# Challenges Faced by Teachers in Implementing Peace Education in Eldoret East Sub County of Uasin Gishu County

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## ABSTRACT

The Kenya Vision 2030, which is the blue print of development in Kenya, aims at making Kenya a globally competitive and prosperous nation through security, peace building, conflict management participatory governance, legal reforms and inculcation of a culture of respect for sanctity of human life. The general objective of this study was to identify the challenges faced by teachers in implementing peace education and determine the approaches used in the implementation of peace education. This study is grounded on the integrative theory of peace in which. The descriptive research design was used to conduct the study. The study targeted all the 8 public primary schools with a population of 97 teachers. Purposive sampling techniques were used to get 8 head teachers and get 40 teachers. Questionnaires were used to collect the required information. Data were analyzed using the statistical package for social sciences (SPSS) version 22. Challenges faced by teachers in the implementation of peace education in the sub county included lack of peace educational materials, trained teachers in peace education, inadequate time allocated and teachers being overloaded due to shortage of teachers. The study recommended that the Ministry of Internal Affairs conducts comprehensive civic education and social cohesion to the residents in the area, to mitigate instances of recurrent conflict which is witnessed every electioneering year, that the ministry of education provides more in-service courses on peace and that the KIE provides guidelines on the methodologies of teaching peace education.

## Introduction

Building lasting peace in war-torn societies is among the most daunting of challenges for global peace and security. Peace building requires sustained international support for national efforts across the broadest range of activities monitoring ceasefires; demobilizing and reintegrating combatants; assisting the return of refugees and displaced persons; helping organize and monitor elections of a new government; supporting justice and security sector reform; enhancing human rights protections and fostering reconciliation after past atrocities (United Nations, 2005). Globally conflict has had disastrous effect where more than two million have died as a result of armed conflict in the last 10 years. At the end of 2009, 43.3 million people were displaced globally, including 15.2 million refugees, who were displaced across national borders, and 27.1 million internally Displaced peoples (IDPs), who remained in their own country (United Nation High Commission of Refugee 2010).

The effects of displacement on children are particularly pronounced. United Nation Children Education Fund (UNICEF) estimates that about 50 percent of people forced to flee their homes as a result of conflict are children. In 2009, 18 million children were displaced globally (UNICEF, 2009, p. 25). Displacement jeopardizes children's physical and psychological health, and its presents challenges to child protection especially related to sexual violence and recruitment into armed forces. Conflict – induced displacement also has great implications for education, both for refugees and IDPs. Conflict is a major drawback to education calling for it to be addressed with the best way being through peace education.

According to United Nation Education Scientific and Cultural Organization (UNESCO 2009), education is the key to building peace and stability in the world and will act as vehicles to realization to full participation of societies and economics in the 21st Century (UNESCO, 2010). Peace education plays a role in all phases of education in emergencies. For instance, in the first phase of preparedness, peace education plays a mitigation role to prevent conflict, in the response phase, none-formal peace education is used in affected area, while in formal education peace educators visit schools. In recovery phase peace education is used during rehabilitation process, for example equipping teachers and learners with necessary coping skills which are integrated into the curriculum. In the final stage of emergency of reconstruction, peace education helps in development of policies and training.

According to the UN (1995) a culture of peace will be achieved when citizens of the world understand global problems, have the skills to resolve conflicts and struggle for justice non-violently, live by international standards of human rights and equity, appreciate cultural diversity, and respect the Earth and each other. Such learning can only be achieved with systematic education for peace. (Hague Appeal for Peace Global Campaign for Peace Education) Much of the work of UNESCO is centered on the promotion of education for peace, human rights, and democracy. The notion of a "culture of peace" was first elaborated for UNESCO at the

International Congress on Peace in the Minds of Men, held at Yamoussoukro, Cote di voire, in 1989.

The Yamoussoukro Declaration called on UNESCO to construct a new vision of peace by developing a peace culture based on the universal values of respect for life, liberty, justice, solidarity, tolerance, human rights and equality between women and men and to promote education and research for this vision. (UNESCO, 1995) Education acts as a long-term strategy for conflict prevention where peace education is used as the basis of the curricula, textbooks and teacher development.

