



Ministry of Education  
Science and Technology



# EDUCATION SECTOR POLICY ON PEACE EDUCATION





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# FOREWORD

**V**alue education is an integral part of quality education. The Kenya vision 2030 underscores the importance of security, peace building and conflict management for social, economic and political development. In the face of challenges such as climate change, environmental degradation and inequitable access to limited life-sustaining resources, there is potential to either exacerbate existing socio-economic tensions or create new ones leading to conflict and violence. The education sector therefore has the duty to equip young people with requisite knowledge, skills and attitudes for building peace as well as values for constructive intrapersonal, interpersonal and intergroup relations at the national and international levels.

The Government of Kenya is committed to promoting peace and harmonious coexistence among Kenyan. This is reflected in the Kenya Vision 2030 whose social pillar emphasizes promotion of a just and cohesive society, enjoying equitable social development in a clean and secure environment. In line with this, the Ministry of Education Science and Technology (MoEST) initiated the Peace Education Programme in 2008 with a view to enhancing knowledge, skills and values for peace.

The Education Sector Policy on Peace Education provides a framework for promoting peace through education. The policy provides broad guidelines for the coordination and implementation of peace education initiatives within the country. Effective implementation of this policy will help create synergy among players and stakeholders and facilitate implementation of the peace education related initiatives at all levels of education and training. It is envisaged that this will ultimately contribute towards nurturing a culture of peace among learners and the society.

I appeal to all stakeholders and partners in the education sector to use the policy guidelines in the implementation of peace related initiatives. I also urge our partners to continue supporting the education sector in the implementation of strategies in this policy to promote harmonious coexistence in our beloved country.

A handwritten signature in black ink, appearing to read "Kaimenyi".

**Prof. Jacob T. Kaimenyi, PhD, FICD, EBS**  
**CABINET SECRETARY**



# ACKNOWLEDGEMENTS

The Education Sector Policy on Peace Education is a product of extensive consultation and collaboration among individuals and institutions. The process of developing this policy began in 2010 when the Ministry constituted a technical team comprising officers from MoEST, the Teachers Service Commission (TSC), the Kenya Education Management Institute (KEMI), the Kenya Institute for Curriculum Development (KICD), Moi University, UNICEF and UNESCO staff. The team held two workshops to develop the initial framework and the first draft policy document. In August 2011, the framework was shared with senior managers from the Ministries of Education Science and Technology, Ministry of Youth and Sports and the Nairobi Peace Initiative (NPI) in Mombasa. Based on the their inputs, the first draft of the policy was developed in a retreat held in Nakuru attended by policy makers from MoEST and representatives from; the Ministry of Justice and National Cohesion, the Ministry of State for Internal Security, the University for Peace in Africa Programme, UNESCO and UNICEF. The draft policy was then subjected to stakeholders review in February 2012 at the Kenya Institute for Curriculum Development. In May 2013, a workshop to finalize the Policy was held in Nakuru. The workshop brought together stakeholders from the MoEST, Department of Youth Affairs and Sports, Department of Higher Education, Directorate of Adult and Continuing Education, Kenya Bureau of Statistics, National Steering Committee on Peace Building (NSCPB), KICD, Department of Social Cohesion, Kenya National Commission for UNESCO (KNATCOM), UNESCO, UNICEF, the Association of the Development of Education in Africa (ADEA) and World Vision Kenya.

The Ministry of Education Science and Technology appreciates the contribution and commitment of the representatives of the organisations who participated in all the above activities. Special thanks go to the technical team that coordinated the policy development process. I wish also appreciate all stakeholders for their inputs during the national stakeholders forum. Special gratitude goes to UNICEF (Kenya Country Office) and UNESCO (KCO) for financial and technical support in the development of this policy.



Dr. Belio R. Kipsang  
PRINCIPAL SECRETARY



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# ABRREVIATIONS

<b>ACE</b>	Adult and Continuing Education
<b>ADEA</b>	Association for the Development of Education in Africa
<b>BCCP</b>	Behaviour Change Communication Programme
<b>CDE</b>	County Director of Education
<b>CBOs</b>	Community Based Organizations
<b>CSOs</b>	Civil Society Organizations
<b>DBE</b>	Directorate of Basic Education
<b>DPs</b>	Development Partners
<b>DPP&amp;EACA</b>	Directorate of Policy, Partnership and East African Community Affairs
<b>DQAS</b>	Directorate of Quality Assurance and Standards
<b>DS&amp;TE</b>	Directorate of Secondary and Tertiary Education
<b>ECDE</b>	Early Childhood Development Education
<b>EFA</b>	Education for All
<b>ESD</b>	Education for Sustainable Development
<b>FBOs</b>	Faith Based Organizations
<b>ICQN</b>	Inter-Country Quality Node
<b>IEC</b>	Information Education Communication
<b>INSET</b>	In-Servicing of Teachers
<b>KESSP</b>	Kenya Education Sector Support Program
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>MDGs</b>	Millennium Development Goals
<b>MoEST</b>	Ministry of Education Science and Technology
<b>NDOC</b>	National Disaster Operation Centre
<b>NGOs</b>	Non-Governmental Organizations



