interdependence results in oppositional interaction i.e., may be defined as individuals discouraging and obstructing each other’s efforts to complete tasks, achieve, or produce in order to reach their goals and no interdependence results in no interaction as individuals act independently without any interchange with each other while they work to achieve their goals. In line with the social independence theory the study realized that the teachers have fostered an important aspect of interaction by initiating open-minded discussion of diverse views as has been discussed in this research. The open-minded discussion of opposing views tends to result in effective, integrative decisions and strengthened relationships and the understanding of each other’s perspectives and a willingness to integrate
everyone’s ideas into a joint decision. Open minded discussion has made the students to seek outcomes that are mutually beneficial, which is the defining characteristic of integrative agreements.

Constructive controversy theory underlies political discourse and creative problem solving. A controversy exists when one person’s ideas, opinions, information, theories, or conclusions are incompatible with those of another and the two seek to reach an agreement (Johnson & Johnson, 1979, 1989, 2003a, 2007). Controversies are resolved by engaging in what Aristotle called deliberate discourse i.e., the discussion of the advantages and disadvantages of proposed actions aimed at synthesizing novel solutions i.e., creative problem solving. Through the use of Constructive controversy theory the study established that the process through which constructive controversy has created positive outcomes in the schools has also involved the open discussions’ employed by the teachers.

Integrative negotiation theory underlies resolving of conflicts of interests to maximize joint gain and mutual benefit. Negotiation is a process by which persons who have shared and opposed interests and want to come to an agreement try to work out a settlement (Johnson & Johnson, 2009). Broadly, there are two approaches to negotiation: distributive i.e. where the goal is to make an agreement more favorable to oneself than to the other negotiators and integrative i.e. where the goal is to make an agreement that benefits everyone involved. When individuals are unable to negotiate a resolution to their conflict, they may request help from a mediator. A mediator is a neutral person who helps two or more people resolves their conflict, usually by negotiating an integrative agreement.

One procedure the teachers have engaged the students in integrative negotiations has been by teaching students to be peacemakers. Students learn the negotiation and mediation procedures, retain their knowledge throughout the school year and into the following year, apply the procedures to other people’s conflicts, transfer the procedures to non-classroom settings such as the playground and lunchroom, transfer the procedures to non-school settings such as the home, and engage in problem solving rather than win-lose negotiations. When involved in conflicts, trained students use more constructive strategies such as integrative negotiations than untrained students. Students’ attitudes toward conflict become more positive. The number of discipline problems that teachers have to deal with decrease and referrals to administrators drop. Students generally like to engage in the procedures. When integrated into academic units, the Peacemaker training tends to increase academic achievement and long-term retention of the academic material. Academic units, especially in subject areas such as literature and history, provide a setting to understand conflicts, practice how to resolve them, and use them to gain insight into the material being studied. It is difficult to resolve conflicts constructively when they occur in competitive and individualistic contexts. In a competitive context, individuals strive to win rather than solve the problem. In an individualistic context, individuals tend to care only about their own self-interests and ignore the interests of others. It is only in a cooperative context that conflicts tend to be resolved constructively.

**Significance**

It is hoped that the findings of this study shall help the Government and the Ministry of Education in streamlining its policy on peace education. The education planners may use the results in evaluating the success of the programme and make adjustments where necessary. The validity of the study also lies in the necessity to assist in human resource planning and allocation of funds to assist in the implementation of the peace education programmes. The study provides information on the strategies schools have adopted to
conduct peace education and the roles the teachers have played in creating a culture of peace in schools. The study forms a basis for monitoring and increasing knowledge up on which future researchers can build on.

METHODOLOGY
The study employed descriptive survey design. Ader et al. (2008) affirm that descriptive survey is a method of collecting data in order to test hypothesis or to answer questions concerning the status of a subject of study. Descriptive survey design was chosen because it is appropriate for educational fact-finding and yields a great deal of information, which is accurate. It also enables a researcher to gather data at a particular point in time and use it to describe the nature of the existing conditions (Cohen et al., 2000). The survey design enabled the researcher to gather accurate information on strategies schools in Kisumu Municipality have put in place to conduct peace education.

The study targeted 34 secondary schools in Kisumu municipality whose students, teachers and directors’ of studies participated in the study. The 34 directors of Studies constituted key informants. The directors of studies were selected on the basis of their experience as teachers in charge of academic programmes in their respective schools. They were therefore conversant with strategies employed by schools to conduct peace education. The students’ population in the 34 schools numbered 16,000 and the teachers numbered 554. Simple random sampling technique was used to select teachers and students from secondary schools in Kisumu Municipality for the study. Simple random sampling was used because it is a technique in which every member has an equal chance of being selected (Bartlett et al., 2001). The researcher used a sample size of 30% of the study population in each case. The 30% sample size used gave rise to 10 schools. The teachers’ population in the 10 schools numbered 250 and the students were 5330. The 30% sample size therefore gave rise to 75 teachers and 1,599 students for interviewing.

