Peace Education in the Educational Curriculum

to Promote Consensual Peace Building in Kenya

Abstract

Aim: The aim of the study was to describe the peace content in the educational curriculum of Kenya and its effectiveness in promoting peace building.

Method: Twenty semi-structured interviews were conducted with students, teachers, and board members of the local educational board. The total number of schools involved in the study was seven. Eight students, five teachers, and two board members were interviewed.

Results: The key themes identified included i) effective strategies to be put in place to promote peace education programmes in Kenyan schools, ii) the impacts of the peace education content on the students, iii) ways that teacher competency influences peace education in schools, iv) barriers preventing the implementation of peace education at a local and national level, and vi) conditions necessary to ensure that a school will succeed in promoting consensual peace. It was found that peace education had promoted communication skills, and that students were better able to understand how to express their emotions.

Conclusion: The strategies to promote peace education programmes were found to be successful, since they provided children with the knowledge of how fear and selfishness cause negative interactions with peers. The peace education programme in these schools were, therefore, shown to be effective in promoting conflict awareness among students, hence allowing students to avoid conflict.

Key Words: Conflicts, peace education, peace building, Kenya

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1. Introduction

1.1 Aims of the Study

The aim of the study was to describe the peace content in the educational curriculum of Kenya and its effectiveness in promoting peace building.

1.2 Background of the Study

The international community has perceived Kenya to be among the most peaceful countries in Africa and, perhaps, this is because of the relatively peaceful past that the country has had. This is disputed internally as the country has experienced conflicts that have escalated to violence, leading to the loss of lives and property (Obura, 2010). Education is important and is considered a key feature in managing the many issues faced by society. It has similarly been perceived as an instrument for alleviation of poverty and promotion of equality, and the social change of a people. Conflicts are natural; thus, there is a need to develop skills that aid in dealing with violence and intolerance. The post-election violence experienced in early 2008 became a wake-up call to NGOs, civil societies and higher learning and rethink of mechanisms to settle internal disputes in a non-violent manner. As there existed no doubt that education played a significant role in peace building, the Peace Education programme was introduced in Kenya in February 2008 (Obura, 2010) to prepare and equip learners with skills that promote human dignity and peace.

The government of Kenya has, over the years, put in place various strategies to mitigate the problem of violence in schools. The Association for the Development of Education in Africa (ADEA) conducted a situational assessment with the aim of gathering relevant data to inform on the development of effective strategies and policies that prevented and managed emerging forms of violence through the education sector in Kenya. The report highlighted an emerging form of violence that mostly affected learning institutions and revealed incidents of learners who carried weapons to schools. This study has been designed to explore the peace education content in the education curriculum of Kenya and determine how effective it has been in promoting consensual peace building.

Building lasting peace in societies is among the most difficult challenges for global peace and security, as it requires a sustainable international support system for national efforts across broad ranges of activities (United Nations, 2005). Despite worldwide recognition, the significant role of education in resolving conflicts, in Kenya particularly, continues to receive minimal attention,

especially in primary and secondary schools. The focus of education in conflict resolution has instead been shifted to the impacts on the involved individuals, including the death of teachers, the destruction of pupils, and the effects on development. With all the initiative and strategies, student violence is still prevalent in learning institutions.

This study will provide further insights into the causes of student violence, allowing schools, the government, and peace-building bodies to concentrate on promoting consensual peace building rather than the effects of conflicts. Additionally, more effective strategies can be formulated to end violence in schools and the society in general.

1.3   Peace Education in Kenya

1.3.1   Overview

Peace Education is integrated into curriculum studies and not taught as a standalone unit like religious studies and history and government. The programme uses co-curricular activities, anti-bullying interventions, participatory school governance and community outreach as a manner of encouraging peace education information learning. Educational initiatives also have some areas of overlap with each other. The activities include psychological rehabilitation and life skills. Peace education uses activity and experiential oriented teaching methodologies. Mary (2016) asserts that Peace Education results in a fundamental shift in education philosophy and contends that though it is taught as a section of the hidden curriculum, teachers target total student transformation. The change from the culture of war to that of peace needs nothing less. However, Quezada & Romo (2004) argue that integrating the principles of peace education into daily life and classroom practice can happen overnight, and is the way a teacher makes an important contribution to the promotion of peace culture across the world. The role played by schools and teachers in building peace is quite invaluable.

Mary (2016) posits that some teachers in Kisumu assert that they joined the teaching profession for many reasons; some became teachers so as to give back to the society, to promote change, and contribute to a good future for children in the world. They entirely integrate the principles of training in their teaching by discouraging violence, treating their students fairly and equally, with compassion, and promoting classroom education. Their efforts are adequately applauded and the resource is crucial in building upon the peace-making skills of the students.

Arrey and de la Rosa (2021) argue that there is a strong case for enhancing the practice and understanding of peace education in official/formal institutions and it can be significant in furthering the world aims of peace. Formal schools/institutions provide skills and knowledge and shape cultural and social values, dispositions, norms and attitudes. The intervention of peace education in schools was proven to lead to enhanced cooperation and attitudes among students, and decreased dropout rates and violence. The mainstreaming of peace education is not yet straightforward. Its space needs to be established within the existing systems, where individual stakeholders can undertake complimentary work. To adequately advance peace education within the formal school framework requires a multifaceted process and approach.

In Kenya, as Steadman (2019) argues, the 2007/2008 election violence drastically affected the socio-economic development of the country. More than 1000 individuals died, and over 300,000 had to flee from their homesteads to IDP camps. Schools were gravely affected, and the displaced students could not attend school out of fear, lack of teachers and school closure. More than 1,350 teachers and 158,000 students were displaced across the country and at least 65 schools were vandalized, and 40 schools burnt down.

The tragedy is an impetus for the Peace Education programme development in promoting peaceful co-existence among students, hence leading to peace and national cohesion in Kenya. Despite the effort that the primary school curriculum has in mainstreaming peace education, gaps are still evident, especially in peace education delivery at school level (Mwamba, 2019).

1.3.2   Strategies for the Effective Implementation of Peace Education and Its Impacts

Peace Education (PE) revolves simply around understanding the various natures of conflicts. It is neither considered static nor trapped in any situation; it has been mentioned to evaluate past conflicts that have aided in responding to the realities in present situations and the images of future alternatives. According to Bajaj and Chiu (2009), UNICEF has been providing overviews of how PE programmes are approached, likening it to a philosophy and practice that matches complementary elements between society and education. Among the strategies for the effective implementation of the PE programmes is infusing them with other subjects. Proposed by some teachers and students, this aims to make peace relevant in the everyday setting, and as stated by UNESCO (2005), this infusion adds more value to the existing curriculum and content. This

method has similarly been practised to ensure that no contradictions arise from the incorporated value between the different contents, especially with the various methodologies used in teaching.

The 2007/2008 post-election violence destroyed the socio-economic development of Kenya, with many losing their homes, lives and lands. This saw the implementation of PE at different levels: The informal level that involves the Kakuma and Dadaab camps and the formal level that involves promoting PE at the primary and tertiary levels of education. At the primary school level, in collaboration with UNESCO, UNHRC and UNICEF, the Ministry of Education initiated Peace Education Programmes (PEP) in 2008 and implemented them in 2009. At the tertiary levels, universities such as the University of Nairobi launched a Master's programme in Peace Education in 2011. The programmes have been integrated into some co-curricular activities as outlined by Okemo (2013), such as drama, music and other clubs that use informal learning. Intending to encourage a culture of peace, the programmes have proved to be successful thus far, as numerous schools are embracing this strategy.

The PEP has similarly adopted the National Peace Education Campaign (NPEC) implementation as part of the programme that links schools and the entire community. Launched at Uasin Gishu Primary School in 2012, the exercise involved children from the 47 counties that were set to advocate for peace and non-violence before, during and after the 2013 general elections. With the theme of the campaign being *Education for Peace, making the voices of the young Kenyans heard* gave the young individuals the voice to preach peace by providing a platform that would articulate their views on staining peace to create a productive country (The Daily Nation, 2013). The campaign was deemed effective as little to no violence was observed in 2013, additionally, more children were able to learn and emphasize peace and violence prevention. In collaboration with Daima Initiative for Peace and Development (DIPAD) and UNICEF, these PEP launched forums such as the County Peace Education Forums from which schools were selected to make peace presentations, and Peace Awareness caravans spearheaded by NYTA that prepared plays and peace messages and songs for children (Ministry of Education, 2012).

The strategies yielded results with the Ministry of Education reporting that from the beginning of the programmes, cases of school unrests had significantly decreased as most students opted for dialogue to solve the conflicts between themselves and the administration. Kang'ethe (2012) reported that since the programmes, the ministry was able to train 21 master trainers on PE at the national level whose purpose is to collaborate with the National Coordinating in promoting

consensual peace building. The number has since been increasing. The essence of PE is to transform students and, ultimately, the society. These strategies and programmes have created avenues for the students and the education fraternity to ventilate their views and emotions. Mary (2016) reported an improvement in the school relationships in Kisumu municipality, as students are able to think constructively on both social and physical issues and develop constructive attitudes. Cases of bullying have similarly dropped.

1.3.3   Teacher Training and Peace Education Mainstreaming

Teachers are the apex of peace education mainstreaming and crucial in the learning process. It requires sufficient numbers of teachers who are highly qualified, quality institutions of teacher training, continuous education and lifelong facilities for teachers. Teacher training comes in two forms, mainly pre-service and in-service programmes. In-service training programmes seem to increase those qualities possessed by an individual teacher that positively affects mainstreaming of peace education (Tilak, 2021).

Hiebert & Stigler (2017) studied the effects that teacher training has on teachers and the value added to the teachers in U.S.A. They established that training of teachers positively relates to productivity. The result of the study revealed that teachers who were more experienced appeared more effective in the mainstreaming of peace education and in teaching. To attain peace in schools with regard to knowledge and skills, the capacities and roles of the trainees can be enhanced through in-service teacher training.

In Africa, Latin and South America where poverty is the structural violence, peace education entirely focuses on development education, structural violence or peace education.

In the U.S.A, peace education focuses on environmental issues, violence and prejudice. In India, peace education is Gandhian studies while in Scandinavian countries, because of their major concern on extreme arms cost, arms race, it is referred to as disarmament education. In Ireland, in turn, it is "education for mutual understanding" because of the Protestant versus Catholic conflict. In South Korea, it is referred to as "reunification education". The clear variation in how to understand peace has made some scholars use "conflict resolution", since peace education is an effort to identify conflict resolution strategies (Kurian & Kester, 2019).