<b>NSCPBCM</b>	National Steering Committee for Peace and Conflict Management
<b>PE</b>	Peace Education
<b>PEP</b>	Peace Education Programme
<b>TSC</b>	Teachers Service Commission
<b>SAGA(s)</b>	Semi-Autonomous Government Agencies
<b>UDHR</b>	Universal Declaration of Human Rights
<b>UN</b>	United Nations
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNHCR</b>	United Nations High Commission for Refugees
<b>UNICEF KCO</b>	United Nations Children Fund-Kenya Country office
<b>UPE</b>	Universal Primary Education
<b>WPHRE</b>	World Programme for Human Rights Education



# DEFINITION OF TERMS

<b>Peace</b>	<i>Peace is a state of tranquility and harmony at the personal and interpersonal level that entails a set of skills, values and attitudes that if internalized leads to constructive, non-violent resolution of conflicts. It is supported by social institutions that prevent occurrence of violence.</i>
<b>Conflict</b>	<i>Real or perceived state of being incompatible, in opposition, or in disagreement.</i>
<b>Psycho-social interventions</b>	<i>Psychological and social interventions that promote individual well being</i>
<b>Peace Education</b>	<i>The process of imparting, knowledge, values, skills and attitudes necessary for enhancing peace. It also entails a conflict sensitive approach to the development of education plans, policies, structures and systems</i>
<b>Diversity</b>	<i>People's differences based on cultures, personality, gender, abilities and disabilities among others.</i>
<b>Inclusivity</b>	<i>Representation and participation of all.</i>
<b>Social Equity</b>	<i>Fairness and equal access to opportunities for all in the society, based on the principle of natural justice</i>
<b>Culture of peace</b>	<i>Values, attitudes and forms of behavior that reflect respect for life, human dignity and human rights; commitments to principles of freedom, justice, solidarity and understanding among people.</i>
<b>Violence</b>	<i>The intentional use of force or power against oneself or another person, group or community, that either results in injury, death, psychological harm, mal-development, or deprivation</i>



## SECTION 1: INTRODUCTION

### 1.1 Background

Throughout the history of humankind, individuals, communities and nations have experienced strained relationships leading to conflicts. Conflict management is therefore critical in ensuring a stable society.

Conflicts impede the realization of national goals and commitments aimed at achieving Education for All (EFA), the Millennium Development Goals (MDGs), Kenya Vision 2030, national agenda and other international commitments. They have a major impact on the systems and institutions that sustain human well-being and the provision of social services.

Education and training alone may not offer immediate remedies to the local and global challenges that face human kind but it can contribute to addressing challenges over time. It has a crucial socialization function through the shaping of personal and collective identities, the formation of responsible citizenship and the promotion of critical social participation, based on principles of respect for life, human dignity and cultural diversity. Conflict-sensitive education and training policies contribute to the development of skills, values and knowledge for peace building<sup>1</sup>.

In its role as the lever for peace and development, education and training should be seen as a comprehensive framework resting on four pillars: *learning to know, learning to do, learning to be and learning to live together*. Education and training should also be accessible to all, be of high quality and facilitate the achievement of a just, peaceful and sustainable future.

The Government of Kenya acknowledges the role of peace in enhancing socio-economic development. The national anthem lays emphasis on peaceful coexistence as a prerequisite for nation building while the national goals of education strive to promote sustainable development, peace, social justice and responsibility, respect for diversity, international consciousness, national unity and moral and religious values. The Kenya Vision 2030, which is the blue print for social, economic and political development underscores the need to diffuse a culture of peace and respect for the sanctity of human life through social institutions, in particular through education and training.

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<sup>1</sup> Collier et al 2003: Breaking the Conflict Trap. Washington DC: World Bank in Conflict-sensitive education policy- A Preliminary Review Education Above All (2012)



Issues affecting the youth are increasingly getting limelight in the peace education discourse in the country. The 2009 Kenya National Population census revealed a “youth bulge” in the country’s population demographics. With 43 % of the population under 14 years and 35% aged between 15 and 34 years, the population is predominantly youthful. This scenario has potential to cause significant social disruption if the needs of the youth are not addressed. Conversely, MoEST is also alive to the enormous potential for peace building represented by this youth bulge. The provision of relevant education and training to youth, inculcation of peace values, and education for skills and competencies are all avenues Government is using in transforming youth into a powerful force for peace in Kenya.