The study employed questionnaires and interview guide as instruments of data collection. The researchers organized a pilot study to pre-test the data collection instruments to ascertain their validity and reliability. The researchers at this point gave an overview of the research premise to the respondents whose participation was on a voluntary basis and appealed to them to give true and accurate responses that were to be kept as confidential as possible.

Questionnaires were used to collect data from the teachers and the students regarding the effectiveness of peace education programmes in secondary schools in Kisumu Municipality. The Open-ended questions were used to gather in depth information and enabled the researchers to gather data from a large number of respondents at a particular time while closed-ended questions gave out structured responses, which facilitated the ease of analysis.

Interview schedule was particularly used to gather data from the directors of studies who were the key informants. The semi-structured interview guides were used to obtain qualitative data from the respondents. The researchers and the research assistants had a one on one extensive probing as they noted down the information given. This approach allowed the interviewers to get complete and detailed information on the research topic. The method was also ideal since interaction between interviewers and respondents stimulated richer responses and allowed new and valuable thoughts to emerge. The researchers also gained first hand insights into the respondents’ behaviours, attitudes, language and feelings.

The information gathered was used to verify information obtained through teachers’ and students’ questionnaires and also gave additional information, which was not captured in the questionnaires, as it was
more flexible than questionnaires. To confirm the accuracy of the information, the researchers and the assistants posed similar questions to different directors of studies although no attempt was made to ask the same set of questions to all the directors of studies. Some directors of studies were asked considerably more questions than others. Some side questions were prompted by the new information the directors of studies gave in the course of the interview.

RESULTS AND DISCUSSION
Strategies Schools in Kisumu Municipality have adapted to Conduct Peace Education and how successful the Implementation has been

Peace Education is not taught as a standalone subject but is integrated into the curriculum through career subjects such as Religious Education and History and Government. The programme also uses co-curricular activities, participatory school governance, anti-bullying interventions and community outreach as a way to encourage the informal learning of peace education. Educational initiatives also have areas of overlap with peace education, and with each other. These creativities include, Life Skills and psychosocial rehabilitation. Peace education uses experiential and activity oriented teaching methodologies. Danesh (2006:73) assert that Peace education calls for a fundamental shift in the philosophy of education. He contends that though peace education is taught as a part of the “hidden curriculum”, the teachers aim at total transformation of students. The transformation from a culture of war to a culture of peace requires nothing less. However, integrating peace education principles into classroom practice and daily life can happen overnight, and is a way a teacher, can make an important contribution to promoting a culture of peace to the world.

The role teachers and schools play in building peace is valuable. The Kisumu teachers assert that they became teachers for many reasons; many entered the teaching profession as a way of giving back to the community, to promote positive change, and to contribute to a better future for the children of the world. They integrate peace education principles into their teaching, by being role models of none-violence, by treating all students equally and fairly, with compassion, and by promoting democracy in the classroom. Their efforts are applauded and this resource helps in building upon the students skills for peacemaking.

From the interview and discussions with the directors of studies, it emerged that Kisumu Municipality has initiated the key strategies for the successful instigation of peace education in the schools. The schools embrace mechanisms which include equal (horizontal) teacher—learner relationship in which everyone teaches and learns simultaneously from one another. This includes valuing the knowledge and experience that all participants bring to the learning environment, and allowing all participants the opportunity to share their knowledge and experience. This also means remaining open to learning from others, and to remain flexible to new ideas.

The teachers in the municipality use dialogue meaning that they encourage discussion throughout the teaching period. This is in contrast to lecture, which is a common form of teaching. In peace education, the teachers try to minimize lecture time, and encourage dialogue, in which all students are engaged. The teachers steer dialogue by posing meaningful questions, and by ensuring that all students have the opportunity to speak.

The teachers have self-reflection; they are introspective and curious about their own nature. They notice their own reactions, actions, and consequences of their actions. They also encourage students to have self-
reflection. A teacher from a given school explained for example that if they have a discussion about discrimination, students can reflect on questions such as, “Have I ever been discriminated against? Have I ever discriminated against someone else?” They spend some time discussing this, or giving students time to compose journal entries about the questions. Time for contemplation is important and the guiding questions and reflective questions in each topic serve to guide the process.