Elachi (2018) compares how Egypt has integrated life skills, human rights, and environment and gender issues in their curriculum with Nigeria. In Nigeria, the programme for peace education

is meant to address the rising level of youth and child involvement in deadly conflicts, either as victims or actors of source-based, political and economic conflicts. In Liberia, CHAL- Christian Health Association teachers conflict management, while the Caribbean, Madagascar and Mauritius, with multi-cultural, multiracial and multi-ethnic have no violence history but have lived in peace, tability and harmony and, therefore, do not see a reason for the establishment of peace education, unless they are doing it for future prevention.

1.3.4 Perceived Teacher Competency on the Effectiveness of Peace Education

In relation to PE, teacher competence is critical since the emerging conflict frontiers are infused institutions where these teachers are supposed to study Polat, et al. (2016). Capacity-building programmes support teacher competence, which affects value in terms of goals, behaviour, teachings and communication. Capacity team building additionally supports professional and curriculum development. The diverse requirements of PE imply that teachers ought to be capable of mastering their subjects in-depth and their modes of delivery. This, as highlighted by Bidarra & Rusman (2017), amounts to professional competence. The need for teacher capacity building is further discussed in understanding that apart from teaching, teachers ought to possess the capacity to develop lesson plans, develop their students, communicate, administrate and diagnose the initial behaviour of a student. Diazgranados, et al. (2014) believe that teachers have a great impact on the success of PEPs; for this reason, teacher competency ought to be improved during in-service and pre-service training sessions.

Ouma (2014) revealed that teacher attitude influenced the implementation of PE to a considerable extent. For most teachers, the researcher established that the PE concept was overloading the curriculum of their schools and believed that they ought to dominate the decision-making process, since they claimed to know the interests of their students. Kemunto, et al. (2018) investigated the influence of teacher competency in the implementation of PE and discovered that teacher competency had a positive effect on the implementation, especially in primary schools. The researchers observed that teachers were inadequately prepared to handle the PE curriculum. Additionally, during their pre-service training, the lack of workshops and forums for sensitization purposes greatly contributed to their perceptions of the PEPs. For other teachers, all that was required was in-service training, which was mostly limited, as the study established. It was further observed that the PE required special pedagogical training for effective execution of the subject

and related concepts. This appeared to be lacking, thus, the lack of integration in other subjects in the primary school curriculum.

1.3.5   Barriers to a Successful Peace Education Implementation

These challenges include the lack of a comprehensive PE curriculum that conforms to the local needs, the lack of collaboration and cooperation between actors of these PEPs resulting from their different interests, the lack of well-strategized methodologies and goals, and lastly, the lack of finances to support the implementation of these programmes (Matindi 2013). According to the Developing Education Community, the effort to mainstream PE in the curriculum of primary and secondary schools is yet to be done across the board, which, as a result, has negatively affected the implementation of these peace-enhancing programmes. Despite the heavy investment in teacher training, there is an evident capacity gap. This has been noticed in the delivery of these programmes at the primary and secondary school level. Continuous emphasis has been on academic subjects at the expense of any value-based subject such as PE, leading to situations where life skills, which is considered a significant component of PE, has been relegated to second place, therefore, confirming that peace education is yet to receive the attention it deserves in schools.

Matindi (2013) similarly discovered various challenges teachers face in the implementation of PE. Some of them included the lack of peace educational materials, the lack of time, and the lack of fellow teachers. Similarly, primary and secondary school teachers recorded an overload in their work, with other schools reporting a non-supportive community from tribal emotions and illiteracy. Chelule (2014) discovered that no curriculum was put in place for teachers in the university conversant with PE courses. At the university level, teacher workload was also recorded to increase, together with the lack of lecturers. Most of the teachers who taught in the early stages of school reported lacking advanced degrees in the subjects they taught, which made it difficult to teach PE. Few to no textbooks have been published, which makes the subject ineffective. Additionally, most of these libraries in Kenyan universities lack adequate storage for books, including the ones required in their curriculum. The researcher also reported a lack of will in the administrative offices to offer a course they believed failed to attract many students.

Mistrust towards the peace process is one common impediment to peace education in the world. As much as a country's interests can be defined in ideological, political, strategic and economic terms, trust solely lies in the psychological realm. Trust combines both the cognitive and emotional

dimension. More so, expressions of enemy dehumanization and demonization and stereotypes in continuous, violent and difficult situations, have led to an increasing tendency on either sides, to view the opposite side as an inhuman entity (Siddiqui, 2019).The Philippines and Malaysia have in their curriculum offered peace education in subjects such as Citizenship, Value Education or Development Education. In Sri Lanka, Education for Conflict Resolution is provided with the target of formulating an attitude of understanding, tolerance and non-violence methodologies. Mauritania is an exceptional country, since it has no peace education in its curriculum (Tan, Naidu & Jamil, 2018).

Bourn, Hunt & Bamber (2017) add that peace education, when taken as political education and political agenda, is sometimes perceived as a powerful tool that authorities use in imposing individual interests upon people. Moreover, as a culture of people is embedded in the society within its poetry, literature, written history, language, media, and widescreen movies.

To overcome these barriers, Chelule (2014) proposes the adequate provision of the needed materials in promoting these PE programmes, more civic education, an increment in the teachers employed to conduct these programmes and an introduction of assessment tests, all of which are assumed to alleviate the barriers that prevent proper mainstreaming of PE. Additionally, Matindi (2013) reported that teachers protested for chiefs who would ensure all children would attend school; this meant that the entire community needs to be sensitized on matters of Peace Education. In the meantime, combating tribalism through church activities and peace-initiative seminars should encourage a knowledgeable community. Similarly, the Ministry of Education is encouraged to provide logistical support towards providing adequate teaching and learning peace education materials across the country. In providing logistical support, the ministry is similarly encouraged towards training more teachers in PE through in-service courses. Elements of effective PEP can be achieved through situational analysis. Prior to designing these programmes, planning for monitoring and evaluation should be considered before intervention begins.

1.4   Research Questions

The following research questions were posed.

How effective are the strategies that have been put in place to promote Peace Education programmes in Kenyan schools?

1) What are the impacts of the Peace Education content on the students?

2) In what ways does teacher competency influence the teaching and perception of Peace Education in schools?

3) What are some of the barriers preventing the implementation of Peace Education at a local and national level?

4) What conditions are necessary to ensure a school will succeed in promoting consensual peace building in Kenya?

2. Method

2.1 Sample

The total sample size in this study was 20 participants, which consisted of 8 students, 5 teachers, 5 members of the local education board , 2 board members. The total number of schools involved in the study was 7. One student participant came from each school, although one of the schools produced two to make a total of 8 student participants. The researcher was only able to interview teachers from 5 schools, one from each school. Only board members from two schools were interviewed because most of them were unavailable for interviews.

2.2 Instrument

Four sets of interview questions were constructed: One for students, one for teachers, one for board members and one for the local educational board.

Interview Questions

For students

a)   Could you tell me a little about Peace Education?

b)   Do you enjoy these lessons and programmes? What do you normally do during these lessons?

c)   What is it like for you when you participate in these Peace Education programmes? Are they helpful?

For Teachers

  a) What is your definition of Peace Education?

  b) Tell me more about the impacts you have noticed these programmes have on the students?

  c) How do you incorporate these programmes in other extra-curricular activities?

  d) Do you mind sharing with us some of the challenges you face in promoting Peace education programmes and how you think they can be solved?

For the Board of Management

a)   Could you tell us the strategies aiding the implementation of Peace Education and how effective you think they are?

b)   How well is the school equipped in conducting Peace Education programmes in terms of resources and staff training?

c)   How involved is the local and national government in promoting these programmes?

d)   In general, what do you think should be improved in how these programmes are conducted?

For the Local Education Board

a) As the education board, what measures have you put in place to ensure that schools are effectively conducting Peace Education lessons?
b) How well equipped are these schools for conducting these Peace Education programmes?
c) What framework do you use for assessing competency on the teachers and head teachers?
d) How often do you visit schools to check on their progress?

2.3   Procedure

The purpose of the study was made clear to the respondents prior to the commencement of the data collection exercise. Respondents were provided with sufficient information since their cooperation was crucial for the research process. The aim of the study was explained to respondents before the interviews were conducted. The personal identities of respondents remained anonymous and were assured of confidentiality. The respondents were given the freedom to withdraw from the discussions or interviews whenever they felt so.

Primary research was utilised in this research. Semi-structured interviews were developed and utilised, with respondents providing their responses through the asked questions. A semi-structured interview is a meeting in which the interviewer asks open-ended questions, creating room for a discussion instead of the straightforward question and answer (Harrell, M. C., & Bradley, 2009). The interview consisting of open-ended questions was administered to participants in a survey conducted in the sampled schools. These questions provided qualitative insights into the research problem. It allowed for in-depth analysis and understanding of the perception of teachers and students on the prevalence of violence, the role of PE curriculum and co-curricular

activities in promoting peaceful coexistence. This research instrument allows for detailed analysis of the research problem and encourages a two-way communication.

The study employed a mono method qualitative approach. The qualitative research is consistent with the inductive research strategy. This was achieved by applying primary research, which used semi-structured interviews that formed the basis of interaction with primary research participants. The participants of the study targeted teachers, students, and KICD and MoEST officials of PE curriculum and implementation. However, the mono-methods have been found to be limited in providing details to social problems.

A cross-sectional timing was utilised in this study. Cross-sectional timing focuses on the current situation and allows the researcher to record information without manipulating the study environment (Armstrong, 2001). In this study, the researcher would evaluate the relationship between the incorporation of peace education in the curriculum and promotion of consensus peace in Kenya. The approach enables the researcher to compare several variables at the same time. For instance, the researcher looks at variables such as co-curricular activities, prevalence of violence, learning approach, peace education in relation peaceful coexistence.

2.4   Research Design and Rationale

The chosen research strategy for this study enabled the researcher to answer the identified research questions. The strategy was based on the interviews and analysis of any material related to the topic. A long form of typed questions was administered to participants, which aimed to establish the opinions and narratives about the topic. The qualitative approach involved conducting a survey to identify the incidence of violence and how to promote peaceful living through incorporation of PE. Qualitative data collected through surveys helped to generate richer and detailed data on impact of peace education in promoting consensus peace. In this study, the researcher sought to examine how PE can be applied to address social issues of violence in Kenya. Since it is a qualitative study design, the process incorporated developing appropriate procedures and formulating relevant research questions, data collection methods, and inductive analysis of data.