Literacy is another important enabler of peace. Current data reveals that 7.8 million Kenyans aged 15 years and above are illiterate<sup>2</sup>. The Global Monitoring Report 2006 indicated that Adult and Continuing Education (ACE) programme graduates in Kenya participated more in election and local associations relative to people with low levels of literacy. For literacy to become an enabler of democracy it cannot be confined to basic skills, hence the need for functional literacy. Arguably, the integration of peace education into ACE will contribute to the production of graduates who are well informed of their civic duties and are able to contribute to the democratic development of the country.

The Peace education was introduced to strengthen peace initiatives implemented through the existing systems and structures in the education and training sector. Though Life Skills Education (LSE), religious studies and social studies, peace education has been integrated into the basic education curriculum as one of the core values to promote peace at the personal, community, national and global levels. Peace education aims to employ participatory, interactive, experiential and transformative teaching approaches that enhance the learner’s ability to internalize knowledge, values, skills and attitudes for peace. Encouraging self-expression through co-curricular activities such as art, music or drama presents important opportunities for transmitting messages of peace, non-violence and respect. Peace clubs also provide a platform where the skills that promote harmonious coexistence can be learned and practiced.

## **1.2 Rationale**

Kenya is a signatory to international treaties and conventions that advocate peaceful and harmonious co-existence among people of all nations. The Universal Declaration of

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<sup>2</sup> Kenya National Literacy Survey Report (2007)



Human Rights (1948) Article 26(2) states that education should promote understanding, tolerance and friendship among all nations. This policy contributes to the actualization of the commitments in Kenya.

African Ministers of Education have committed their Governments to the promotion of peace building through education and training. This is reflected in the Mombasa and Naivasha communiqués signed in 2008 and 2012 respectively. The communiqués were outcomes of two international meetings on Peace Education held in Kenya under the auspices of the ADEA<sup>3</sup> Inter- Country Quality Node (ICQN) on Peace Education. This policy reflects the spirit of these Communiqués and provides a framework for the implementation of these commitments and recommendations in Kenya.

The implementation of the Peace Education Programme involves various actors. This necessitates proper coordination, collaboration and partnership mechanisms that minimize overlaps and promote targeted resourcing as well as creating synergy in the implementation. The policy provides a framework for effective coordination of various players involved in peace building through the education and training sector.

### **1.3 Linkages with existing legal and policy documents**

This Policy takes cognizance of the provisions in existing legal, policy instruments, relevant international treaties, and conventions. It is consistent with the following legal and policy documents:

#### **1.3.1 The Constitution of Kenya, 2010**

Chapter Four on the Bill of Rights provides for recognition and protection of human rights and fundamental freedoms to preserve the dignity of individuals and communities and promotion of social justice and the realization of the potential of all human beings. Article 10 of the constitution spells out the national values and principles of governance in Kenya.

#### **1.3.2 The Basic Education Act 2013**

Section 4 of the Act on Guiding Principles provides for:

- Promotion of peace, integration, cohesion, tolerance and inclusion as an objective in the provision of basic education.

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<sup>3</sup> The Association for the Development of Education in Africa



- Elimination of hate speech and tribalism through instruction that promotes the proper appreciation of ethnic diversity and culture in society.

### **1.3.3 Sessional paper No 14 on reforming Education and Training Sectors in Kenya (2012)**

The inculcation of peace through education is covered in several areas of the policy framework. The philosophy (2.2), mandate (2.6) and guiding principles (2.7a and b)sections, refer to learner awareness of national values and aspirations as well as instilling, affirming and enhancing values such as patriotism, national unity, mutual social responsibility, honesty, humility, mutual respect, high moral standards and the ethical and moral foundation of the Kenyan society.

### **1.3.4 The Kenya Vision 2030**

The Social, Economic and Political Pillars on Security, Peace building and Conflict Management provide for the promotion of peace building and reconciliation through learning institutions to ensure sustained peace within the country and the inculcation of a culture of peace as a means of preventing and resolving conflicts.

### **1.3.5 Kenya Education for Sustainable Development (ESD) Implementation Strategy**

The Education for Sustainable Development (ESD) Implementation Strategy provides a mechanism for adopting a holistic approach to sustainable development by engaging all sectors and stakeholders. The ESD Strategy for Kenya is a response to the proclamation of the period from 2005-2014 as the United Nations Decade of Education for Sustainable Development (DESD). The Strategy provides an opportunity for educating the Kenyan people on the importance of sustainable development. Given that the Kenyan economy is driven by agriculture and natural resources, the sustainable use of resources is therefore very important to ensure economic growth and development that is sensitive to the environment (also see 2.5 and 3.2).