According to Save the Children there are four main elements of peace building and conflict prevention. This is inclusion and access, safety and protection, relevance which makes the curriculum non--biased and relevant to children and their context. Finally, education plays a role in creating accountability where school management is supposed to safeguard the student welfare by taking into consideration the opinion of children, parent, and community (Save the Child 2008). According to the Inter-agency Standing Committee (IASC), in post conflict education is seen not to be apriority. Despite this it plays a crucial role in recovery and rehabilitation by helping the community resolve, heal, recover and reuniting the separated. Schools acts as centre of hope and better opportunities future generation as it increases the opportunity of learners and families to participate fully in social-political and economic activities (IASC, 2010)

Recognizing that the United Nations needs to better anticipate and respond to the challenges of peace building, the 2005 World Summit approved the creation of a new Peace building Commission. In the resolutions establishing the Peace building Commission, resolution 60/180 and resolution 1645 (2005), the United Nations General Assembly and the Security Council mandated it to bring together all relevant actors to advise on the proposed integrated strategies for post conflict peace building and recovery; to marshal resources and help ensure predictable financing for these activities; and to develop best practices in collaboration with political, security, humanitarian and development actors (United Nations, 2005).

Peace education has been developed as a means to achieve these goals. It is education that is "directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms". It promotes "understanding, tolerance and friendship among all nations, racial or religious groups" and furthers "the activities of the United Nations for the maintenance of peace." (Article 26, Universal Declaration of Human Rights, 1948) Peace education is a human right and a matter of priority for the international community (Vienna declaration and program of action, 1993) and it is vital for world peace as it aims at cultivating the knowledge skills and attitude to cultivate a global culture of peace. For one to understand the role played by peace education one has to understand the relationship between violence and peace. Violence is personal and directly responsible for assault, brutality, terrorism, murder, and ethnic cleansing. Indirectly violence leads to structural sexism, racism, discrimination, poverty, hunger, lack of education, and health services. On the other hand, peace is absence of personal and institutional violence and it is known to cater for wellbeing, social justice, and human rights for all. (UNESCO, 1995) The experience of recent years has also led the United Nations to focus as never before on peace building – efforts to reduce a country's risk of lapsing or relapsing into conflict by strengthening national capacities for conflict management, and to lay the foundations for sustainable peace and development (UN, 2009).

Experience over the last two decades has revealed that education system was severely damaged or disrupted by armed conflict where communities become mobile or displaced, suffered economic hardship and property destroyed leading to destruction of systems that support protection of children. Children were forced to be child soldiers, head of household, seek unsafe employment that removed them from protective environment All these circumstances affected children physically psychologically, socially and intellectually leading to long effect on children. Making it necessary to set and implement a peace education curriculum that will equip the children with necessary attitudes and life skills for their healing from conflict trauma and scars coursed by sexual abuse, Orphan hood, Injuries, deaths and exploitation (UNICEF, 2004).

Peace education aims at teaching skills, knowledge and attitude through cooperative participatory learning methods in an environment of dialogue of tolerance care and respect. All this aims at taking learners through a healing process of their experiences during violence. Among the skills taught are communication, active listening, cooperation, mediation, negotiation and conflict resolution, patience, self-control and responsible citizenship. The knowledge taught is self-awareness, recognition of prejudice, resisting to conflict and war, peace and non- violence environment and ecology, theories of conflict analysis prevention and resolution, human rights, health care and drug abuse. Among the attitude developed are, self-respect, and tolerance respect for human rights, intercultural understanding, gender sensitivity, empathy, social responsibility and solidarity among others.

Peace education makes the fundamental of the mission of United Nation and UNESCO. Where implementation of a peace education curriculum will encourage commitment to peace and enhances the confidence of individual as agent of peace and informs student the consequence of war and social injustice (James, 2008) Across Africa in the last decade peace education has received attention and support. In Sierra Leone, Christian Children's Fund conducted a national exercise for disarmament, demobilization and reintegration of child soldiers (Wessel, 2004). Peace education was integrated into the project leading to reduced fighting and increased reintegration of former child soldiers into the society.