Promotion of inclusivity, diversity, and equality in the classroom is an essential tool to peace education. These principles manifest themselves in a variety of ways, and are always considered by the teachers. In inclusivity, the teachers promote equal involvement of everyone regardless of age, sex, gender, ethnicity among others. Very simply, it means they do not leave anyone out. For example the teachers embrace inclusivity in mixed secondary schools. They treat the boys and girls equally in the classroom. These principles are the foundation of peace education in Kisumu Municipality, and teachers consider them at all times. When handling the topic on National Integration the teachers teach alternative positions before taking a stance on integration. They Facilitate and use lateral, creative and critical thinking processes. They teach how to integrate, and then analyze, power relations that are evident in local to global interactions, including analysis of international relations as outcomes of economic systems and political domination, such as capitalism and imperialism. Teachers legitimize diverse viewpoints from the students to enable them to express their own views and to develop their civil courage and public voices.

The topic on conflict resolution taught to students embraces social structures and institutions that perpetuate violence and societal conflicts such as poverty, racism, sexism and homophobia. Oppression evident is made to students, and they are urged to denounce the factors for societal conflicts. The students are taught about multiple aspects of democratic citizenship including social, environmental, economic and political responsibilities. Clear distinction is made between democracy and capitalism. A clear illustration on how consumption practices and international policies affect human relations and the environment is spelt out. Capacity to learn about and facilitate pro-active responses to conflicts, including contentious issues and tolerance for uncertainty with open processes, thereby allowing students to explore multiple ways of approaching tasks, including conflict resolution are developed. Students are encouraged to create social and environmental action projects in response to community, national and global conflicts. Emphasis is made on responsibility for peace building and nonviolence in all settings by proactively addressing intrapersonal and systemic problems. Unresolved learning issues of teacher candidates, including use of Positive conflict-management skills are persistently addressed. Recognition and affirmation of the use of peacebuilding and peacemaking strategies in the classes are made.

The foregoing is in line with Kangethe’s assertion during an interview when she was an Assistant Director of Education in the Ministry of Education Kenya and Coordinator of the Peace Education Programme in the Ministry. She explains that Peace Education is considered as being concerned with curricula i.e. incorporating lessons on conflict, conflict resolution and respect for diversity, whereas Education for Peace is concerned with how education systems can contribute to peace building and social transformation (Kangethe, 2012).

Peace education and human rights taught to students are closely linked activities that complement and support each other. Peace is a fundamental pre-condition without which rights cannot be realized, while at the same time, the ensuring of basic rights is essential to bringing about peace. Rights education usually includes the component of learning about the provisions of international documents such as the Universal Declaration of Human Rights or the Convention on the Rights of the Child. Students are encouraged to
understand the impact of rights violations, both at home and abroad, and to develop empathy and solidarity with those whose rights have been denied. Human Rights education encourages the development of skills that enable students to act in ways that uphold and promote their rights. It also addresses the responsibilities that come with the rights.

Teachers in Kisumu promote life skills education to enable children and young people to translate knowledge, attitudes and values into action. It promotes the development of a wide range of skills that help the young people cope effectively with the challenges of everyday life, enabling them to become socially and psychologically competent. Life skills include cooperation, negotiation, communication, decision-making, problem-solving, coping with emotions, self-awareness, empathy, critical and creative thinking, dealing with peer pressure, and awareness of risk, assertiveness, and preparation for the world of work.

Conflict resolution skills, which are a component of many peace education programmes in the schools in Kisumu Municipality, are an important category of life skills. Many life skills employed by the Kisumu teachers are generic in that they are applied to a number of specific contexts. For example, they use negotiation skills in resolving conflict between peers. Decision-making skills are used in arriving at a mutually agreeable solution to a dispute between two people, or in making health-related choices such as deciding whether to smoke or engage in a sexual relationship. The teachers emphasize life skills education on developing attitudes and values, and translating those changes into observable behaviours, as an important perspective to incorporate into peace education programmes.