### **1.3.6 The Children Act No. 8 of 2001**

Provides for non-discrimination of children and underscores children's rights as paramount. This policy is grounded on the principles of non-discrimination and human rights.



### **1.3.7 International treaties and conventions**

Kenya is a signatory to several international treaties and conventions, which support the creation of sustainable peace. The peace education policy is linked to provisions in

- the UN Charter (1945)
- the Universal Declaration of Human Rights (UDHR) (1948)
- the Convention Eliminating all Forms of Discrimination Against Women (CEDAW)
- the African Charter on Human and Political Rights.
- The Convention on the Rights of the Child
- The International Covenant on Civil and Political Rights, the International Covenant on Economic, Social and Cultural Rights
- Geneva Conventions
- World Programme for Human Rights Education (2005-ongoing)
- UNESCO Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974)

### **1.3.8 Other policy and legal documents**

This policy makes reference to other policy and legal documents. These are contained in the Annex I of this Policy.

## **1.4 Scope**

This policy provides an institutional framework for coordination, management, implementation, monitoring and evaluation of peace education in the sector. It is applicable in Basic Education, Alternative Provision of Basic Education and Training and tertiary levels of education. It also provides guidelines for inter-sectoral collaboration and partnership building with other stakeholders to promote peace and harmonious coexistence in the society through learning institutions.

## **1.5 Policy Goal**

The goal of this Policy is to promote and nurture a culture of peace and appreciation for diversity in the Kenyan society through education and training.



## 1.6 Policy Objectives

This policy:

- provides a framework for effective implementation of peace education in the education sector.
- provides guidelines for mainstreaming peace education into curricula at all levels of education; in teaching and learning processes and materials; in education and professional development of education personnel; and in the learning environment.
- proposes strategies for enhancing pro-active measures for conflict prevention and mitigation.
- provides a framework for coordination, collaboration, partnerships and networking among players in peace building through education.
- facilitates regular research and promote evidence-based monitoring and evaluation of peace education initiatives in the sector.

## 1.7 Outcomes of this Policy

Building on best practices, the policy will therefore ensure that peace education in Kenya is:

- embedded in the education and training policy and planning,
- reinforced in each year of schooling,
- supported by pre-service and continuing in-service training of teachers,
- developed and sustained in collaboration with stakeholders, including counties and the local communities,
- informed by feedback from monitoring and evaluation processes,



## **SECTION 2: GUIDING PRINCIPLES**

The following section presents the principles that will guide peace building initiatives in the education and training sector.

### **2.1 Proactive and preventive**

The education sector has a fundamental role in building and nurturing a culture of peace. The sector shall put in place mechanisms for equipping education officials, members of learning institutions and the community at large with knowledge, skills, attitudes and values for preventing violent conflicts and for promoting peace. This will enhance their capacity to discern early warning signs of violent conflicts and take proactive prevention measures. Peace education will employ participatory, interactive, experiential and transformative teaching approaches that enhance the learner's ability to internalize knowledge, values, skills and attitudes for proactive peace action.

### **2.2 Appreciation for diversity**

The education and training sector recognizes that the diversity of the Kenyan population is a resource for socio-economic development and a part of the country's heritage. In this regard, education managers, administrators, teachers, parents, learners and other stakeholders shall endeavor to foster peaceful co-existence and unity through respect for diversity.

### **2.3 Cohesion and integration**

The national values and principles of governance as stipulated in the Constitution of Kenya 2010, the National Cohesion and Integration Act 2008, the National Cohesion and Integration (Amendment) Bill 2012 and other relevant policy and legal instruments form the basis for developing a cohesive and integrated Kenyan society. These values and principles include patriotism, democracy and participation of the people, human dignity, equity, social justice, inclusiveness, equality, human rights, non-discrimination, good governance, integrity, transparency, accountability and sustainable development. Peace education will reinforce the acquisition and development of these principles and values.

### **2.4 Respect for human rights**

In recognition of both values and principles of human rights and fundamental freedoms as enshrined in the Bill of Rights in the Constitution of Kenya 2010, the education and



training sector shall foster respect for human dignity, sanctity of human life and care for one another. Education and training systems and settings should be organized in a way that not only provides knowledge about human rights and the mechanisms to protect them, but also creates a human rights friendly environment that nurtures the skills needed to promote, defend and apply human rights in daily life so that the citizenry can achieve its full potential.