In Rwanda, peace education was largely introduced in the post genocide, where there was increased public awareness and support for peace education. Schools were used as centre for teaching peace education. Peace education was integrated in civic education and in moral and ethic, in secondary schools in political education. It was initiated through participatory method and skilled-based curricula. In the university peace education has been integrated in Gender and Development course. Rwanda established a centre of conflict management to conduct research on peace related issues and give relevant training. Peace education has led to peaceful co-existence among different Rwandese communities in post genocide (WCPEA, 2008).

Uganda is said to have been going through internal conflict for the last 36 years. Peace education has been introduced in the syllabus under different appellations. This is not reflected in the curriculum and the proposed teaching methodologies that are applied in real teaching. Several

NGOs have developed peace education manuals. The problem with these manuals is that they are not accredited by the central government; neither are they examinable, this makes them irrelevant and not to be treated with seriousness it deserves by teachers and learners. Other challenges include the lack of reference materials, financial constraints, supply of qualified teachers and poor working conditions for these teachers. Despite this peace education in Uganda has resulted to decrease in violence (WCPEA,2008). Tanzania is seen as one of the rare countries in Africa that can be rated as a peaceful nation. However, the situation on the ground demonstrates a completely different story it is a case of negative peace for most of its citizens. The need for Peace Education in Tanzania is as real as it is for any conflict or post conflict country. to deal with this the government has engaged several NGOs to implement peace education in school system (WCPEA, 2008).

The Kenya post-election crisis of 2007/2008 following disputed presidential elections exposed some regions in the country to a war scenario that was fast degenerating into collapse of governance systems including education. In Kenya there has been the proliferation of ethnic politics where ethnicity has been used for political mobilization. Although this feature was clearly manifested at independence, it has especially been visible since the restoration of multiparty politics in 1991 and the subsequent elections of 1992, 1997, 2002 and 2007. Thus, the crisis was largely caused by the failure of the political class to understand the management of ethnic affairs. It is with this political isolation and intense emotions that the country went to the polls in December 2007 and consequently the violence erupted (ARRF, 2008) .

Peace education curriculum was introduced in Kenya by Ministry of Education in collaboration with UNICEF immediately after the 2007 election conflict. This Peace education curriculum is centered on conflict resolution and focus on the social-behavioral symptoms of conflict, training individuals to resolve inter-personal disputes through techniques of negotiation and (peer) mediation. Learning how to manage anger, "fight fair" and improve communication through skills such as listening, turn-taking, identifying needs, and separating facts from emotions, constitute the main elements of these programs. Participants are also encouraged to take responsibility for their actions and to brainstorm together on compromises. The approach aims at altering the beliefs, attitudes, and behavior, from negative to positive attitudes toward conflict as a basis for preventing violence (Van Slyck, Stern & Elbe dour, 1999).

**Statement of problem**

The 1992, 1997 and 2007 conflict mostly affected the Rift valley province where the worst hit region was Eldoret East Sub County (ARRF 2008) the sub county is cosmopolitan with different communities' resident in it. The first conflict in the area occurred in 1992 which revolved around land ownership. Thousands of people died, and thousands of residents were displaced. As a result, many children were orphaned and left as family heads. A similar situation recurred in 2007 this time revolving around election disputes. Again, massive destruction of lives and property occurred at an even higher magnitude than in any of the previous experienced conflict in the sub county (Maupeu, 2008).

The need to continually improve and strengthen peace education is critical in the recovery and rehabilitation in post-election Kenya. The Coalition For Peace in Africa (COPA,

2008) has been implementing peace education project since 2006. Other peace initiative in Kenya include the collaboration between the Ministry of Education and school safe program in sixty schools, UNICEF peace education programs, the release of safety standard manuals in July 2008 and development of peace curriculum. The aim of all this program was to enhance value-based education for peace co-existence, respect for human dignity and appreciation of diversity among others (Monitoring Report for Peace Education, 2011). It is against this background that this study sought to establish the challenges affecting implementation of peace education curriculum in public primary schools.

