

The Contribution of the Secondary School Curriculum to Peace in Kenya

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Abstract

The Kenya Government recognizes the role of peace in socio economic development as emphasized in the national anthem while the national goals of education endeavour to promote national unity, sustainable development, peace, respect for diversity, international consciousness among others. The Kenya vision 2030 underscores the need for peace and respect for human life through education and training. The study sought to establish whether there are any objective(s) in the secondary school curricula that addresses peace, whether there was content on peace education in the curricula. It further sought to establish the factors contributing to conflicts in secondary schools and assess level of teachers' awareness of factors that contribute to peaceful co-existence among learners in secondary schools. This research used a cross-sectional survey design approach to investigate peace education outcome on learners. A sample of 59 teachers and 15 curriculum developers was chosen for the study. Data was collected using questionnaires and document analysis. The study confirmed that peace education is not sufficiently integrated in the curricula hence the secondary school curriculum may not be effectively contributing to peace in Kenya. The importance of this study lies in fact that Peace is very important for development of the country. The culture of peace ought to be inculcated in the youth through the education. Quality education is supposed to impart knowledge, skills, values and attitudes that help provide constructive alternatives mechanisms to conflict management, maintain peace in schools in the country, and even out of school. The findings of the study are critical to the curriculum developers, head teachers, teachers, education officers, parents, sponsors and the community who have a critical role to play in inculcating peace in the youth in the country.

Keywords: conflicts, peace, curriculum, syllabus, integration, objectives, content

1. Introduction

Throughout the history of mankind, individuals, communities and nations sometimes experience strained relationships leading to conflicts (Rummel, 1976). The management of these conflicts ensures stability in society. Conflicts may block the attainment of the national goals and aspirations aimed at achieving the Education for All (EFA), The Millennium Development Goals (MDGS), the Kenya Vision 2030 and other national and international commitments.

The Kenya Government recognizes the role of peace in socio economic development as emphasized in the national anthem while the national goals of education endeavor to promote national unity, sustainable development, peace, respect for diversity, international consciousness among others. The Kenya vision 2030 underscores the need for peace and respect for human life through education and training. However, conflict in Kenya in the recent past has led to untold suffering and displacement of people. These conflicts have centered on scarcity of resources such as water and land, or political insinuations. This has led to deaths and destruction of property and lately some people have been displaced with untold suffering.

In the history of conflicts in Kenya, the post election violence of 2008 was the worst ever since independence. Further the Mpeketoni, Lamu attacks of 2014 left over 62 people murdered and families displaced, the children in the communities affected because either their families are involved or became victims of the hostility; or if not touched, their learning was temporarily or even permanently curtailed because the burning of the homes and displacement of teachers and families.

The first National goal of education in Kenya is to foster nationalism, patriotism and promote national unity. This in recognition of Kenya's diverse ethnicity, racial and religious affiliations and therefore education should inculcate in the Kenyans a sense of nationhood by promoting positive attitudes of mutual respect, which enable the people to live together in peace.

The School Curriculum

The Kenya Institute of Curriculum Development (KICD) is the government agency mandated with development of curriculum for all level of education below the university. (KICD Act, 2013). The curricula set national goals of education one of which is aimed to realize peaceful and harmonious co-existence among the people of Kenya. In year 2014, the Ministry of education science and technology developed an education sector policy on peace education that spells out policy statements to guide peace education initiatives in the education sector. Among the

strategies identified is the integration of peace education into the education and training curricula. The activities to be engaged in include the review and harmonization of the existing content on peace education.

2. Statement of the problem

Kenya is a signatory to international treaties and conventions such as the UN declaration of “Universal Human rights” – 1948; The Dakar “Education for All” plan of action among others. In consequence, the government has committed itself to provide basic and quality education to every child. The 1990 World Declaration on Education for All identifies basic learning needs as comprising literacy and numeracy and the knowledge, skills, attitudes and values required to live and work in dignity and to participate in development. It further states that the satisfaction of these needs implies a responsibility to promote social justice, acceptance of differences, and peace. The Ministry of Education in Kenya in 2008 launched a peace education programme whose sole purpose was to develop materials for schools to inculcate positive skills in the youth through conflict prevention and reconstruction.