The schools have also adapted a number of elements to reflect the effective schools model to peace education. These elements include Professional Leadership. In this respect, school leaders in Kisumu Municipality are committed to a shared and well-developed vision of a safe, caring, respectful, supportive and inclusive school community and this send clear messages that violence in all forms is unacceptable and help ensure the development of a culture of peace. Focus on Teaching and Learning is another element. In the foregoing the teachers have access to appropriate professional development opportunities to develop and refresh skills that enable them to work collaboratively in creating and maintaining safe, caring, respectful and supportive school cultures. The Kisumu Municipality in conjunction with Kenya Secondary Schools Heads Association organizes development and refresher capacity building for them to develop and refresh their skills. In Purposeful Teaching schools employ relationship-based pedagogy such as cooperative learning and problem-based learning. It contributes to student achievement and positive peer relationships. Shared Vision and Goals enables Peace education achieve more readily in a safe, caring, respectful and supportive school culture which promotes positive relationships and pro-social values. High Expectations enables schools to diversity and everyone is treated with respect, fairness and dignity. Schools clearly communicate to all members of the school community that everyone has the right to feel physically and psychologically safe and that ensuring this safety is everyone's responsibility. Accountability-schools monitor the school environment on a day-to-day basis, and have feedback mechanisms in place to ensure policies and processes are effective. Learning Communities-In the schools staff collaborates to implement whole-school programmes and procedures to strengthen the quality of relationships between people, schools work in partnership with parents, build empathy and work cooperatively. There are structures based on peer support, authentic student leadership and student-ownership.

Schools have a strong and consistent whole-school behaviour management system in place. Schools have strong transition programmes at different stages of schooling, to ensure that students develop a readiness to
enter their new environment, to reduce anxiety and to increase resilience. Such a model potentially provides a checklist for implementation of peace education programmes. The co-curricular activities such as Sports, drama, and Music and dance provide a unique avenue for promoting peace through schools. They bring people from different parts of the country together, thereby creating unity. The Ministry of Sports, Gender, Culture and Social Services in collaboration with the Ministry of Education have programmes that tap talent in this field. Music, drama and sports performances have become annual events where Kenyans from all walks of life congregate at national level. In music for example students compose patriotic songs that pass messages of peace and promote patriotism.

The Teachers’ Perception on the Necessity of Peace Education

Out of the 75 teachers who filled the questionnaires, 60 were in support of peace education while 15 did not approve of it. The figures translate to 80% and 20% respectively. The below table summarizes the teachers’ views on the necessity of peace education.

<table>
<thead>
<tr>
<th>PERCEPTION</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
<td>YES</td>
<td>60</td>
<td>80%</td>
</tr>
<tr>
<td>NO</td>
<td>15</td>
<td>20%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>75</td>
<td>100%</td>
</tr>
</tbody>
</table>

Those in support of peace education justified it on the basis of improved relationship among students despite their cultural diversity and economic backgrounds. Through peace education the students from all tribes, culture and background, recognize themselves as one. Students in Kisumu Municipality are drawn from the diverse communities in the town. Peace education has brought all of them together to identify with a common history and culture. The success of the efforts of peace education has given unity which is of utmost importance to a country. The foregoing is in line with Kenyan education which is geared towards enhancing national unity. History as had been mentioned earlier, is taught in the Kenyan schools’ curriculum as part of the government’s efforts at national integration.
It was established that teachers value peace education for its potential in enhancing discipline and improved academic performance in schools. They assert that the moral decadents and good relations learnt at school are extended at home. The teachers support peace education considering that the students spend most of their time with them in school and have very little time with their parents or guardians. Moreover their parents/guardians are too busy to inculcate in their children the importance of conflict resolution and national integration. The teachers hence justified peace education on the basis of poor family values and upbringing.

The teachers also argued that peace education helps in achieving mutual goals and establishing a joint identity and through interaction with each other they promote each other’s success. Through promoting each other’s success and building personal relationships and emotional support, students become more sophisticated about their differences and engage in candid discussions concerning their relationships, the conflict, and the peace agreement. These candid conversations involve honest and detailed sharing of past experiences, pain, and insights involved in the healing of past traumas. Even in seemingly intractable conflicts, such candid conversations allow for reconciliation, forgiveness, and the giving up of an identity as a combatant or victim. Truth and reconciliation commissions are an extreme example of these candid conversations. The personal relationships and candid discussions are critical, as it takes more than superficial connections to overcome stereotyping and prejudice and to build an inclusive caring that extends to all parties relevant to the peace.

The teachers argued in support and emphasized that Learning institutions are a critical entry point for interventions aimed at promoting peace and psychosocial wellbeing in times of violent conflict. They assert that the young people when given a chance have powerful messages on peace that need to be given expression and so support of peace education initiatives by teachers is paramount for its success. Prompt and comprehensive initiatives that are consistent, by the teachers, have a positive influence towards harmonious coexistence. They contend that the development of a critical number of teachers who are trained and have a passion for peace-related issues is critical in the promotion of peace through schools. They reasoned that the success of peace education through schools is dependent on respective support mechanisms at the community level hence they advocated for the need to adopt a multi-sectoral approach in the delivery.

Despite the aforementioned positive effects, peace education elicited negative response as well; those who were not in support argued that it consumed valuable time which could be used by students for their academic excellence. They also argued that it was counterproductive as students and teachers become fatigued with extra work. They also blame peace education for burdening students with extra load thus hindering their overall development.