## Literature Review

### Concept of peace education

Since 2008, the Ministry of Education initiated the Peace Education Program as an emergency response to the post-election violence of 2007/2008. The overall goal of the program is to promote peaceful co-existence among learners, hence contributing to peace and national cohesion in the country. This is mainly achieved through equipping members of the school community with knowledge, skills, and attitudes for managing conflict without resulting to violence. The program advocates the culture of respect and sanctity of human life by underlining dialogue as a means for resolving conflicts. In addition, it also highlights the values of compassion, fairness and tolerance. Children and young people are recognized as peace makers of the future, who need to be facilitated to develop a sense of responsibility in society (MOE 2008).

Peace education is "directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms". It promotes "understanding, tolerance and friendship among all nations, racial or religious groups" and furthers "the activities of the United Nations for the maintenance of peace." (Article 26, Universal Declaration of Human Rights 1948) Peace Education programs in the world are centered on conflict resolution and typically focuses on the social-behavioral symptoms of conflict, by training individuals to resolve inter-personal disputes through techniques of negotiation and (peer) mediation and teaching one how to manage anger through the spirit of "fight fair". It also improves communication through skills such as listening, turn-taking, identifying needs, and separating facts from emotions, constitute the main elements of these programs. Participants are also encouraged to take responsibility for their actions and to brainstorm together on compromises. In general, approaches of this type aim to alter beliefs, attitudes, and behaviors from negative to positive attitudes toward conflict as a basis for preventing violence" (Van Slyck, Stern and Elbedour, 1999), emphasis added. As one peer mediation coordinator put it: "Conflict is very natural and normal, but you can't go through your entire life beating everybody up you have to learn different ways to resolve conflict.

According to UNHCR (2008) peace education programs as systems are designed to develop positive and constructive attitude towards peace by providing skills aimed at minimizing conflict. Due to this the school and the community are component of the program who are very Interactive and activity oriented, making the participant to have an opportunity to the necessary attitude the will lead to change of behavior. The school curriculum is made up of series of activities and games, songs, stories and role play to help built the desired concept for peaceful and constructive

behavior of the intended society. According to Carson, Lange (1997), Simpson (2004) there are two approaches to peace education. First the integrative approach, where peace education is part of the formal curriculum. This offers students the opportunity to reflect critically towards existing inequalities. The second approach is where peace education is carried separate from the existing curriculum and in a non-formal education format.

Advocates of the integrative approach argue that schools have the sole authority, legitimacy, the means and the condition necessary to build a peaceful society, (Bar-Tal, 2002 Davies 2005; Bretherton, 2003). On the other hand, the supporters of the non-formal education argue that non-governmental peace education programs have more flexibility in design with less restriction from the government (Arddizone, 2001, Burns and Apeslagh, 1996). Some scholars (Simpson, 2004, Bush, and Saltarelli 2000) advocates for a combination of the two so as to create a more balanced program. They assert that approaches which focus only on formal or non-formal are doomed to fail, since the two approaches are complement to one another

The Peace Education Program in Kenya is integrated into the curriculum through subjects such as Life Skills, Social Studies, Religious Education and History and Government. Co-curricular activities, such as Music, Drama and Clubs, are used as an informal learning platform of peace education. The programme also encourages schools to promote a culture of peace through the adoption of participatory school governance, and the prohibitions of all forms of violence and anti-bullying interventions among others (Dev Ed Community, 2013).

**Challenges in implementation of peace education**

The post-election violence of 2007/2008 significantly affected Kenya's social-economic development. The education sector was no exemption. Schools were seriously affected and students could not attend school due to displacement, fear, school closure and lack of teachers. More than 158,000 students and1,350 teachers were displaced across the country while more than 40 schools were burnt down and 65 vandalized. This tragedy acted as an impetus for the development of Peace Education program me in Kenya (MOE, 2008).

Education is supposed to play pivot role in establishing peace at times of conflict. Despite all this the implementation of peace education curricula has proved challenging, particularly where it has been used as a reactionary way or to stare up the conflict. The working committee meeting on peace education in Africa (2006) identified several factor as possible challenges to implementation of peace education. These challenges include lack of comprehensive peace education curriculum which conforms to local needs lack of collaboration and cooperation between actors of peace education programs, lack of well spelt goals, objectives and methodologies, inadequate financial support to implementation of peace programs. Lack of common interest by all actors in the implementation of peace education (RWCP, 2006).