## **2.5 Environmental Sustainability**

Human beings play a central role in environmental conservation as well as degradation of ecosystems. The education sector promotes appreciation and care for the environment and for sustainable development. The Peace Education Programme shall integrate activities that foster environmental conservation awareness and encourage actions for wise use and conservation of life-sustaining natural resources. This shall be done through creating synergies between Peace Education and Education for Sustainable Development (ESD), reversing the loss of environmental resources.

## **2.6 Inclusiveness and Participation**

This principle acknowledges the role of participation of all stakeholders and consultation in promoting healthy interactions and cohesiveness within the learning institutions as well as the community at large. Members of the school community will embrace the principle of participation and consultation in all undertakings. In addition, all stakeholders will constantly be engaged in decision making regarding the implementation of the Peace Education. The Ministry will also strive to reduce the “gender gap” in educational and training opportunities, and achievement, for boys and girls, women and men.

## **2.7 Integrity**

One of the national goals of education in Kenya is to promote sound moral and religious values such as truthfulness, honesty, responsibility and accountability, among others. It is expected that peace education will reinforce the acquisition and application of these core values.

## **2.8 Coordination, partnerships and collaboration**

The education and training sector recognizes the significant role played by other actors in peace building. MoEST will coordinate, and seek to forge new partnerships and



collaboration with, the various actors in peace building through education and training. This will create synergies and minimize duplication in the implementation of the Peace Education Programme.

## **2.9 Conflict sensitivity**

Conflict analysis provides the foundation for conflict sensitive programming by understanding the interaction between an intervention and the context, and acting in a manner that avoids negative impacts and maximizes positive impacts. Education and training may be perceived as a tool for ideological development, for economic development and societal mobility, and a means by which social and cultural values are transmitted and which may convey negative stereotypes or encourage attitudes that explicitly or implicitly condone violence or generate conflict.

MoEST will therefore develop or review policies as well as plan, implement, monitor and evaluate education and training interventions in a conflict-sensitive and participatory manner, guided by the principles of transparency, accountability, timeliness, inclusiveness, impartiality, complementarity and coherence, and through partnership and co-ordination.





## SECTION 3: POLICY STATEMENTS AND STRATEGIES

This section spells out the policy statements that will guide peace education and peace building initiatives in the education and training sector. It further identifies the strategies and activities that will be put in place to operationalize the policy.

### **3.1 Integrate conflict sensitive approaches in education and training to foster a culture of peace**

The education and training sector shall foster a culture of peace that promotes national values including human dignity, social justice, equity, equality, non-discrimination, participation, integrity and inclusivity. This will be done through the development of systems, structures and policies for the sector that enhance peace, national cohesion and integration. This will ensure that the education system promotes peace and does not exacerbate conflict

#### *Strategies*

**Strategy 1: Situate educational and training policy priorities, plans and programmes on comprehensive conflict analysis and assessment**

#### **Activities**

- 1.1 Conduct a comprehensive conflict analysis and assessment of the education sector
- 1.2 Document and disseminate findings
- 1.3 Integrate findings from the conflict analysis into the education sector policy and plans

### **3.2 Integrate Peace Education into the Education and Training curricula**

The education sector shall make deliberate efforts to develop and integrate peace education initiatives in the education and training curricula at all levels.

**Strategy 1: Integrate peace education initiatives in pre-primary, primary, secondary, TVET, higher education and adult education curricula, as well as in the teacher training curriculum.**

#### **Activities**

- 1.1 Review and harmonize the existing content on peace education
- 1.2 Develop content for peace education



- 1.3 Integrate and infuse peace education content in all teaching subjects or where applicable.
- 1.4 Incorporate peace education in teacher training curriculum.
- 1.5 Integrate peace education in co-curricular activities such as drama, art, music, games, sports and clubs and societies.

### **Strategy 2: Strengthen Teaching and Learning of Peace Education**

#### **Activities**

- 2.1. Sensitize all stakeholders through advocacy, information sharing, and capacity building workshops and training
- 2.2 Conduct in service training for practicing teachers on Peace Education.
- 2.3 Develop and Disseminate Peace Education (IEC) materials

### **3.3 Education and training sector emergency preparedness and response initiatives**

Emergencies that involve violent conflicts could lead to damage of the physical infrastructure in learning institutions and disrupt the provision of educational services. Education sector needs to ensure that continuous learning takes place during times of emergency as it is acknowledged that this promotes progression to normalcy. Both national and local emergencies require flexible and timely response mechanisms. The Education Sector shall, put in place both relevant emergency preparedness and response plans to ensure effective mitigation and management of emergencies.