2.5 Ethical Considerations

The study is consistent with the principals concerning human research ethics of the Declaration of Helsinki (World Medical Association, 2013), and it follows the guidelines for the responsible conduct of research of the Finnish Advisory Board on Research Integrity (2012).

3. Results

3.1 Introduction

Data analysis was done using thematic analysis. The data is presented in tables below.

3.2 Thematic Analyses

The analysis uses tables to create visual clarity.

Table 1: Thematic analysis. The identified themes and evidence

Theme	Evidence	Analysis	Research question addressed
Peace Education Programmes	"In the practical sessions, we engage in a lot of co-curricular activities like games, music, and drama, and Peace and leadership clubs." "We have integrated the peace education subject into other subjects as well as encouraging students to participate in clubs, drama, music, art, and school debates with relation to the subject. We have intercommunal drama festivals where the students are required to make content related to what they learn in peace education which they perform in front of the members of the community. We allow students to participate in leadership programmes in the school…." "The main strategy that the school has implemented is experiential learning, where students participate in	According to Mishra (2015), peace education focuses on imparting skills for preparing students to become active members of transformation in the society. Integrating Peace education in co-curricular activities especially promotes the goals of education by making learning interesting. Das and Das (2018) recommend communicating messages of peace, social interactions leadership in the morning assembly. Activities like games and sports allow children to interact and promote teamwork. These activities also allow students to solve intergroup conflicts and display cooperative behaviours as they understand the importance of mutual respect in teamwork. In addition, activities like debates allow students to develop critical thinking and understand the importance of respecting other people's opinions despite having freedom of speech. According to McCarthy (2010), experiential approaches such as school debates, drama festivals provide students with first-hand experience of what peace education content addresses. By using	How effective are the strategies that have been put in place to promote Peace Education programmes in Kenyan schools?

	activities like class debates to understand how conflicts can arise and how they can be resolved….”	such activities to promote peace-building, students learn that the knowledge the educators is based on the reconstruction of real-life experiences. It is evident from the interview responses that resolution of conflicts is driven by interactions between opposing modes which eliminate self-interests. Students are able to understand that peace education is a continuous holistic process that requires students to participate, debate, and integrate learning into real-life scenarios.	
Effectiveness of Peace Education	“…. It teaches us how to resolve negative feelings without confrontations, intolerance or physical fights but to instead cooperate and resolve the issues peacefully”. “The programmes have helped us develop non-violent skills and increased cooperation and teamwork among the classmates. Through co-curricular activities, we are able not only to enjoy learning, but we also understand why peace is important in creating an overall conducive environment for learning in the school.” “Such programmes allow the students to be critical thinkers and participate in understanding the issues that have promoted violence in the society and ways they can approach these issues	The teachers, students, the board of management, and the local board of education agreed that peace education was a transformative mode of learning in making students better citizens in society. The students noted that peace education helped them from better attitudes among their peers and overall creating stronger friendships. This corresponds with the arguments of Polat and Halce (2020), which state that peace education provides children with the knowledge of how fear and selfishness cause negative interactions with peers. The interviewers also realise the saliency of peace in creating an environment that promotes quality education. The teachers realised that peace education had promoted better communication skills, where students are able to understand how to express their emotions. Through peace-building programmes in schools, students are able to engage in healthy relationships when interacting or when they have different opinions. The teachers note that students become critical	How effective are the strategies that have been put in place to promote Peace Education programmes in Kenyan schools?

	differently. These programmes have been effective in promoting caring relationships among students and allowing them to participate in civic and ethical issues that have been the epitome of violence in our society.	thinkers when required to address issues that promote conflict in schools and society. Georgakopoulos and Goesel (2019) argue that peace education programmes have proven effective in promoting conflict awareness among students, hence allowing students' cooperation to avoid conflict. Co-curricular activities like games and sports allow students to build friendships and appreciate co-existence despite any differences. The teachers argue that caring relationships are established among students. These interactions are translated to their homes and the community in general (Maranga, 2020).	
Why Peace Education is Important	"Peace education has been able to provide students with the skills to resolve conflicts. They are able to communicate messages of peace to each other and other members of the community whenever forms of violence arise. "In addition, there have been reduced incidents of students arguing or fighting with each other, and the growing respect they now have for each other is evident. Other skills that have been observed are better problem-solving skills and communication skills. "…It realizes that violence has been socially constructed in the form of abuse, neglect, and a degree of harshness which	The teachers note that peace education has overall educated the students on conflict and conflict resolution. Fulcher (2012) notes that peace education provides students with conflict awareness and the outcomes of solving conflicts using violent approaches. It allows students to understand how violence can arise in society due to differences in ideological, political, or religious beliefs, among others. By understanding the impact of conflicts and violence on human rights, students are able to encourage peaceful behaviour among their peers and adults in the community. Ashton (2007) argues that through peace education, children learn non-violent ways to respond to disagreements. They are able to educate the community at large on the negative impacts of using violence and ultimately shape future institutions.	What are the impacts of the Peace Education content on the students?

	violates human rights to an extent".	Educators also noted that there were reduced conflicts among students, which can be attributed to knowledge on sensitivity, empathy, and positive behaviours towards people. Chen and Starosta (1996) discussed the five dimensions of intercultural communication: communication between people with different cultural backgrounds. Sensitivity towards this difference leads to non-judgemental behaviour, open-mindedness, empathy, higher interaction, and respect towards other people. Peace education, therefore, equips students with communication and social skills to be able to positively interact with people with different backgrounds, cultures, beliefs, and opinions.	
Why Training and Student-Centred Approach in Teaching is Important	"The school has ensured that teachers use student-centered approaches to ensure that student is an active participant in learning. This also includes ensuring that learning incorporates activities that encourage practicing mutual respect among peers and adults. The Ministry of Education has provided trainers to educate teachers in the county as well as providing training programmes that allow teaches to adopt the student-centered approaches." "…in service and pre-service training or teachers is an ongoing process to ensure that they are equipped with knowledge on the influence of	The board of management and the local education board noted that teacher training was crucial in driving the goals of peace education. In-service training for teachers recognizes the need to update knowledge on new challenges in society. Jäger (2015) notes that due to the changing nature of education, in-service training is vital in addressing any changes in the school curriculum. Peace education is a reformation approach in education in Kenya, and it is essential to provide teachers with the skills to create quality learning environments. Pre-service training on training novice teachers before they practice their teaching skills on students. The local education boards argue that there have been pre-service training efforts for teachers in higher education to increase the number of trained teachers on peace building in Kenyan schools.	In what ways does teacher competency influence the teaching and perception of Peace Education in schools?

	violence and conflict, and how to promote peace building through the curriculum".	According to Taufik (2016), pre-service training is crucial for teachers as it increases knowledge on specific subjects. Teachers are able to learn pedagogical approaches that will effectively promote the goals of peace education. For example, the board of management notes that the school emphasizes student-centered approaches. This includes learning that is focused on making the students active learners by providing them with holistic learning experiences. The school allows students to hold debates, address controversial topics, and interact on different cognitive, intellectual, and emotional development levels. By training teachers, students are able to integrate strategies that promote open-mindedness and expressiveness while promoting peace. They are able to establish a healthy balance between expressing their opinions and respecting other people's opinions.	
Why Implementation of Peace Education in Schools is Difficult	"Some teachers have been skeptical about integrating peace education in the school curriculum. This is related to insufficient financial resources and inadequate experience in implementing the subject. The local government has been unable to provide sufficient resources, especially in ICT, to promote peace education." "Unfortunately, the relevant authorities have been unable to meet all the requirements for Peace education requirements	The educators argue that the main challenges to implementing Peace education have been a lack of enough financial resources and ICT in promoting the learning process. They also note that scepticism from teachers who lack experience influences the ability of schools to integrate peace education programmes. These arguments are in line with the study done by Mwanzia (2015), which noted that there is a shortage of skilled teachers in Kenya, which has resulted in overworking the existing teachers. This has contributed to the negative attitudes that teachers have in integrating peace education into the curriculum. Despite efforts by the	What are some of the barriers preventing the implementation of Peace Education at a local and national level?

	mainly because the process is costly….”	government to train teachers, they lack the experience to implement value-based subjects. The lack of financial resources and ICT impact the ability of schools to plan, organize, implement and control peace education. These resources are required to train teachers and pay for their services, especially when they work overtime to meet the changing needs of the curriculum (Lauritzen, 2016).	
How to Promote Successful Implementation of Peace Education in Kenya	“There have been efforts by the government through the Kenya Education for Sustainable Development (ESD) implementation and other policies to provide materials for schools to integrate peace building in education. These efforts are supported through training of teachers, and integrating members of the community as stakeholders in the implementation process”. “There is a need for collaboration and partnerships among teachers, the community, the local governments, and the national governments. This will allow implementation and continuous evaluation on whether the pedagogical approaches that have been integrated are effective in promoting the goals of peace education.”	The respondents agreed that the successful implementation of peace education in Kenya relied upon collaborative efforts between the stakeholders. Mwanzia (2015) notes that the government has addressed the needs of peace education through policies such as the Basic Education Act 2013, the Kenya Vision 2030, and the constitution of Kenya 2010, among others. These policies have attempted to provide teachers with sufficient training and information to guide them in utilising appropriate pedagogical approaches. This includes providing materials that will facilitate learning in Kenyan schools so that schools are able to strengthen peace education implementation in the curriculum. There is a need to collaborate with the community to implement peace education, especially when it conflicts with culture (Kang'ethe, 2015). Members of the school community should be included dint the decision-making process. This includes consultation and providing information on how their involvement is crucial in meeting the objectives of peace education. Successful implementation of peace education will also	What conditions are necessary to ensure a school will succeed in promoting consensual peace building in Kenya?