According to (Developing Education Community, 2013 the effort in mainstreaming peace education in primary and secondary school curriculum has not been done across the board. This has negatively affected the implementation of peace education at the school level. Although there has been heavy investment in training of teachers, capacity gaps are still evident, especially in the delivery of peace education at

the school level. Emphasis has been on academic subjects at the expense of value-based subjects, such as peace education, this has led to a situation where life skills, which is a component of peace education, has been relegated to a second place, hence peace education has not received the attention it deserves in schools.

The Education For All (EFA) and Education Development Authority (EDA) Report of 2012 notes that conceptualization and measurement of life skills based programs is a challenge due to lack of quantifiable benchmarks. This poses a challenge in measuring results of the peace education program. Peace education initiatives through the school often lack adequate community-based interventions to support and reinforce the gains made. To make it worse there are weak coordination of psychosocial intervention during violent conflicts due to lack of framework for response.

According to literature review it is clear that peace education plays a pivotal role in conflict reduction, prevention and reconciliation. Most countries are implementing peace education despite the challenges faced. Education in Emergency has an uphill task in implementation of peace education through disaster risk reduction by which it is entitled to protect by offering live saving, violence mitigation, and resilience skills among many other skills. However, the literature review reveals that there is lack of information and evidence on how and whether it is being implemented at all.

**Research Methodology**

The descriptive design was used to conduct this study. Descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individual (Orodho 2005). It can be used when collecting information about people, Attitude, opinion, habit or any of the variety of education issue.

The target population comprises eight public primary schools which were severely affected by PEV in Eldoret East Sub County and in which UNICEF curriculum was introduced. The eight public primary schools have 76 teachers. According to Mugenda & Mugenda (2003) 10% of the population can be picked from a large population. In our case the population was small (8) therefore the whole population was sampled. This was done so as to reduce biasness in the research finding. All the head teachers of the selected schools were chosen as respondents. The sample of teachers and pupils was through purposeful and proportional sampling technique. The sample of the study comprised of 8 head teachers, 40 teachers. The selection of the teachers was done through simple random sampling.

The main instrument for data collection was the questionnaire. The questionnaire is preferred as it gathered data for analysis within the shortest time possible. Questionnaires were developed for head teachers and teachers and pupils respectively and sought information on the peace education as sought by the objectives of this study.

Raw data collected in all the three categories of questionnaires was checked and edited to establish accuracy, usefulness and completeness. The data was then coded to represent attributes or measurements of variables. Quantitative data was analyzed by use of descriptive statistic technique and presented as frequencies. For ease of analysis, data was entered into the computer by use of the Statistical Package for Social Sciences (SPSS version 17.0). Descriptive statistics of frequencies and percentages was used to summarize the qualitative data.

**Results**

**Challenges faced by Teachers in implementing peace education**

To identify challenges faced by teachers in the implementation of peace education in the sub county the teachers were asked to indicate the challenges they faced when rolling out the subject. The responses were collected and summarized as shown in Table 1. The lack of peace educational materials (90%) and lack of teachers trained in peace education (93%) were the main challenges highlighted by the teachers as impediments to mainstreaming peace education. Other challenges to peace education as highlighted by the teachers include; lack of enough time to teach the subject (13%), inadequate time allocated and teachers being overloaded (28%), shortage of teachers (36%) and non - supportive community, due to illiteracy and tribal emotions (16%).

|  | Frequency | Percent |
|---|---|---|
| Lack of peace educational materials |  | 90 |
| Lack of teachers trained in peace education |  | 93 |
| Lack of enough time to teach the subject |  | 13 |
| Inadequate time allocated and teachers being overloaded |  | 28 |
| Shortage of teachers |  | 36 |
| Non - supportive community, due to illiteracy and tribal emotions |  | 16 |

On the other hand, pupils and teachers" attitude towards peace education were not seen as impediments to peace education by the teachers confirming that there were positive attitudes of the teachers and pupils towards peace education only that resources were inadequate. To mitigate the challenges, the teachers argued that provision of adequate peace education materials, civic education, employing more teachers and introduction of tests and assessment could alleviate the challenges mainstreaming of peace education faces in the sub county. Teachers further argued that chiefs should make sure that all children come to school if the whole community were to benefit. In the process fighting out tribalism through peace initiative seminars and church activities should be encouraged.