Despite the education curriculum emphasizing national unity, peaceful co-existence, patriotism and promotion of law and order, the conflicts and hostility incidences that rocked the country after the 2007 general elections and the runaway insecurity and killings in Lamu County witnessed in June 2014 indicate a need to further emphasis on living values. It may have been an indication that the curriculum has not done enough to impart the value of peaceful existence or resolving of conflicts. Although the Summative Evaluation of the school curricula (KICD 2010) indicate that pertinent issues have been addressed quite well by the curriculum, it is necessary to find out if the curriculum does actually address issues of peace and resolving of conflicts that can result in harmonious living.

3. Purpose of the study

The main purpose of the study was to evaluate the contribution of the secondary school curriculum to peace in Kenya. The study sought to establish whether there are any objective(s) in the secondary school curricula that addresses peace, whether there was content on peace education in the curricula. It further sought to establish the factors contributing to conflicts in secondary schools and assess level of teachers’ awareness of factors that contribute to peaceful co-existence among learners in secondary schools

4. Research objectives

- a) Find out whether there are any objective(s) in the secondary school curricula that addresses peace.
- b) Find out whether there is content on peace education in the curricula
- c) To establish the factors contributing to conflicts in secondary schools
- d) Assess level of teachers’ awareness of factors that contribute to peaceful co-existence among learners in secondary schools

5. Research questions

- a) To what extent do objective(s) in the secondary curricula that addresses peace?
- b) What curriculum content addresses peace education in the secondary curricula?
- c) What are the factors contributing to conflicts in secondary schools?
- d) What is the level of teachers’ awareness of factors that contribute to peaceful co-existence among learners in secondary schools?

6. Significance of the study

Peace is very important for development of the country. The culture of peace ought to be inculcated in the youth through education. Quality education is supposed to impart knowledge, skills, values and attitudes that help provide constructive alternatives mechanisms to conflict management, maintain peace in schools in the country, and even out of school. The study will be very important to the curriculum developers, head teachers, teachers, students, education officers, parents, sponsors and the community.

Curriculum developers will make a conscious effort to infuse conflict resolution and peace education content in the different subject areas to inculcate the culture of peace among the youth. School administrators will be able to detect early warning signs of strikes and take prompt action to avert adverse consequences. Conflicts will be addressed early enough before they escalate into strikes and violence in schools. The findings of the study will strengthen the Guidance and Counseling departments in secondary schools, which help, detect tensions and address bottled-up emotions among students especially the teenagers.

The findings will lead to establishment of effective disciplinary systems in secondary schools to help minimize strikes and other forms of conflicts. Administrators will apply good governance strategies in the schools to avoid conflicts. Head teachers and teachers will make the secondary schools environment learner friendly. A learner friendly environment created will enhance the academic performance of the students. It will further help initiate systems that will enhance good relationships within the school, the community and country at large.

7. Literature review

7.1. The concept curriculum

Education is regarded as the most important tool of development as it imparts in the successive generations knowledge, skills and attitudes for personal and societal development. The MDGs emphasize on attainment of free and compulsory basic education through Education for all. There remains considerable dispute as to meaning of curriculum as several scholars have defined curriculum differently. George Bishop (1985) defines curriculum as a sub-total of all experiences the learner undergoes; Marry Print (1991) says it is a planned learning opportunities offered to learners by education institutions. Kerr defines curriculum as, 'All the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school. (quoted in Kelly 1983): 10; see also, Kelly 1999). They all tend to agree on the curriculum as a body of knowledge, a product to achieve certain ends and a process of interaction. Thus, curriculum plays a key role in socialization and acquisition of survival skills.

7.2. Curriculum as a vehicle for peace promotion

A number of studies have highlighted aspects of education that have implications on conflicts. (Bush and Salterelli (2000), Smith and Vaux 2003, Tawl and Harley 2004), suggest that authorities be cautious on how education is provided. First, education is seen as a powerful tool in development of liberal ideas, nation building and political indoctrination. Secondly, education is seen as an instrument for equipping learners with competences necessary for economic development and thirdly as a means of transmitting culture and social values. These values may convey stereotypes and attitudes that either discourages or promotes peace or conflicts. These culture and values are transmitted through the different subjects offered in the curriculum.

Apple (1990) postulates that many aspects of curriculum have bearing on education as curriculum may promote political ideologies, religion culture and traditions. In many countries, development of communication skills, critical thinking, decision making and moral development are seen as major components of curriculum (EFA 2003). Life skills are seen as critical for peacekeeping. (UNICEF, 2005). Every area of curriculum carries values with potential to communicate political messages for example History and Government as a subject of study. UNESCO highlights the importance of being sensitive with the language of majority and minority. Teaching of History, Geography, Religion may often get drawn into controversy Tawils and Harley A (2004). But these subjects are essential for nation building and peace education.