In order to implement this policy, the Ministry will adopt the following strategies:

#### **Strategy 1: Put in place emergency preparedness plans for the education and training sector**

#### **Activities**

- 1.1 Review guidelines on emergency preparedness
- 1.2 Preposition supplies in times of crisis and emergency
- 1.3 Put in place mechanisms to ensure protection of schools and safety of learners

#### **Strategy 2: Timely, Coordinated Emergency Response Plan**

#### **Activities**

- 2.1. Strengthen coordination framework for actors in emergency response



### **Strategy 3: Psychosocial Response and Care**

Psychosocial care and support during and after emergencies promotes the well-being of learners and all education stakeholders and complements peace building initiatives in the education sector. Psychosocial care and support plan shall therefore be developed and integrated in Peace education.

#### **Activities**

- 3.1 Develop post conflict psychosocial support plan
- 3.2 Build capacity of teachers, learners, education officials and other education stakeholders on psychosocial response and care.

### **3.4 Develop sound institutional framework for peace education.**

To facilitate effective implementation of this policy, an institutional framework will be developed.

#### **Strategies**

##### **Strategy 1: Establish Peace Education Coordination Structures and the national and county levels**

#### **Activities**

- 1.1 Build the capacity of Peace education County Focal Persons and Teachers to coordinate Peace Education at the County and school levels respectively

### **3.5 Effective coordination and strong collaboration and partnerships**

MoEST shall coordinate, and forge strong collaborations and partnerships with, all stakeholders for effective implementation of the Peace Education Programme. Kenya coordinates the Inter-Country Quality Node (ICQN) on Peace Education under the Association for Development of Education in Africa. The Ministry will use this platform to promote peace initiatives through education in Africa

#### **Strategies**

##### **Strategy 1: Strengthen the existing structure to make it more functional in coordinating peace education and partnership building**

#### **Activities**

- 1.1 Conduct a mapping of stakeholders promoting peace through education
- 1.2 Review the roles of different partners/players in peace education
- 1.3 Strengthen the capacity of the ministry to effectively coordinate peace activities at the national and County levels.



**Strategy 2: Establish and enhance networks within Government and other stakeholders undertaking peace building initiatives through education and training**

**Activities**

- 2.1 Hold stakeholder forums to facilitate networking

**Strategy 3: Facilitate resource mobilization to support the Peace Education Programme.**

**Activities**

- 3.1 Develop resource mobilization mechanisms based on the activities framework

**Strategy 4: Involve counties and the local communities in peace education initiatives**

**Activities**

- 4.1 Integrate peace in all education days in learning institutions as well as public forums
- 4.2 Advocate for peace building among communities by engaging communities through peace education forums
- 4.3 Develop collaboration and partnerships to address radicalization of, and extremism among young people

### **3.6 Information management and Communication**

**Strategy 1: Enhance the effectiveness of communication and information management on peace education**

**Activities:**

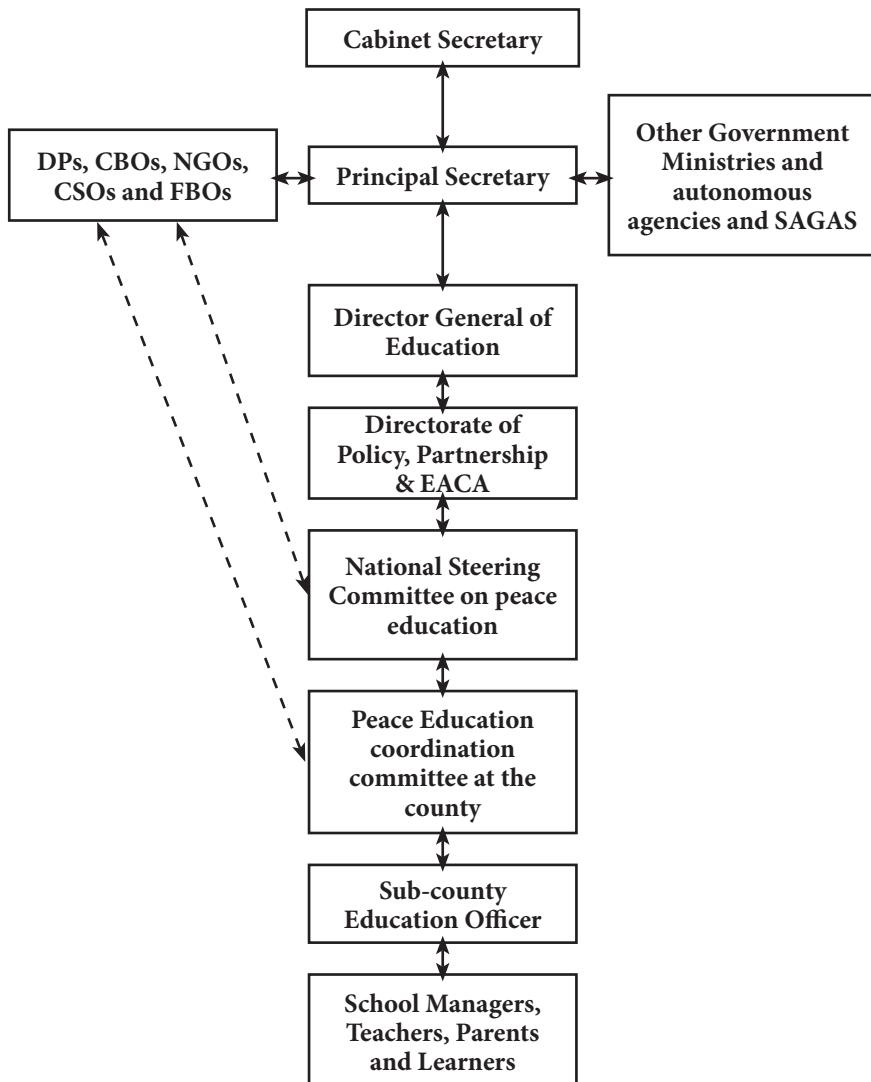
- 1.1 Develop communication and information management strategy to enhance peaceful coexistence