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| | "We have ensured that teachers are trained on basic peace education by providing master trainers and peace education courses at the diploma and higher education levels. Reducing the barriers to the successful implementation of peace education in Kenyan schools is also our role. We work with county governments to ensure that educational needs are met especially for the marginalized and vulnerable children that are unable to access these education requirements". "A framework for monitoring the competency of teachers and headteachers in peace education has not been developed. However, there are coordinated efforts among stakeholders to coordinate the roles that each partner plays in meeting the goals of peace education. This will contribute to identifying knowledge and skills gaps that need to be addressed by training to ensure the successful implementation of the peace education programme. | rely on training for educators at all levels of education in Kenya. Training will allow stakeholders to determine where in the curricula peace education should be integrated. Mary (2016) notes that it is crucial to share information and provide peace education materials for stakeholders, including teachers and members of the community, to inform them on why peace education is important. This information also includes the dangers of violence and mechanisms that students can integrate to solve conflicts. | |

Theme	Evidence	Analysis	Research question addressed
Peace Education's Strategies are yet to be Effective	"… Despite the presence of these initiatives, peace education program has not been fully integrated into school programs…." "… The integration of peace education into the school curriculum lacks sectorial support. At the same time, the capacity to deliver such demanding lessons is lacking…." "…conflicts are dynamic and vary from community to community. Therefore, implementation of the peace education Programme has been difficult. In the process, the developed initiatives have been somewhat ineffective…." "… Many of the strategies put in place are not compatible with the teaching plans. They take a reactive approach instead of being proactive. In the process, their integration into the curriculum has been difficult."	Primary research reveals numerous strategies for the integration of peace education into the school curriculum. While the strategies are important, they have not been effective. Many school administrators, teachers and students believe the lack of effectiveness is due to a lack of sectoral support. The dynamism of conflicts in the country and incompatible teaching methodologies have also been observed. This observation is consistent with Kangethe (2015) and Mary (2016). Kangethe (2015) observes a lack of advocacy for a value-based curriculum and the presence of an ever-changing peace landscape. This calls for dynamism and revival of social values in prioritising peace response mechanisms.	Research Question 1, how effective are the strategies that have been put in place to promote peace education programmes in Kenyan schools?
Impacts of Peace Education on the Students	"…peace education allows one to learn about the core	The data shows that peace education plays a	Research question 2, what are the impacts of peace

		education content on the students?
	values of the society. It also teaches different mechanisms of conflict resolution that eliminates violence." "… It allows one to understand the origin of different conflicts within the country. At the same time, it is critical to prevent armed conflicts and violence." "…peace education is a pillar for preventing social conflicts. It equips students with the ability to resolve their conflicts. Further, it is an avenue for students to learn about social justice and community."	significant role in shaping society. According to teachers and school administrators, peace education revolves around social values and eliminating conflicts within society. As a result, it teaches students different methods of conflict resolution. The majority of students believe that peace education has been essential in teaching themes different social values. On the other hand, school administrators believe that peace education has equipped the students with the ability to fight against social injustices. Similar observations have been made by Quezada and Romo (2004). Quezada and Romo (2004) explore the importance of peace education within and outside the school.	
Teacher Competency and Perception of Peace Education in Schools	"Teachers have a significant influence on students' learning process. Their influence is often seen through content delivery in the classroom. As a result, the lack of	While students are an essential part of peace education, it is vital to recognise the role of teachers. Evidence shows that there have been numerous efforts to	Research question 3: How does teacher competency influence the teaching and perception of peace education in schools?

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	competence can create problems in the learning process." "… The government has been able to train teachers to improve their competency in the integration of peace education. The training focuses on creating a positive attitude among teachers for a smooth integration process." "… Despite the training, many teachers have been unable to improve their methodology in teaching peace education. As a result, some tend to develop a negative perception towards the subject."	improve their competency in the teaching of peace education. Teachers with high competence have a positive perception towards peace education, and they often support its integration. However, there are many cases where teachers have a negative attitude towards the subject. The reason behind this negative attitude is insufficient training; hence, lack of competence. Kangethe (2016) also observe a positive relationship between competencies and perception of peace education among teachers.	
Improving Consensual Peace-Building in Kenya	"… Peace-building in Kenya can be improved through a wide range of initiatives. Regardless of the initiative, the efforts must be supported by different sectors within the government and private domain." "… Schools have been critical in enhancing peace initiatives. It therefore important to consistently support teachers through	The primary research shows that consensual peace-building in Kenya faces numerous challenges. Given the nature of these challenges, it is critical to adopt a dynamic framework for peace resolution. While looking at the strategy of peace-building, evidence suggests collaboration between governmental and non-governmental stakeholders. Where the	Research question 5, what conditions are necessary to ensure a school will promote consensual peace-building in Kenya?

	training and improving their competency levels." "… Ensure the approaches to peace-building are dynamic. This allows individuals to have the capacity to resolve various forms of conflicts as they emerge in the society."	education system is concerned, investing in teachers training is likely to improve their attitude towards peace education and peace-building initiatives. These measures have also been emphasised by Kangethe (2016).	
Barriers to Implementation of Peace Education	"… So far, the framework for training teachers on the integration of peace education is lacking. At the same time, there is a lack of collaboration between different sectors within and outside the government." "… Many of the strategies lack dynamism. As a result, they fail to account for social changes and emergence of new sources of conflict."	Evidence indicates the presence of numerous factors that hinder the implementation of peace education. Some of the main challenges include the absence of an efficient implementation framework and poor inter-sectorial collaboration. Further, it is critical to acknowledge the rigidity of the current integration strategies. The rigidity has been seen in the inability of these measures to adapt to the emerging conflicts. This finding is consistent with Mary (2016).	Research question 4: What are some barriers preventing the implementation of peace education at a local and national level?

Themes	Evidence	Analysis	Research Question
Strategies for Successful Implementation of Peace Education	…"Some strategies to promote peace education include equal teacher-student relationship,	Primary research identified several strategies to the successful implementation of the Peace Education programme. The first approach is the	How effective are the strategies that have been put in place to promote Peace

	encourage discussions through teachers' dialogue, teachers' attitude towards the program, and promotion of inclusivity, equality and diversity in classrooms."	equal student-teacher relationship, where everyone teaches and learns simultaneously from one another. This incorporates acknowledging knowledge and experience brought by those involved and allows them to share their knowledge and experiences. This implies being open to learning from others and remaining flexible to new ideas. The second approach is the use of dialogue meaning to encourage discussion in the classroom. Teachers try to minimise teaching time and promote dialogue, which allows total involvement of students. Teachers promote dialogue by asking interactive and meaningful questions and ensuring all students have the opportunity to air their views. The approach steers self-reflection. For instance, when discussing discrimination topics, students can reflect on questions like, "Have I ever discriminated against someone? Have I ever been discriminated against?" Teachers and learners focus on this discussion and allow learners to compose journal entries regarding the question. The third approach is the promotion of diversity, equality and inclusivity in classrooms. This idea manifests in multiple ways and is often considered by teachers. Regarding inclusivity, results indicate instructors encourage the involvement of everyone without discrimination based on gender, age, ethnicity and sex. Both male and female learners are	Education programmes in Kenyan schools?
	"The approaches can be very effective if appropriately implemented and incorporated into the school curriculum."		

		treated equally in a classroom setting. These principles are the basis for Peace Education in Kenya. The findings are consistent with Mary (2016), who noted that teachers encourage diverse thinking of students to express their views and develop their civil courage and public voices. Primary evidence suggests that these approaches are effective in the promotion of peace education in Kenyan schools. The approach enables learners to translate knowledge, attitudes and values into action. As a result, learners are equipped with a range of skills to effectively deal with everyday challenges, making them psychologically and socially competent.	
Impact of Peace Education on Students.	"Process Education involves the acquisition of knowledge, skills, values and behaviours to live in peace with self, other and the environment." "Peace education enables students to acquire skills for nonviolent conflict resolution and reinforces these skills for responsible and active action in society for peace promotion." "It builds peace for mutual harmony by including students into a process of changes, making them behave peace-oriented, and	Results indicate that Peace education has enhanced the process of peace making, peacebuilding and conflict resolution within school settings in Kenya. It has created a way of education fraternity in schools to ventilate viewpoints and emotions. It has led to improved relationships in schools and has enabled values. Peace education enables learners to acquire skills for peaceful conflict management and for active and responsible peace promotion among students. This program encouraged and allowed learners to think constructively regarding issues both physical and social. Also, it helps individuals develop perceptions towards living in harmony and solving problems arising in their schools peacefully. Additionally, the programme has	What are the impacts of the Peace Education content on the students?

	contribute to reconciliation."	allowed students to practice the skills, enabling them to realise its benefits. This enables learners to psychologically own their behaviours and skills. Analysis shows that the significance of peace education is student transformation. The findings support previous literature, which documented that student or society transformation is integral to Peace since the social order is ubiquitous with physical and structural violence (Mwanzia, 2015). Peace education promotes a culture of Peace by initiating fundamental change in attitudes, knowledge, perception and behaviour, enabling learners to create a peaceful environment. Similarly, priors have documented that teachers have effectively internalised transformation concepts and delivered them to the learners. They have encouraged questioning and dialogue through critical thinking and other artistic activities. This has resulted in transformation, and learners have adopted new frames of reference through critical and conscious evaluation of their beliefs and assumptions, changing their perception of the world.	
Impact of Competency on Teaching and Perception of Peace Education in Schools	…"Teachers' information, values, attitudes, and behavioural competencies help resolve conflicts in a nonviolent way and build and maintain mutually beneficial relationships."	Results reveal that key competencies, including information, attitudes and values, equip teachers with skills to teach and create a nonviolent environment for everyone to thrive. They support the peaceful resolution of conflicts and the creation and	In what ways does teacher competency influence the teaching and perception of Peace Education in schools?