7.3. Research gaps

Studies that employ analytical methods to evaluate curricula impact are rare. Even rarer are studies that evaluate peace education in the curriculum. Available work is mostly descriptive. Here the researchers review the descriptive peace education evaluation studies available. Evaluation of Sri Lanka's 'Education for Conflict Resolution Programme' reveals positive changes in the attitudes of the teachers trained to implement the programme. However the attitude changes in children could not be assessed because it required a much longer time lag to observe attitude changes in children (UNICEF Sri Lanka 1996).

Evaluations of the impact of peace education on children in the former Federal Republic of Yugoslavia have been carried out in two projects – 'Goodwill Classroom' and 'Words are Walls or they are Windows'. Positive reactions on the part of students and teachers have been noted ((Kovac-Cerovic, 1996b; Ignjatovic-Savic, 1996a). UNICEF Croatia (1997) evaluated a school-based trauma healing and peaceful problem-solving programme. The programme was found to have the potential to affect attitudes towards conflict and violence even though no behaviour changes were noted. Negative attitudes towards ethnicity were noted to have reduced. Therefore, this study sought to assess the Kenya secondary curriculum to ascertain whether there was content that could promote peace and affect attitudes of the secondary school leavers towards conflicts and violence.

8. Research methodology

Research Design

This research used a cross-sectional survey design approach to investigate peace education outcome on learners. The design was selected because firstly, there was no treatment done to the sample and secondly observation was done at one point in time (cross-sectional). In this design, detailed descriptions of the existing variables are done to provide picture of situations as they naturally happen. Variables of interest are usually opinions, attitudes or facts.

The study targeted curriculum developers and secondary school teachers. Schools were stratified into public and private schools Random sampling technique was then used to select 59 secondary schools. For each sampled school, one teacher handling Guidance and Counseling was randomly selected giving a total of 59 secondary school teachers. The Guidance and counseling teachers are involved in helping learners adjust to social realities and have been recognized as the primary source for psychological counseling for the learners. As such, they are aware of peace issues presented to them by the learners and the contribution of the curriculum in addressing them.

A total of 15 curriculum developers were also purposefully sampled. These are curriculum developers in charge of different subjects in secondary school curricula. Being conversant with the curriculum, they gave their views on how it contributes to conflict resolution and peace in Kenya. Data was collected using questionnaires and content analysis guide. Questionnaires were administered to the teachers and the curriculum developers. The instruments were enhanced through a pilot study to ensure reliability and validity. The content analysis guide was used in performing content analysis of the curriculum documents.

Data obtained from the various instruments was coded and analyzed both qualitatively and quantitatively. The quantitative data was presented in frequencies and percentages. In the analysis of qualitative data, similar responses were clustered together under themes generated from the objectives and presented in form of narration.

9. Research Results findings

The objectives of the study were to find out whether there were any objective(s) in the secondary school curricula that addresses peace, find out whether there was any content on peace education in the curricula, establish the factors contributing to conflicts in schools and assess level of awareness of factors that contribute to peaceful co-existence among learners in secondary schools. The results indicated that some subjects carried peace messages.

9.1. Objectives in the Curricula that Addresses Peace

A content analysis of the curriculum documents was carried out. The analysis examined the national goals of education and level objectives of secondary education. The findings indicated that the national goals had explicit objectives that sought to address peace among learners. The first national goal of education is 'Education in Kenya should foster nationalism, patriotism and promote national unity'. In the narrative, it mentions that education should help the youth acquire the sense of nationhood, by removing conflicts and by promoting positive attitudes of mutual respect, which enable them to live together in harmony.

An analysis of the level objectives also revealed that there were objectives that explicitly address peace. These are:

Secondary education should provide the learner with opportunities to:

- i. promote harmonious co-existence among the people of Kenya
- ii. promote acceptance of and respect for all persons

When the KICD curriculum developers did a content analysis of the different subject syllabuses, findings indicated that there are no explicitly stated peace education objectives except for the Life skills subject. In Life skills, it is indicated that learners should demonstrate ability to make informed and rational decisions on issues affecting him/her and others and, demonstrate ability to relate amicably with others.

Secondary school teachers were asked to indicate the subjects that can be viewed as carriers of conflict resolution information. Their responses are presented in Table 1 Below

Table 1.subjects with conflict resolution objectives.