## SECTION 4: INSTITUTIONAL FRAMEWORK

### 4.1 Institutional Framework

Peace education initiatives in the education sector shall be implemented through the following structure.





#### **4.1.1 Roles and Responsibilities**

The following are the roles and responsibilities of the various players in the implementation of Peace Education as outlined in the framework:

**i) Cabinet Secretary**

The cabinet secretary shall ensure that the legal and regulatory frame work for peace education is in place.

**ii) Principal Secretary**

The Principal Secretary shall facilitate the implementation and the review of this policy in liaison with other state and non-state actors.

**iii) Director General**

The Director General shall oversee the implementation of this policy.

**iv) Director Policy, Partnerships and EAC Affairs**

The Director Policy, Partnerships and EAC Affairs shall coordinate peace education initiatives in liaison with other Directorates, SAGAs and Stakeholders.

**v) National steering Committee on peace education**

The National Steering Committee on peace education shall be coordinated by the MoEST and shall comprise other Ministries, Development Partners and Members of the Civil Society derived national stakeholders' forum. Specific responsibilities for the committee shall be to:

- Facilitate sharing lessons learnt and best practices in the implementation of peace education initiatives.
- Facilitate mapping of actors in peace education
- Mobilize resources for the peace education programmes.
- Community mobilization and advocacy for peace education.
- Co-ordinate activities related to the commemoration of International Day of Peace.
- Constitute technical committees/ working groups for specific tasks.

**vi) County Director of Education**

The County Director of Education will establish peace education Coordination Committee at the County Level. The committee will comprise MoEST, other Ministries, Development Partners and Civil Society. The County Director of Education will also oversee the implementation of peace education initiatives at the county level.



### School Level

The school administration will appoint a teacher in charge of peace education in the school. The teacher will work in liaison with those in charge of life skills and Guidance and Counseling in the schools.

#### vii) Sub-County Education Officer

The Sub-county Education Officer will coordinate partnerships and the implementation of peace education initiatives at the Sub-county level in liaison with the County Director of Education.

### 4.2 Minimum Requirements for the implementation of the Education Sector Policy on Peace Education

The following are the minimum requirements for the effective implementation of this policy:

- Peace education will be mainstreamed in the MoESTs' policies and sector plans.
- Peace education will be mainstreamed into the curricula at all levels
- Co-ordination structures on peace education will be established at the National and County levels.
- Officer(s) with the requisite capacity in peace education will be designated to oversee the roll out of initiatives at all levels.
- MoEST will mobilize adequate resources for the roll out of the Education Sector Policy on Peace Education implementation plan.
- Capacity building programmes on peace education for policy makers, school managers, administrators and teachers shall be organized.
- Establish collaborations and partnerships for implementation of the policy.
- A monitoring and evaluation framework for the peace education shall be established and integrated into the national framework
- Guidelines to facilitate the implementation of this policy shall be developed.