	…"Knowledge and skills of teachers help to mainstream peace education lessons and mainstream peacebuilding."	maintenance of mutually beneficial connections. Qualified teachers initiate candid conversations, which are critical since it takes adequate time and connections to build inclusive care in schools and overcome prejudice and stereotyping. Competencies help teachers mainstream the program lessons and peacebuilding in Kenya. Nonetheless, Ouma (2014) suggests that most schools in the country have not trained teachers and teachers lack adequate competency on aspects of peace education. The absence of Peace in some parts of the country might be attributed to a lack of effectively trained teachers.	
Barriers to the Successful Implementation of Peace Education.	…"Challenges experienced in promoting Peace Education programmes include lack of instruction materials, inadequate time allocated and teachers' overload due to shortage of teachers, and administrators' attitude towards peace education." …"The school does not have adequate resources and no common approach used in peace education teaching. Not more than half of the teachers are trained; thus, the number is not adequate for	Analysis indicated that successful implementation of Peace Education is limited in multiple ways. Results found lack of instruction materials for peace education and lack of trained instructors in the program to be the major barriers to mainstreaming peace education. It is quite challenging to enhance students' competency due to a lack of viable sources of reference since most available materials have been done by foreigners. In general, there are no sources of reference on the subject, making the program ineffective. Most campuses lack enough books for the program. Another challenge highlighted by teachers is the lack of incorporation of the programme in the curriculum. Most Kenyan universities do not offer the course per se; instead,	What are some of the barriers preventing the implementation of Peace Education at a local and national level?

	efficient implementation of the program."	they offer it as Peace and conflict. Additionally, most instructors interested in the field are expected to complete the short course, thus unable to take the course at advanced levels. There is also a shortage of teachers to handle the course. This might increase the workload of teaches, burdening them. Teachers lack adequate time to teach the subject, and inadequate time is allocated to lessons. The current administration also lacks the motivation to provide a program that does not attract many learners. The course is offered as selective in the country. Past literature (Chelule, 2014) supports the findings, stating that administrators do not see the urgency of studying the course since they perceive Kenya as a peaceful nation, thus no reason for training for Peace. The teaching methodologies are also ineffective. They encourage competition, while peace education advocate for collaboration, cooperation, critical analysis and realisation of new facts, and grading.	
Conditions for Successful Incorporation of Consensual Peace Education.	...."Consensual peace education can be successfully implemented by providing enough peace education resources, civic education, recruiting of more teachers, incorporation of the	Primary research shows that consensual peacebuilding will be successful if there are adequate resources to netizens about Peace. Availability of enough teaching materials ensures instructors and students are well-equipped to understand the dynamics of Peace and conflicts, hence devising appropriate ways to resolve conflicts in a peaceful	What conditions are necessary to ensure a school will succeed in promoting consensual Peacebuilding in Kenya?

	course into the curriculum, and introduction tests and assessments to mitigate barriers towards implementation of the programme."	manner and develop attitudes of living together. Similarly, the provision of civic education will help in peacebuilding in Kenya. Levine, D. H., & Bishai (2010) stated that civic education empowers individuals to be well-informed, active and gives them the chance to change their surroundings. It equips common people with knowledge and skills regarding the Kenyan democracy. Training teachers on conveying peace education and provision of peace curriculum will lead to peaceful coexistence, community resilience, lasting Peace, collaboration, and conflict management skills. More time and teachers should be allocated for teaching the course. Currently, teachers have only a single lesson for the program in a week, and there is no uniform practise of providing the course both at national and local levels. Thus, more teachers need to be employed, and more time should be allocated for teaching the program.	

Theme	Evidence	Analysis	Research Question addressed
Effectiveness of the Strategies Promoting Peace Education Programmes in Kenyan Schools.	"…First of all, we do not punish our students, we understand the "spare the rod, spoil the child" concept," but we prefer models of restorative justice as punishment. This has been effective as these children understand the effects of their	Peace Education revolves around understanding the different natures of conflict with programmes likened to a philosophy and practice matching complementary elements between the education system and	How effective are the strategies that have been put in place to promote Peace Education programmes in Kenyan schools?

	wrongdoings and how they can repair their damages, and the impacts their actions have on their future. We have aimed at creating a democratic space where in classrooms, children are encouraged to speak up and share their ideas."	society. From our primary data, strategies such as restorative justice have aided the children in understanding the impacts of their wrongdoings on them, the society, and their future and provided means of repairing the damages caused by such actions. Okemo (2013) believes such strategies encourage a culture of peace and have become more successful. Supported by the findings of UNESCO (2005), infusing these programmes with other subjects adds more value to the existing curriculum and content, making peace relevant in an everyday setting. A 2013 Daily Nation report generally stated that these strategies were effective as little to no violence was observed after 2013 since more children could learn and emphasize peace and violence prevention.	
Impacts of the Peace Education Content on the Students.	"I find these programmes interesting. When I came here, I did not understand the meaning of peace, I had not sat in an environment where everyone did not want to fight. These programmes opened my	In investigating the impacts of the contents of Peace Education on students, the students reported that this content had positively impacted their lives by increasing their open-	What are the impacts of the Peace Education content on the students?

	mind. And yes, they are quite helpful…." "…With the knowledge I had acquired from school, I was able to help them solve the conflict, and because of going to school, the elder gave me a chance to speak." "…Since the introduction of these programmes, we have seen some development, considering the rate at which these children witness violence in this part of the country, they have changed for the better. Earlier on, they would result in fighting out their disagreements, nowadays, they talk things out. I have also noticed an increase of interaction between students from different tribes, something we did not witness here. The students are more calm, expressive and happy."	mindedness as many had not been raised in peaceful environments. Others have managed to solve conflicts. Evidence from the teaching staff revealed that the students result in talking out their differences instead of fighting them out. For the ones (students) from different tribes, teachers reported an increase in their interaction with the students from the local area, something they had barely witnessed. From reviewed literature, the Ministry of Education also reported positive impacts stating that cases of school unrest have significantly reduced since most of the students opt for dialogue as a conflict resolution method. Kange'ethe (2012) also noticed that the ministry trained 21 master trainers at the National Level whose main purpose was to promote consensual peacebuilding because of these positive impacts. Mary (2016) supports our findings as results from her study reveal that school relationships in Kisumu Municipality have	

		significantly improved as students are able to think constructively on their social and physical issues and have also developed constructive attitudes. Similarly, cases of bullying have dropped.	
Influence of Teacher Competency on the Teaching and Perception of Peace Education in Schools.	"… In these lessons, the teachers focus on the word peace and every activity rotates around it. We are taught how to express ourselves with words and not with weapons. We sometimes go and play games. Our music teacher also asks us to search for songs from our tribes that spoke of peace. In these normal lessons such as Social Studies, CRE and Geography, our teachers speak on the need to see other communities as equals and asks us to respect their opinions and culture…" "…We have surprisingly become more expressive in our meetings. Personally, I have learnt a lot considering that I had not received professional training on how to incorporate these programmes into our schemes of work and promote them." "…Some of our teachers are not properly trained, in-service training is rare here. Many would criticize this as a	Teacher competency is considered critical as the emerging conflict frontiers are infused institutions where teachers are expected to study. From our primary research, teachers are able to master their subjects and the modes of delivering peace education. Highlighted by students, the teachers teach them how to express themselves by words and not through violence as they (students) have grown up knowing. Additionally, by searching for songs from their tribes that talk about peace and being reminded that other tribes are equally important and should be respected, the students reported an increase in the positive perception of Peace Education. The teachers reported that through their teaching, they have become more expressive in their meetings. The ones that have yet to receive professional	In what ways does teacher competency influence the teaching and perception of Peace Education in schools?

gamble, but we take the mental health of our children seriously and because of that we organize experts to come equip our teacher with knowledge on Peace Education."

"…. Once in a while they would visit the school, looking at how we are fairing, set up workshops for training us as administrators and teachers …"

"…Yes, I have acknowledged that some of our teachers lack the training that can make them better, but that can only be made possible with funding from the government. This is a third world country and you understand how priorities are set here, if only teacher development was among the top priorities of our government, then Peace Education would be taken more seriously…."

training on incorporating peace education programmes into their schemes of work reported personal development from these programmes. In improving teacher competency, members of the board highlighted that they organized experts that provided knowledge on programme implementation. Moreover, the local education board member insisted that mixing teachers who lack professional training with those with it enables the less knowledgeable ones to learn by adaptation. Consistent with the findings of Kemunto, et al. (2018), teacher competency, especially in primary schools, indeed had a positive impact on peace education implementation. The need for enhancing teacher capacity building was also emphasized by Bidarra & Rusman (2017), who argued that it would greatly add value to the goals, behaviour, teachings, and communication behaviour, and at the same

		time support curriculum development.	
Barriers Preventing Peace Education Implementation at The local and International levels.	"Parents are still unaware of these programmes, some of them think that we are corrupting the minds of their children. Teachers here are threatened all the time by community members that think interaction between different tribes is a sin. The school also lacks the ability to provide all resources needed for these programmes, with the help of the government, this will be possible. Lastly, we teachers need workshops, we need to grow, we need to learn more on these programmes too, and the lack of such training is reflected in these students." "…When Peace Education programmes were introduced into the country, or rather when people started taking them seriously, the government was actively involved. Once in a while they would visit the school, looking at how we are fairing, set up workshops for training us as administrators and teachers, and sometimes donate books. These activities have been decreasing overtime." "…What I am saying is the local government is not	The study also sought to discover the barriers that prevented the successful implementation of Peace Education on both Local and International levels and from the teachers, findings indicated that because most parents were unaware of the programmes, teachers received threats on the account that the programmes were corrupting the minds of their children. The schools equally lacked the ability to provide resources, including teacher training, for the programmes, which was dismissed as the government's responsibility by the local board member. According to the findings of our study, many of these barriers are due to the negligence of the local and international government, with most of the participants encouraging support from these governments. Supported by Matindi (2013), the Ministry of Education is encouraged to provide logistical support towards providing adequate teaching and learning peace	What are some of the barriers preventing the implementation of Peace Education at a local and national level?

	entirely to blame for what is happening, some of these issues are beyond us and begin from up there." "…I would do it more often previously, but the lack of resources makes it difficult…."	education materials across the country. In providing logistical support, the ministry is similarly encouraged to train more PE teachers through in-service courses.	
Conditions Necessary for the Successful Promotion of Consensual Peace Building in Kenya.	"…Lastly, we teachers need workshops, we need to grow, we need to learn more on these programmes too…." "…Yes, I have acknowledged that some of our teachers lack the training that can make them better, but that can only be made possible with funding from the government…." "…we plan on developing an interpretive model that will help in developing tools that will guide the assessment processes. This will be done twice a year where every teacher will be expected to improve and not rely on the local government to provide knowledge and skills for peace building."	According to our primary data, teachers need more workshops that emphasize Peace Education. According to the board of management members, this can only be made possible with the government's intervention, adding that it is time to prioritize peacebuilding and its resource-wise promotion. From the local board member, it was suggested that developing an interpretive model for the development of a teacher-competency assessment tool will enhance peace education programme perception. Our findings are consistent with the findings of Chelule (2014), who generally concluded that adequate provision of the needed materials in promoting the programmes, more civic education, an increment in the teachers employed to conduct these programmes, and an	What conditions are necessary to ensure a school will succeed in promoting consensual peace building in Kenya?

		introduction of assessment tests would greatly aid in the promotion of consensual peace building in Kenyan schools.	