SUBJECT	OBJECTIVE
Physical education	None
Mathematics	<ul style="list-style-type: none"> • Recognize, identify and use Kenya currency coins and notes • make patterns involving squares, triangles, circles, and ovals
Physics	none
Business studies	<ul style="list-style-type: none"> • explain the meaning and importance of trade • discuss how various environments influence a business • explain the meaning and importance of transport • explain the meaning and importance of communication
Biology	none

Sign language	<ul style="list-style-type: none"> • To sign short text/messages fluently • use part of speech correctly • demonstrate ability to use signs • Demonstrate signing skills to use Kenyan sign language
CRE	<ul style="list-style-type: none"> • Describe God's creation • Explain Moral Ethics • Discuss Wealth money and justice • Explain Peace, Reconciliation and love • Describe Tolerance
Life skills	<ul style="list-style-type: none"> • To demonstrate ability to make informed and rational decisions on issues affecting him/her and others • To demonstrate ability to relate amicably with others
History and government	<ul style="list-style-type: none"> • explain importance of Law and order • Discuss Law and justice • Describe the Origin of people of Kenya • Explain the reasons for migration of the people of Kenya • Explain the significance of national unity • Identify the elements of good Citizenship • Describe the Constitution making process • Describe the Traditional forms of Government • Describe the Evolution of man • Explain the reasons for European invasion of Kenya.
French	none
Geography	<ul style="list-style-type: none"> • Discuss the effects of population growth
Agriculture	<ul style="list-style-type: none"> • Explain the factors influencing agriculture
Kiswahili	none
Sign language	<ul style="list-style-type: none"> • To sign short text/messages fluently • use part of speech correctly • demonstrate ability to use signs • Demonstrate signing skills to use Kenyan sign language
English	none

The findings indicate that explicit peace messages objectives are found in a few subjects like mathematics, business studies, sign language and life skills, History and government. However, the findings indicate that explicit peace messages are missing in majority of the subjects. It is expected that the curriculum should instill social values to the learners, which is contrary to the finding that shows a missing link. This situation could be attributed to the fact that teachers lack the skills of identifying the peace messages as experts who ensure that it is holistic in nature develop the curriculum.

9.2 Peace Content in the Curricula

Although there are no explicitly stated peace education objectives in the syllabuses, there have been deliberate efforts at mainstreaming peace education as evidenced by the presence of peace themes in the content of some subjects. In the Secondary English syllabus, students are encouraged to engage in linguistics activities and extensive reading that relate to peace, good governance and other moral values. Speech work, comprehension and listening are ideal hosts of items of peace. Other languages like Germany, French, mother tongue, and Kiswahili also teach listening skills.

History and Government syllabus contain peace messages in a number of topics such as Citizenship, National Integration (National Unity and conflict resolution) Democracy and Human Rights, the concept of natural justice under the Judiciary and the Rule of law, World Wars, bodies that were formed to bring peace in the world (for

example, the League of Nations formed after First World War and the United Nations Organization formed after the Second World War) and non-aligned movement for nations that were not involved in the cold war, effects of the cold war, the Africa Socialism (a concept under the National Philosophies in Kenya) and the Role of Political Parties and National building.

Although subjects like Physical Education (PE) may not explicitly bring out Peace messages, there are items in some objectives and content that can be used to enhance peace for example, observation of rules and self discipline. Peace education is embedded in secondary Life Skills Education syllabuses. It is highlighted across the subject as one of the twelve core living values that enhances acquisition of life skills. The concept of Peace is also integrated as a major component in one of the skills referred to as non-violent conflict resolution under the skills of Knowing and Living with others. The teacher is expected to use learner centered and participatory methods during the teaching and learning experience on Peace education to help create awareness among learners on the causes of conflicts and how to prevent/resolve them.

Peace Education Content in Subject Areas

The study sought to find out from teachers the peace education content found in their subject areas. Findings from teachers are presented in Table 2.