The teachers adopted the methodologies randomly and as it deemed convenient to them. This finding demonstrates lack of clear information to teachers on the teaching methodologies of peace education in the sub county. Nevertheless, all the head teachers and 78 percent of the teachers indicated that the prevailing peace in the study are could be attributed to peace education initiatives 81 percent of the pupils also believed that peace education had assisted the pupils improve relationships with other fellow pupils in schools within the sub county.

**Approaches used influence the implementation of peace education.**

In order to establish how the approaches used influence the implementation of peace education in the counties, information was sought from the teachers on the approaches they used to teach peace education. Various approaches and methodologies were presented to the teachers who were to indicate the frequency of the usage in their respective peace education lessons. As shown in Table 2, six approaches were used by the teachers in varied intensities. Teachers employed story telling (78%), songs (62%), and discussions (74%), more frequently over plays (44%), dances (40%), and drama (33%).

The finding implied that there was no common methodology used in the teaching of peace education in schools in the sub county. The teachers adopted the methodologies randomly and as it deemed convenient to them. This finding demonstrates lack of clear information to teachers on the teaching methodologies of peace education in the sub county. The circular of the Ministry of Education indicates that experiential and learner centeredness methods should be used in the teaching of peace education in schools (KIE, 2008) but according to the findings this is not the case, this could be attributed to inadequate information to the teachers on recommended methods of instructing peace education. The teachers therefore used their discretion in disseminating it to the students. This could be the result of lack of in-service training on teaching of peace education. When the headteachers and teachers were asked whether the prevailing peace in the area could be attributed to peace education initiatives.

To mitigate the challenges, provision of adequate peace education materials, civic education, employing more teachers and introduction of tests and assessment could alleviate the challenges mainstreaming of peace education faces in the sub county were proposed. Teachers further argued that chiefs should make sure that all children come to school if the whole community were to benefit. In the process fighting out tribalism through peace initiative seminars and church activities should be encouraged.

**Conclusion**

Nevertheless, the prevailing peace in the study area could be attributed to peace education initiatives. The pupils believed that peace education had assisted the pupils improve relationships with other fellow pupils in schools. The major challenges faced by teachers in the implementation of peace education in the sub county included lack of peace educational materials and lack of teachers trained in handling peace education, lack of enough time to teach the subject where inadequate time is allocated to it compared to other examinable subject, teachers are being overloaded due shortage and non - supportive community, due to high illiteracy level and tribal groupings.

**Recommendations**

Based on the findings of this study the following recommendations are made:-

(i)The Ministry of Internal affairs conducts comprehensive civic education and social cohesion to the residents in the area, to mitigate instances of recurrent conflict which is witnessed every 5 years coinciding with the electioneering years.

(ii) The Ministry of Education provides logistical support towards training of more teachers in the sub county on peace education through in-service courses.

(iii) The Kenya Institute of Curriculum Development provides guidelines on the methodologies of teaching peace education.

**Table 2. Teachers' responses on teaching approaches employed in peace education.**

| Teaching approaches | Frequently | | Rare | | Very Rare | | Total | |
|---|---|---|---|---|---|---|---|---|
|  | F | % | F | % | F | % | F | % |
| Storytelling | 18 | 46 | 10 | 24 | 2 | 5 | 40 | 100 |
| Dances | 16 | 40 | 17 | 43 | 7 | 17 | 40 | 100 |
| Songs | 22 | 54 | 14 | 36 | 1 | 3 | 40 | 100 |
| Plays | 13 | 33 | 14 | 36 | 8 | 19 | 40 | 100 |
| Discussion | 14 | 34 | 9 | 24 | 1 | 3 | 40 | 100 |

The study established that there were no uniform approaches to peace education and as a result, teachers adopted varied approaches.

(iv) The chiefs should make sure that all children come to school if the whole community were to benefit. In the process fighting out tribalism through peace initiative seminars and church activities should be encouraged.

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