4. Discussion

4.1 Synthesis

The qualitative findings identify the importance of education for students and society. Peace education in Kenya focuses on imparting students the skills to identify causes of conflicts and how to integrate non-violent approaches in resolving conflicts. The findings are conclusive with the arguments of Matindi (2013), who notes that the peace education programme in Kenya has provided students with the skills to face conflicts with a peaceful approach instead of fighting. This research noted that the students found peace education enjoyable, especially when the programme was integrated into co-curricular activities. The programme included activities such as games and sports, school debates, music, dance and drama, and literary activities. When students engage in sporting activities, they develop friendships and bonds despite financial, cultural, and tribal differences. These activities allow the students to display caring behaviour and respect each other through teamwork (Wawira, 2013). Debates and literary activities allow students to address controversial topics while collaborating with other members. They use experiential learning to understand why conflicts need to be resolved peacefully and the importance of people from different ethnic groups working together to reduce the likelihood of conflicts.

The research highlighted teachers as crucial stakeholders in the implementation of peace building in Kenya. The teachers identified a lack of sufficient resources from the local and national governments as the major barrier to the successful implementation of peace education. According to Maranga (2020), human and financial resources are crucial to support learning by providing relevant materials and training teachers. Training, both in-service and pre-service, were considered salient in the implementation of the peace education programme. In-service training is training that is given to experienced teachers to update their skills on knowledge. This kind of training allows teachers to provide students with up-to-date information in the curricula and create a student-centred learning environment. For the pre-service training, novice teachers are equipped with knowledge that is up-to-date before they implement the skills on the students. Mary (2016) notes that pre-training teachers provide teachers with professional development opportunities, which augments the quality of teaching methods.

The study realises the effort that needs to be put in place to successfully implement peace education in Kenya. Peace education in Kenya is guided by policy instruments such as the constitution, the Basic Education Act 2013, and the Kenya Education for Sustainable Development

(ESD) implementation strategy, among others. These policies recognize how predominant peace building is in Kenya after the 2007/2008 post-election violence (Opere, 2020). The respondents suggested collaboration efforts by stakeholders: the school, the community, and the government in promoting a culture of peace. There is a need for the education boards to develop and share peace education-related content with schools and the community. Establishing a curriculum that integrates peace education will ensure that the government provides enough resources for successful implementation.

The respondents also noted that there is no sound framework to supervise and assess the competency of teachers with regards to peace education. This shows that there is a need for a monitoring framework that assesses the effectiveness of pedagogy approaches and peace education integration in the curriculum. Momanyi (2018) suggests that monitoring peace education should be done in non-experimental contexts through student outcomes. Parents should monitor the behaviour of their children in terms of handling and resolving conflicts and can draw conclusions on the effectiveness of peace education. The findings concur with the arguments of Gross (1971) on the successful implementation of programmes in a school. The findings noted that changes in an educational institution should consider the attitudes of the stakeholders (students, teachers, and school administration) and the resources available to facilitate the transformation. Other factors that are crucial are the type of curriculum the school uses and the competencies and experiences the educators in the school have with regards to the suggested curriculum.

The study shows that there several factors that impede the integration of peace education. Some of the main barriers include the lack of collaboration between different social and administrative entities and the rigidity of the strategies. Several studies (Quezada & Romo, 2004; Deveci, Yilmaz & Karadag, 2008; Mary, 2016) have examined different barriers to the integration of peace education in school systems. According to Chelule (2014), integration of peace education in schools require three main interrelated components- knowledge of peace, skills in peace-building exercises, and a positive attitude towards peace-building exercises. Often, stakeholders in the education system focus on knowledge and ignore the role of underlying attitudes and skill requirements. The result of downplaying these factors is usually a presence of an ineffective peace education curriculum. Therefore, the author recommends developing a comprehensive framework that accounts for the skills, attitude and knowledge.

Given the proposed recommendation, it is easy to blame the design of the peace education curriculum in the implementation of peace education in schools. Despite being a key component of the integration process, the framework does not exist in isolation. Social and political factors also limit the implementation of peace education in Kenyan schools. Where social factors are concerned, different cultures have different perceptions of conflict and peace. For example, some communities in northwest Kenya promote violent events such as cattle rustling as an economic activity. At the same time, violence and conflicts usually lack an underlying structure that can be analysed and countered- an example is the 2007/08 post-election violence. Many believe that these events were politically instigated. In contrast, others believe the underlying social and economic factors influenced the cause of these violent events. Investigations from local and international legislative bodies have failed to determine the underlying cause of such events. As a result, it has been difficult to design a practical educational framework when the causes and nature of conflicts cannot be determined (Chelule, 2014; Mary, 2016).

Mary (2016) observes a variation in perceptions towards peace education among teachers. The majority of teachers in Kenya believe in peace; as a result, they have a positive attitude towards peace education. These teachers believe peace education is critical in equipping children with skills of conflict resolution. Apart from skills, peace education is considered beneficial in equipping children with knowledge relating to sources of conflicts. At the same time, it is essential in teaching students mechanisms to avoid different social and political conflicts. Given these benefits, many believe its implementation is vital to the improvement of value-based education in Kenya. Despite the observed importance, the current framework is yet to be effective. Mary (2016) agrees with Chelule (2014) that peace education is either knowledge or skill-based. As a result of this approach, many teachers lack the competency to implement the complex curriculum. While the curricle carries most of the workload, Mary (2016) observes the lack of sustainability in peace education programmes. The lack of sustainability is attributed to poor planning mechanisms related to one-off initiatives for peacekeeping. The author, therefore, recommends the need to develop a curriculum with strong social, economic and political foundations.

Lauritzen (2013) observes the origin of the peace education system. Like many peace-building exercises, the origin relates to a nationwide conflict- in this case, the 2007/08 post-election violence. So far, the integration of peace education has been characterised as a holistic approach to peace-building. Its implementation has been included in primary, secondary schools, and

colleges or universities. Investments have been made towards improving the skills of teachers and improving teaching methodologies. Despite these efforts, the implementation of a peace education framework has not yielded the intended success. Lauritzen (2013; 2016) attributes this observation to the lack of policies that fully support peace education. While policies are oriented towards peacebuilding, their relevance to peace-building in the education system is minimal. At the same time, the collaboration between governments and stakeholders in the education subsystem has not been sufficient.

Peace education is aimed at teaching individuals the information, behavioral competencies, values and the attitude required for non-violent conflict resolution, and build and maintain relationships that are mutually beneficial. Numerous approaches towards peace education have been suggested, most of which are based on good intention, ideology and practical experience. What has been lacking since the beginning of this idea are theory-based programmes that have been validated by robust research and can be operationalized into practical procedures. In Kenya, a reflection of Peace Education has been seen through environmental studies and through developments that are normally offered as courses in institutions as well as in civic education that civil societies carry out. These activities, however, do not seem to reflect a comprehensive culture of consensual peace building that can generate a similar culture of peace. In schools, an upsurge of school violence has been recorded despite the efforts of finding a solutions experts consider sustainable. This study has been designed to explore the peace education content in the education curriculum of Kenya and determine how effective it has been in promoting consensual peace building.

Findings from this study show that peace education has an inherent potential of transforming the mindsets of students and the society in general. Participants in the interview transcripts affirmed that the promotion of peace education has been able to change the values, mindsets and attitudes of the students, their parents and teachers. This study provides adequate explanation on how peace education can similarly address the problems associated with school violence. According to Danesh (2006), in the integrative theory of peace, when people embrace dialogue, empathy, patience and peace as their daily way of life, as an inevitable result, violence is quickly relegated and eliminated. The study confirms that poems and drama, games and sports and music and dance were among the activities used in schools to promote peace education and exhibited a significant influence on the cohesion that was developing, however slowly, in schools and

communities across Kenya. The findings of this study are consistent with literature that shows how an array of art such as music, and drawings are used in passing the message of peace across communities (Cohen, 2014; Wood, 2015). To facilitate this, the Education Sector Policy on peace education has been profiling art as a key activity where children articulate messages of peace building in the country. Responses from the interview questions have similarly indicated that these extra-curricular activities have contributed, however slowly, to the promotion of peace in the country.

A strategy that has been pointed out to contribute to peace building in Kenya is through the advocacy of raising peace awareness, strengthening the social and moral values of the children, and by modeling other peaceful methods of conflict resolution within schools and in their homes. Consistent with the findings of Irene (2015) that showed that children gained encouragement that allowed them to express their diverse views through peace clubs, this study shows that this led to a positive social change. According to Irene (2015), the children became ambassadors of peace and positivity across schools and their communities. On competency, teachers in Kenya lacked adequate training in peace education as an independent subject. Concurring with the works of Laurtizen (2013) that these programmes are yet to be efficiently implemented in many schools across the country, the study indicates that teacher incompetency influences the prosperity of these programmes. These programmes were developed to provide urgent psychological healing to children that were affected by the 2007/2008 post-election violence. An approach the researcher considers reactive than proactive. The lack of competency is an impediment to the implementation and prosperity of the peace education programmes in the country. Ideally, the researcher suggests that peace building programmes should be integrated in the teacher education programmes pre-service and steps taken to conduct capacity building session for in-service teachers.

Government activities seem to have an influence on the association between the initiatives of peace building and the activities of the children towards promoting peace. Despite their statistical significance, these government policies had zero contribution in creating strategies to ensure effective implementation of the peace building programmes, which according to the findings of this study was unexpected. The Constitution of Kenya has emphasized on integration and national cohesion in the teaching of peace education in all schools, and although the constitution and government policies point towards teacher sensitization, this has failed to be implemented in numerous schools as some of the students, teachers and member of the board in this study

responded. Teachers, members of the board and a member of the local education board confirmed that these programmes are taught in schools, but students felt otherwise as reflected in their responses.

Education officers and teachers were on the spotlight for failing to emphasize on the importance of teaching children peaceful co-existence at a learning age. This was listed as another barrier to the implementation of these programmes. Additionally, the lack of promotion of these programmes was mainly reflected in primary and secondary schools as some universities, despite few, offered peace building courses. The closest to peace building some of these primary and secondary schools provide to children is civic education, which, from reviewed literature, is an inadequate substitution for peace building and has failed as a meaningful alternative from the increasing cases of school violence. This has been another barrier to the effective implementation of these peace education programmes. Perhaps when these programmes are fully integrated into the curriculum of most schools, identifying other barriers will be possible.