Table 2: Subjects in Secondary schools viewed as carriers of conflict resolution content

SUBJECT	content
Physical education	None
Mathematics	<ul style="list-style-type: none"> • Recognize, identify and use Kenya currency coins and notes • make patterns involving squares, triangles, circles, and ovals
Physics	none
Business studies	<ul style="list-style-type: none"> • Product promotion • Trade • Postal charges • Negotiation skills • Employer and Employee • Communication skills • International trade
Biology	none
Sign language	<ul style="list-style-type: none"> • To sign short text/messages fluently • use part of speech correctly • demonstrate ability to use signs • Demonstrate signing skills to use Kenyan sign language
CRE	<ul style="list-style-type: none"> • God's creation • Moral Ethics • Wealth money and justice • Peace, Reconciliation and love • Tolerance
Life skills	<ul style="list-style-type: none"> • To demonstrate ability to make informed and rational decisions on issues affecting him/her and others • To demonstrate ability to relate amicably with others
History and government	<ul style="list-style-type: none"> • Citizenship, • National Integration (National Unity and conflict resolution) • Democracy and Human Rights, • the concept of natural justice under the Judiciary and the Rule of law,

	<ul style="list-style-type: none"> • World Wars, • bodies that were formed to bring peace in the world (e.g. the League of Nations formed after First World War and the United Nations Organization formed after the Second World War) and non-aligned movement for nations that were not involved in the cold war, • effects of the cold war, • the Africa Socialism (a concept under the National Philosophies in Kenya) and the • Role of Political Parties and National building. • the Constitution making process • Describe the Traditional forms of Government • Describe the Evolution of man • the reasons for European invasion of Kenya.
French	none
Geography	<ul style="list-style-type: none"> • population growth
Agriculture	<ul style="list-style-type: none"> • the factors influencing agriculture
Biology	<ul style="list-style-type: none"> • Hormones • Ecology • Reproduction
Kiswahili	<ul style="list-style-type: none"> • None
English	<ul style="list-style-type: none"> • Oral Literature • Literature

Findings from secondary schools indicate that History and CRE are the major subjects that carry peace education content. However, science subjects were reported as least carriers of conflict resolution information. The major subjects viewed as carriers of conflict resolution information in secondary are mainly humanities.

9.3 Integration of Peace Education in the School Curriculum

The study sought to find out from secondary school teachers how peace education had been integrated in the school curriculum. Findings are presented in Table 3.

Table 3: Teachers Responses on Integration of peace education in the school curriculum

Statement	SA %	A %	NS %	D %	SD %
The curriculum socializes learners into the competencies and attitudes they will need to resolve conflicts for the rest of their lives	32	51	3	14	-
The curriculum exposes learners to positive models for constructive conflict management	20	54	7	19	-
The curriculum has distinct strategies for equipping learners with skills to manage conflicts	22	29	17	32	-
The curriculum creates a setting where constructive conflicts are structured, encouraged, and utilized to improve the quality of instruction and classroom life	19	29	24	25	3
The curriculum trains learners on how to make their schools safe places in which to learn	32	34	12	17	5

The study findings show that peace education had been integrated in the school curriculum as reported by more than half of the teachers. However, a less than 25% were not sure and less than 10% strongly disagreed with that peace education had been integrated in the school curriculum.

9.4 Perception on how peace education aspects are addressed in subject areas

The study sought to find out teachers perception on how peace education aspects are addressed in subject areas. Findings from secondary school teachers are presented in Table.4.

Table 4: Teachers Perception on how peace education aspects are addressed in subject areas

Statement	SA %	A %	NS %	D %	SD %
Teachers teach learners how to manage conflicts constructively by integrating aspects of peace education in their subjects	31	59	-	7	3
Teachers are able to use a curriculum-integrated conflict resolution training approach	22	47	25	4	2
Teachers involve students in using integrative negotiation and peer mediation procedures to resolve diverse conflicts found in school	32	45	14	7	2
Teachers train students to learn, use and develop more positive attitudes towards conflict resolution in their future after school	42	44	11	-	3
Teachers acknowledge the contribution of peace education to academic achievement	55	27	11	5	2

9.5 Extent to which school curriculum contribute positively to conflict resolution and peaceful coexistence in the country

The study sought to find out from teachers the extent to which school curriculum contribute positively to conflict resolution and peaceful coexistence in the country. Findings from secondary school teachers are presented in Table 5.

Table 5: Teachers Responses on positive contribution of school curriculum to conflict resolution and peaceful coexistence in the country

Great Extent (%)	Some Extent (%)	Small Extent (%)	Not at all (%)
15	63	20	2

The findings show that secondary school curriculum contributes to some extent positively to conflict resolution and peace coexistence in the country as reported by 63% secondary school teachers.

9.6 Factors Affecting Peaceful Learning Environment in Schools

Peace is a social component in education. Peaceful learning environment in schools can be influenced by several factors. The study sought to find out from teachers the factors that affect peaceful learning environment in schools. Teachers were further required to indicate the extent to which these factors have affected peaceful learning environment in schools. The teachers are presented in Table 6.