The Effects of Peace Education on Students and the Civil Society

Education is the key factor affecting the way we see the world. While many factors affect our consciousness and worldview, such as our genetics, our family life, our religion, and our community, the one factor that is key is our formal schooling. Informal education through our parents, extended families, communities, media, and places of worship, has a profound impact on our worldview. School is where most children spend their time, and if the knowledge, skills, and attitudes for creating a culture of peace is brought into the formal curriculum and school life, the change it makes is enormous.
Peace education has raised the profile of peacemaking, peace building and conflict management in the schools within Kisumu Municipality. One of the teachers said that all along he had thought that the role of promoting peace in the community was the work of the chief and the police but he had realized the important role that he could play as a teacher in initiating peace in school and the community by extension. The Peace Education Programme has provided an avenue for the education fraternity in Kisumu to ventilate emotions and views. This has resulted in improved relationships in schools in Kisumu Municipality.

The Peace Education Programme has enabled skills and values associated with peaceful behaviours to be taught. The programme has enabled and encouraged students to think constructively about issues, both physical and social and to develop constructive attitudes towards living together and solving problems that arise in their schools and communities through peaceful means. The programme has allowed the learners to practice these skills and helped them discover the benefits for themselves so that they psychologically 'own' the skills and behaviours.

The essence of peace education is transformation of the student, and ultimately, society. The total transformation of society and the economic and social order is integral to peace, as the current economic and social order is rife with physical and structural violence. The Kisumu teachers have created a culture of peace by initiating fundamental change in knowledge, attitudes, behaviour, and worldview, which has enabled the learners to take action for a more peaceful environment thus playing a role in societal transformation.

There is no single mode of transformative learning, and as different students learn best in different ways, the varied approaches the teachers use to encourage perspective peace has changed the students from a culture of war to a culture of peace. The teachers have internalized transformative concepts themselves and effectively convey them to their students. They emphasize that they have to be the change that they want to see in the society and therefore, they must be the change that they want to see in their students. Through critical thinking teachers have encouraged dialogue and questioning, and through more creative and emotional processes such as artistic activities. This has led to transformation and individual students have changed their frames of reference by critically reflecting on their assumptions and beliefs and consciously constituting and implementing plans that bring about new ways of defining their worlds.

Learning for change is absolutely critical to the process of peace education. Knowledge, behaviours, and actions are influenced by worldview, and must change in order to shift towards a culture of peace. The teachers therefore, foster transformative learning, a basic necessity to peace education. Learning as a group has benefited the students in that they have the opportunity to practice what they are learning. The students take turns in teaching a lesson to the other class members. It has helped in breaking the monotony of learning theory as each day students practice teaching. This has helped them gain a better understanding of peace education in action.

The review and reflection questions created by the teachers culminated into demonstration of mastery of the knowledge designed to provide students with an opportunity to develop a practical resource to help them engage in working towards peace. The learners in Kisumu Municipality have hence developed a sense of possibility that has enabled them to become agents of social change. Peace education has not just therefore presented the theoretical foundations but it has also engaged the students in translating theory into practice and in thinking critically about how peace can most effectively enter their classrooms, schools, and communities. The students continually think about how “sense of possibility” can be present in their classrooms and how their work can ensure social change.
Conclusion
However, though efforts have been made to mainstream peace education in secondary school curricula, this has not been done in all the subjects. Capacity gaps are evident especially in the delivery of peace education in the classroom. Emphasis on academic subjects at the expense of value-based subjects like peace education has led to a situation where life skills is relegated to a second place and hence not given the attention it deserves in schools. Conceptualization and measurement of life skills-based programmes is a challenge due to a lack of quantifiable benchmarks. This poses a challenge in the measurement of Peace Education. Peace education initiatives through the school often lack adequate community-based interventions to support and reinforce the gains made. There is weak coordination of psychosocial interventions during violent conflicts due to lack of a proper response framework.

Recommendation
To ensure that it is a viable programme, it is essential that peace education is not a ‘one-off’ initiative but rather a well-structured and sustained programme for behaviours are not learnt instantly and if programmes to change or develop behaviours are to succeed, they must be both activity based and sustained through a structured and sustained programme. Mainstreaming peace education into the curriculum across board during envisaged curriculum reforms is necessary for the full success of the implementation Peace Education in secondary schools. Carrying out an evaluation of the programme with the support of the Ministry of Education is necessary. Developing a measurement and monitoring framework for peace education in Kenya is equally necessary. Finalization and launch of the Education Sector Policy on Peace Education should be considered.

Bibliography