From the findings of this study, different strategies were found that could aid in the successful implantation of these peace building programmes. These strategies are meant to facilitate the adoption of these programmes in a study environment, civil society groups, and businesses across the country. As literature from this study has shown, no gain comes from limiting the promotion of peace building in a classroom setting. This can be reflected from the level of school violence that has been highlighted in primary and most secondary schools. The spreading of these cases call for an equally widespread and genuine effort to coming up with a lasting solution. As the study suggests, peace is beneficial to each individual, therefore, as a strategy, the mainstreaming of the peace building programmes ought to capture an even wider segment for promotion purposes. This has similarly been highlighted as a strategy in the works of Kester (2012) that believe it to be viable strategy to promoting peace education.

According to Maranga (2020), child inclusion involves listening to perspectives on the causes of conflict in a society and through sharing such experiences, children are able to unearth their attitudes and feelings towards certain individuals they perceive as enemies. In return, forgiveness and healing is achieved, that is seen as a key component in promoting peace building. Supported by Wanjiru (2018), children have a fundamental role to play in enhancing social integrity in a post-conflict Kenya and could achieve this through cultivating an understanding their own situations. Gradually, children become mindful of the welfare of their peer and left with no choice but to

adhere to the constructed rules. As a result, an improvement in their ability to negotiate value distortion and systematic constraints is promoted.

4.2   Summary of the Findings

The conclusions made in this study were in terms of how various research questions were answered. The study provides succinct findings on each research question as follows:

How effective are the strategies that have been put in place to promote Peace Education programmes in Kenyan schools?

The study establishes that peace education is a transformative mode of learning in making students better citizens in society by fostering better attitudes among students and creating stronger friendships overall. Both primary research and previous literature suggested that the strategies that have been put in place to promote peace education programmes have been valuable since they provide children with the knowledge of how fear and selfishness cause negative interactions with peers. Peace education had promoted better communication skills, where students are able to understand how to express their emotions. Through peace-building programmes in Kenyan schools, students have been able to engage in healthy relationships when interacting, or when they have different opinions. These strategies have also helped students become critical thinkers when required to address issues that promote conflict in schools and society. Peace education programmes, therefore, have proven effective in promoting conflict awareness among students, hence allowing students' cooperation to avoid conflict.

What are the impacts of the Peace Education content on the students?

Peace education focuses on imparting skills for preparing students to become active members of transformation in the society. Integrating Peace education in co-curricular activities especially promotes the goals of education by making learning interesting. Activities like games and sports allow children to interact and promote teamwork. These activities also allow students to solve intergroup conflicts and display cooperative behaviours as they understand the importance of mutual respect in teamwork. In addition, activities like debates allow students to develop critical thinking and understand the importance of respecting other people's opinions despite having freedom of speech. The study also establishes that experiential activities such as school debates, drama festivals provide students with first-hand experience of what peace education content

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addresses. By using such activities to promote peace-building, students learn that the educators knowledge is based on the reconstruction of real-life experiences. Primary research further revealed that resolution of conflicts is driven by interactions between opposing modes which eliminate self-interests.

In what ways does teacher competency influence the teaching and perception of Peace Education in schools?

Teacher competency is considered critical as the emerging conflict frontiers are infused institutions where teachers are expected to study. From our primary research, teachers are able to master their subjects and the modes of delivering peace education. Highlighted by students, the teachers teach them how to express themselves through words and not through violence as they (students) have grown up knowing. Additionally, by searching for songs from their tribes that talk about peace and being reminded that other tribes are equally important and should be respected, the students reported an increase in the positive perception of Peace Education. The teachers reported that through their teaching, they have become more expressive in their meetings. The ones that have yet to receive professional training on incorporating peace education programmes into their schemes of work reported personal development from these programmes. The study establishes that teacher competency, especially in primary schools, has a positive impact on peace education implementation. There is a need for enhancing teacher capacity building since it adds value to the goals, behaviour, teachings, and communication behaviour, and at the same time support curriculum development.

What are some of the barriers preventing the implementation of Peace Education at a local and national level?

The study establishes that since most parents are unaware of the programmes, teachers received threats on the account that the programmes were corrupting the minds of their children. The schools equally lacked the ability to provide resources, including teacher training, for the programmes, which was dismissed as the government's responsibility by some of the stakeholders. Most barriers are due to the negligence of the local and national government. The Ministry of Education is encouraged to provide logistical support towards providing adequate teaching and learning peace education materials across the country. In providing logistical support, the ministry is similarly encouraged to train more PE teachers through in-service courses.

What conditions are necessary to ensure a school will succeed in promoting consensual peace building in Kenya?

The study established that the successful implementation of peace education in Kenya relies upon collaborative efforts between the stakeholders. Policies such as the Basic Education Act 2013, the Kenya Vision 2030, and the constitution of Kenya 2010, among others have been an important step towards promoting consensual peace building. These policies have attempted to provide teachers with sufficient training and information to guide them in utilising appropriate pedagogical approaches.

There is a need to collaborate with the community to implement peace education, especially when it conflicts with culture. Members of the school community should be included in the decision-making process. This includes consultation and providing information on how their involvement is crucial in meeting the objectives of peace education. Successful implementation of peace education will also rely on training for educators at all levels of education in Kenya. Training will allow stakeholders to determine where in the curricula peace education should be integrated.

Peace Education revolves around understanding the different natures of conflict with programmes likened to a philosophy and practice matching complementary elements between the education system and society. The study argues that strategies such as restorative justice have aided the children in understanding the impacts of their wrongdoings on themselves, the society, and their future and provided means of repairing the damages caused by such actions. The study also argues that there is need to infuse these programmes with other subjects in order to add more value to the existing curriculum and content, making peace relevant in an everyday setting.

4.3   Limitations of the Study

The main limitation of this study is the fact that the results might not be generalizable, especially because the data collected was qualitative. Additionally, due to the limited scope of the study, and time constraints, the researcher was only able to carry out 6 interviews. This number of respondents might not be enough as far as comprehensively answering the research question is concerned.

4.4   Implications of the Study

The implications of this study are examined in three main dimensions: policy, practice, and theory. In terms of policy, the findings suggested that existing policies such as the Basic Education Act 2013, the Kenya Vision 2030, and the constitution of Kenya 2010 have thus far been critical in

facilitating peace education. As such, the incorporation of peace education as a requirement for school curricula will be an effective way of achieving the bigger picture as far as peace education is concerned. In terms of theory and practice, the results of this study have implications on the pedagogical approaches and theories in Kenyan schools, where there is need to incorporate peace education in the normal curriculum as a way of ensuring that even in the face of political instability, the country will have a generation of people with conflict resolution skills.

4.5   Suggestions for Future Research

Future studies should focus on using larger sample sizes, as well as incorporating mixed methods in the data collection procedures. This is to ensure that the findings are more reliable and even generalizable.

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Interview Questions and Answers

For students

c) Could you tell me a little about Peace Education?

Peace education is a subject that provides us with life skills to be able to create a peace culture when resolving violence in society. It teaches us how to resolve negative feelings without confrontations, intolerance, or physical fights but to instead cooperate and resolve the issues peacefully.

d) Do you enjoy these lessons and programmes? What do you normally do during these lessons?

We enjoy the Peace education lessons a lot. The lessons have both theoretical and practical sessions. In the practical sessions, we engage in a lot of co-curricular activities like games, music and drama, and peace and leadership clubs.

e) What is it like for you when you participate in these Peace Education programmes? Are they helpful?

The programmes have helped us develop non-violent skills and increased cooperation and teamwork among our classmates. Through co-curricular activities, we are able not only to enjoy learning but also understand why peace is important in creating an overall conducive environment for learning in the school.

For teachers

f) What is your definition of Peace Education?

Peace education is a subject that understands the violence that is perpetrated in society and attempts to find solutions to minimize it. It realizes that violence has been socially constructed in the form of abuse, neglect, and a degree of harshness that violates human rights to an extent.

6) Tell me more about the impacts you have noticed these programmes have on the students?.

"Peace education has been able to provide students with the skills to resolve conflicts. They are able to communicate messages of peace to each other and other members of the community whenever forms of violence arise.

"In addition, there have been reduced incidents of students arguing or fighting with each other, and the growing respect they now have for each other is evident. Other skills that have been observed are better problem-solving skills and communication skills.

5) How do you incorporate these programmes in other extra-curricular activities?

We have integrated the peace education subject into other subjects as well as encouraging students to participate in clubs, drama, music, art, and school debates with relation to the subject. We have intercommunal drama festivals where the students are required to make content related to what they learn in peace education which they perform in front of the members of the community. We allow students to participate in leadership programmes in the school as well to emphasize the importance of eliminating traditional authoritarian beliefs that guide the education system.

6) Do you mind sharing with us some of the challenges you face in promoting Peace Education programmes and how you think they can be solved?

Some teaches have been skeptical about integrating peace education in the school curriculum. This is related to insufficient financial resources and inadequate experience in implementing the subject. The local government has been unable to provide sufficient resources, especially in ICT, to promote peace education.

For the Board of Management

e) Could you tell us the strategies aiding the implementation of Peace Education and how effective you think they are?

The main strategy that the school has implemented is experiential learning, where students participate in activities like class debates to understand how conflicts can arise and how they can be resolved. Such programmes allow the students to be critical thinkers and participate in understanding the issues that have promoted violence in society and ways they can approach these issues differently. These programmes have been effective in promoting caring relationships among students and allowing them to participate in civic and ethical issues that have been the epitome of violence in our society.

f) How well is the school equipped in conducting Peace Education programmes in terms of resources and staff training?

The school has ensured that teachers use student-centered approaches to ensure that student is an active participant in learning. This also includes ensuring that learning incorporates activities that encourage practicing mutual respect among peers and adults. The Ministry of Education has provided trainers to educate teachers in the county and provide training programmes that allow teachers to adopt the student-centered approaches.

g) How involved is the local and national government in promoting these programmes?

The government has made efforts through the Kenya Education for Sustainable Development (ESD) implementation and other policies to provide materials for schools to integrate peace

building in education. These efforts are supported through the training of teachers and integrating members of the community as stakeholders in the implementation process.

h) In general, what do you think should be improved in how these programmes are conducted?

There is a need for collaboration and partnerships among teachers, the community, the local governments, and the national governments. This will allow implementation and continuous evaluation on whether the pedagogical approaches that have been integrated are effective in promoting the goals of peace education.

For the local Education Board

i) As the education board, what measures have you put in place to ensure that schools are effectively conducting Peace Education lessons?