Table 6: Teachers Responses on Extent to which Peaceful Learning Environment in Schools is affected by Some Factors

Factor	Great Extent (%)	Some Extent (%)	Small Extent (%)	Not at all (%)
Social Class	35	29	27	9
Race/Ethnicity	47	25	8	7
Region	47	25	13	5
Religion	44	31	13	8
Gender	42	22	15	8

The study findings indicate that among the factors under investigation, race/ethnicity and region were the most outstanding factors that affected peaceful learning environment in schools as reported by 47% of secondary school teachers.

9.7 Learners' Awareness of Efforts towards Peaceful Co-Existence Encouraged in School and through the Curriculum

The study sought to find out from teachers the learners' awareness of efforts towards peaceful co-existence encouraged in school and through the curriculum. Findings from secondary school teachers are presented in Table 7.

Table 7: Learners' awareness of efforts towards peaceful co-existence encouraged in school and through the curriculum as reported by teachers

Statement	Strongly Agree %	Agree %	Disagree %	Strongly disagree %	Not sure %
Learners are aware of school norms, values, and culture that promote and support use of problem solving negotiation and mediation procedures	34	46	13	5	2
Learners have a positive attitude towards conflict and are willing to resolve them peacefully	37	44	12	5	2
Learners are aware that the strategy used in school to resolve a conflict is fair to all involved parties in a win-win scenario	27	46	15	10	2
Learners are aware that all students irrespective of their backgrounds and cultures are subject to the same school rules and regulations	58	37	-	3	2
Learners have an established mechanism of resolving interpersonal and intergroup conflicts in the school	37	32	27	1	3
Learners appreciate the role played by the prefects body, student council or peer counselors in the school	34	57	2	4	3
Learners are aware of a school-wide discipline programme focused on empowering students to regulate and control their own classmates' actions	32	42	19	5	2
Learners are aware that conflict resolution skills and peaceful co-existence are life skills applicable to their lives in school and society	37	47	12	2	2

Learners' were aware of efforts made towards peaceful co-existence as encouraged in school and through the curriculum as reported by more than half of the teachers. Majority of the secondary (95%) schoolteachers either strongly agreed or agreed that learners are aware that all students irrespective of their backgrounds and cultures are subject to the same school rules and regulations. 80% of secondary school teachers either strongly agreed or agreed that learners are aware of school norms, values, and culture that promote and support use of problem solving negotiation and mediation procedures.

10. Discussion and recommendations

From the study, it was clear that only Life skills education syllabus contain statements of objectives that address peace. All other subjects' syllabuses do not contain statements of objectives that address peace. Few subjects at secondary school levels contain peace message content. Life skills, History and government, and business studies subjects contain explicit peace message content. English subject at secondary school level contain peace messages that are more explicit

On the factors affecting conflict issues in schools, social class is the most common conflict factor at secondary school level. Race/Ethnicity are the least conflict factor in secondary schools. On the Level of awareness among the learners on peaceful co-existence in schools, Learners are aware of peaceful coexistence in schools. Promoting Peace can be through curriculum incorporating peace education in curriculum can promote peace, creating public awareness on importance of peace, Co-curricular activities and Guidance and counselling.

The study recommends explicit statements of objectives that address peace need to be inserted in the school syllabi by KICD. Peace messages need to be mainstreamed in all subjects. There is need to eliminate all sources of common conflict factors in schools by MoEST .Finally MoEST should enhance co-curricular activities in all schools.

Further research should be conducted to establish the teacher's perception towards the integration of peace education in the different subjects. Similar studies could also be undertaken to establish the contribution of the primary school curriculum and teacher education curriculum to peace in Kenya.

12. Conclusion

From the study, it is clear that a secondary school curricula are expected to equip the students with relevant knowledge, skills and attitudes for peaceful coexistent and conflict resolution. This should be reflected in the syllabi objectives and content of the different subjects. However an examination of the curricula reveals that very few subjects have explicit objectives and content addressing peace. Most of the subjects have not integrated peace education despite the teachers' perception that peace issues are addressed by the curricula. However teachers feel that curricula contribute to some extent to conflict resolution. The learners seem to be aware of the efforts of schools towards encouraging peaceful coexistence as evidenced by the teacher's responses. Given the significance of peace to a country's development it is prudent that conscious effort be made to mainstream peace education in the secondary school curriculum.

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