We have ensured that teachers are trained on basic peace education by providing master trainers and peace education courses at the diploma and higher education levels. Reducing the barriers to the successful implementation of peace education in Kenyan schools is also our role. We work with county governments to ensure that educational needs are met, especially for the marginalized and vulnerable children that are unable to access these education requirements.

j) How well equipped are these schools for conducting these Peace Education programmes?

Unfortunately, the relevant authorities have been unable to meet all the requirements for Peace education requirements mainly because the process is costly. However, in-service and pre-service training or teachers is an ongoing process to ensure that they are equipped with knowledge on the influence of violence and conflict and how to promote peace building through the curriculum.

k) What framework do you use for assessing competency on the teachers and head teachers?

A framework for monitoring the competency of teachers and head teachers in peace education has not been developed. However, there are coordinated efforts among stakeholders to coordinate the roles that each partner plays in meeting the goals of peace education. This will contribute to identifying knowledge and skills gaps that need to be addressed by training to ensure the successful implementation of the peace education programme.

l) How often do you visit schools to check on their progress?

We visit schools two times annually to monitor the progress of the peace education programme.

Interviewee	BOM member

#	Questions	Responses
i	First of all, thank you for accepting this interview…Tell me, do you consider your school's education model as a model of Peace Education?	I do. In fact, in the entire county, our model of education has been ranked second, clearly we could not have gotten there without an impeccable Peace Education Model. We aim to teach these children how to peacefully co-exist and I think as far as our model is concerned, we are doing a great job.
1	Could you tell us the strategies aiding the implementation of Peace Education and how effective you think they are?	We hope for a world where one day, empathy and cooperation will supersede suspicion and violence, feelings our parents failed to encourage and the education system failed to teach about. As you are well aware, the goals of peace education vary in different schools and countries, some seek to reduce inequality, while others want to promote a stable future, like we want here. For that purpose, we use different strategies to promote Peace Education. First of all, we do not punish our students, we understand the "spare the rod, spoil the child" concept," but we prefer models of restorative justice as punishment. This has been effective as these children understand the effects of their wrongdoings and how they can repair their damages and the impacts their actions have on their future. We have aimed at creating a democratic space where in classrooms, children are encouraged to speak up and share their ideas.
	Have you received any kind of professional development on this strategies?	Well…I would not say formally, but we have reviewed case studies and consulted with some of our colleagues. At some point, we have sought technical assistance and through that, we have enhanced the outcomes of these students.
2	How well is the school equipped in conducting Peace Education programmes in terms of resources and staff training?	Now therein lies the problem. We want to promote these programmes but we lack the resources to do so. In most cases, we have to acquire the resources ourselves. Items such as books, colouring materials, music instruments are fundamental in our idea of peace building, so we have to find a way of providing them to the students. Some of our teachers are not properly trained, in-service training is rare here. Many would criticize this as a gamble, but we take the mental health of our children seriously and because of that we organize experts to

		come equip our teacher with knowledge on Peace Education.
3	How involved is the local and national government in promoting these programmes?	Without fear of consequences, I would say that both the local and national government are becoming less and less. When Peace Education programmes were introduced into the country, or rather when people started taking them seriously, the government was actively involved. Once in a while they would visit the school, looking at how we are fairing, set up workshops for training us as administrators and teachers, and sometimes donate books. These activities have been decreasing overtime.
	That can be frustrating, especially as a board member that manages the school. Tell me, how do you deal with such frustrations?	I try and not focus on them. I have reached out to the local government, we made a few arrangements but nothing happened. We, as the board, try to work things out within our capacity. Also, sharing these impediments with my colleagues help a lot.
4	In general, what do you think should be improved in how these programmes are conducted?	I feel like the local and national government Is derailing the process of promoting these programmes. Yes, I have acknowledged that some of our teachers lack the training that can make them better, but that can only be made possible with funding from the government. This is a third world country and you understand how priorities are set here, if only teacher development was among the top priorities of our government, then Peace Education would be taken more seriously. I do not mean to speak ill of our abled government but it is a high time, the government gave priority to peace building and promoting it resource-wise.

Interviewee	Student

#	Questions	Responses
1	Could you tell me a little about Peace Education?	Peace Education is a process where teachers, the community and the government teach students on the knowledge and skills required to help individuals solve conflicts. For us students, these programmes help us develop an understanding of conflict, a better understanding of conflict.

	Have you been a victim of conflict or violence?	Yes. Where I come from, people fight every day. We disagree on a lot of things and decide to settle such disagreements through fights. One time, our home was raided because my father had a disagreement with another member of the community. As a way of settling this disagreement and showing superiority, they raided our house and destroyed everything. My mother almost lost her life and it explains why I engage in these programmes and activities of peace building. I want to change the mind-set of my community members and show them better and safer ways of solving conflicts.
2	Do you enjoy these lessons and programmes? What do you normally do during these lessons?	I do, enjoy them, because as I had mentioned earlier, these programmes are personal for me. I do not want to see another member of my family or community get hurt. In these lessons, the teachers focus on the word peace and every activity rotates around it. We are taught how to express ourselves with words and not with weapons. We sometimes go and play games. Our music teacher also asks us to search for songs from our tribes that spoke of peace. In these normal lessons such as Social Studies, CRE and Geography, our teachers speak on the need to see other communities as equals and asks us to respect their opinions and culture.
3	What is it like for you when you participate in these Peace Education Programmes? Are they helpful?	I find these programmes interesting. When I came here, I did not understand the meaning of peace, I had not sat in an environment where everyone did not want to fight. These programmes opened my mind. And yes, they are quite helpful. There was this time, two families had taken their case to the village elder after having failed to agree on something. I had gone there to trim grass and I heard some commotion coming from the office. With the knowledge I had acquired from school, I was able to help them solve the conflict, and because of going to school, the elder gave me a chance to speak.

Interviewee	Teacher

#	Questions	Responses
1	First of all, thank you for accepting this interview. Would you start by telling us your definition of Peace Education?	For me, peace education is a mechanism of learning and teaching others how to live with conflict in a manner that does not put the wants or needs or even rights of a person over the other. It is simply learning conflict resolution techniques that stress the need for an individual or a group to respect others. The concept of peace may differ, but defining it as the absence of conflict is creating an idealized world that cannot last, not in this country.
2	Tell me more about the impacts you have noticed these programmes have on the students.	These programmes are the primary pillars of preventing violence and saving the lives of our children. We teach that here to…one, help these children respect all forms of life. Two, teach them and the community in general how to manage conflict without the using violence and three, make engaging in social justice activities much easier. Since the introduction of these programmes, we have seen some development, considering the rate at which these children witness violence in this part of the country, they have changed for the better. Earlier on, they would result to fighting out their disagreements, nowadays, they talk things out. I have also noticed an increase of interaction between students from different tribes, something we did not witness here. The students are more calm, expressive and happy.
	These programmes you teach…how have they helped you, have you found yourself in a position where you practice what you teach?	Yes, many times, some of which are too personal to share, but I would say that these programmes not only help the children, us teachers benefit from them as well. We have surprisingly become more expressive in our meetings. Personally, I have learnt a lot considering that I had not received professional training on how to incorporate these programmes into our schemes of work and promote them.
3	How do you incorporate these programmes in other extra-curricular activities?	Promoting peace is a large part of the school's motto, I am sure you have seen that in one of the quotes around the school. Promoting Peace Education is not solely based on the activities alone, it starts with the mindset. We believe the

		mind is a powerful tool. I start by labelling my classroom as a "peace zone" whereby no bullying is tolerated. We start by laying down rules, at the beginning of every academic year, where later on, they are posted for students, visitors and their parents to see. Having children agree to these rules and sometimes 'signing' agreements holds them accountable. We have poetry classes every Friday where children recite poems and gather a few more. In some of these classes, we choose peace as a theme and ask children to find stories, poems or drawings that symbolize that. This happens in music classes too.
	Are there some students that fail to participate or even attend these extra-curricular activities?	We had such cases in the past where some students found it uncomfortable to associate with others from the information they had been receiving at home. With time, they found these activities interesting and are now taking part in them.
4	Do you mind sharing some of the challenges you face in promoting Peace Education programmes and how do you think they can be solved?	Parents are still unaware of these programmes, some of them think that we are corrupting the minds of their children. Teachers here are threatened all the time by community members that think interaction between different tribes is a sin. The school also lacks the ability to provide all resources needed for these programmes, with the help of the government, this will be possible. Lastly, we teachers need workshops, we need to grow, we need to learn more on these programmes too, and the lack of such training is reflected in these students.

Interviewee	Member of the Local Education Board

#	Questions	Responses
1	First of all, thank you for accepting this interview. As the education board, what measures have you put in place to ensure that schools are effectively conducting Peace Education lessons?	We have put forward policies that enhance the promotion of these lessons across the area and the county. These policies are printed and taken to schools, they are typed and shared across all social media platforms, they are talked about in radio stations and in television programmes and are also spread by word of mouth. Failing to follow these

		policies has consequences. We issue resources, ones that promote these programmes for schools that are unable to get them -other schools are quite able. Once in a while, we recruit teachers whose job is to teach these peace building lessons, one that will concentrate on the students. We would put up trainings and workshops for these teachers and administrators but that was before resource allocation became favoured certain schools.
	So, the problem of resource allocation including teacher training-a problem listed by most schools- is not the responsibility of the board?	Not entirely, ensuring things run smoothly in the schools of this area is the responsibility of the local education board, to some extent, that includes teacher training. What I am saying is the local government is not entirely to blame for what is happening, some of these issues are beyond us and begin from up there.
2	How well equipped are these schools for conducting these Peace Education programmes?	We have made sure that they do not lack teachers that teach peace building, despite some lacking experience and the training they need once in a while, I believe that putting them in a learning environment will help them learn through interacting with the rest. As you can see, the conditions of this place is not favourable. Once in three months, we equip these schools with the resources they might need for peace building. We provide insights on new information and communicate their grievances to a higher authority. On rare occasions, we visit these schools to check on their progress.
3	What framework do you use for assessing competency on the teachers and head teachers?	At the moment, we do not have a framework, we call them for appraisal using questions created by the board. We also attend some of their classes to assess their teaching methods and how well they interact with students and how responsive the students are. However, we plan on developing an interpretive model that will help in developing tools that will guide the assessment processes. This will be done twice a year where every teacher will be expected to improve and not rely on the local government to provide knowledge and skills for peace building.
4	How often do you visit schools to check on their progress?	I would say once per year, I would do it more often previously, but the lack of resources makes is difficult. However, I receive feedback from teachers and board members on their performance and progress.