### 4.3 Knowledge generation through research

MoEST will promote and support research on peace education to generate knowledge that will inform the implementation of this policy



## 4.4 Communication

In order to reach out to key actors as well as track the implementation of the peace education initiatives, MoEST will develop a communication strategy specific to this initiative. The strategy will also help the Ministry to:

- Promote awareness and effective use of this policy
- Disseminate the policy to all levels of the MoEST, including training and learning institutions, counties and local communities.
- Develop and disseminate materials that document traditional dispute resolution mechanisms used by the local community structures,
- Develop BCCP materials during commemorations of national and international days on peace
- Contextualize peace at school levels by having activities leading to the national and international peace days
- Work with the local and international media & faith based organizations in creating awareness about the role of the sector in promoting peace through education and training.
- Reach out to the community members with peace messages

## 4.5 Monitoring and Evaluation

MoEST will undertake regular monitoring of peace initiatives through education and training. This policy advocates for the adaptation of existing Monitoring and Evaluations systems to include formats and indicators for monitoring peace education

## 4.6 Implementation Framework (See Annex 2)

The implementation framework contained in this policy includes benchmark indicators that will monitor progress in the policy's implementation, in terms of expected outputs or achievements within agreed time frames. A mid-term review will be conducted to evaluate the level of implementation of the policy. This will provide an opportunity to review the challenges and key issues faced during the initial period and make any appropriate adjustments. In addition, periodical evaluation reports should be produced to keep the MoEST abreast with the progress made in implementing the peace education.

## 4.6 Policy Review

This policy will be reviewed from time to time to ensure that it remains relevant.



## SECTION 5: ANNEXES

### Annex 1: List of other policy and legal documents this policy makes references to

- a) Gender Policy in Education (July 2007)
- b) National Cohesion and Integration Act (2008)
- c) Persons with Disability Act (2003)
- d) Teachers Service Commission Act 2012
- e) TSC Code of Regulations for Teachers (Revised 2005)
- f) Truth, Justice and Reconciliation Commission Act (2008)
- g) National Youth Policy;
- h) Basic Education Act 2013;
- i) Strategic Plan on Arms Control and Management;
- j) National Food Security and Nutrition Policy;
- k) National Gender and Development Policy;
- l) African Union on Post-Conflict Reconstruction and development;
- m) IGAD-CEWARN Protocol;
- n) East Africa Community Regional Peace and Security Strategy;
- o) Policy on National Cohesion and Integration 2011;
- p) National Policy on Peace building and Conflict Management 2013;
- q) Policy on National Values and Principles of Governance
- r) University Education Act 2013
- s) Technical, Vocational, education and Training Act
- t) Basic Education Act 2013
- u) Kenya Institute of Curriculum Development Act 2013
- v) Kenya National Commission for UNESCO Act 2013
- w) National Cohesion and Integration Act 2008
- x) Kenya National Examination Council Act 2012
- y) Truth, Justice and Reconciliation Act 2008





## ANNEX 2: IMPLEMENTATION FRAMEWORK

**Policy Statement:** Integration of conflict sensitive approaches in education and training to foster a culture of peace

**Strategy 1:** Situate education and training policy priorities, plans and programmes on a comprehensive conflict analysis and assessment

Activity	Expected Output	Target Group/Category	Timeline (Year)					Indicator	Data Source	Responsibility	Cost lines	Sources of Funds	Risks / Assumptions
			1	2	3	4	5						
1.1 Conduct a comprehensive conflict analysis and assessment of the education sector (develop Concept Note, form Technical Team, develop methodological framework, carry out assessment, finalize and validate report)	Conflict factors assessed, analyzed, and documented and finding used to inform next phases of Education Sector planning	Education and training sector, national security agencies, NSCPBCM, Ministry of Interior and Coordination of National Government, National museums of Kenya, other stakeholders involved in peace building)						Report developed and validated by year 3	Education Sector, Stakeholders, Benchmarking with other countries, Communities, Surveys reports and formats	MoEST headquarters	MoEST		<ul style="list-style-type: none"> <li>• Political goodwill from management</li> <li>• Financial Support from Stakeholders and partners</li> <li>• Timely permissions and access to information granted</li> </ul>
1.2 Document and disseminate findings.	Dissemination reports	Education Sector, Stakeholders,						Report disseminated to 70% of the target group by the 2 <sup>nd</sup> year	No. of recipients of report	MoEST headquarters			<ul style="list-style-type: none"> <li>• Audit report will be in place on time</li> <li>• Cooperation from Stakeholders</li> <li>• Availability of funds</li> </ul>
1.3 Integrate findings from the conflict analysis into the education sector policy and plans	Findings integrated into policies and sector plan	MoEST policy makers, TSC, Development Partners, County and Sub County education officials,						Number of recommendations incorporated	Policy and Sector Plans, Conflict Analysis Report	MoEST	MoEST & Partners		<ul style="list-style-type: none"> <li>• Findings will be accepted and incorporated</li> <li>• Funds will be available</li> </ul>

## Mainstream Peace Education into the Curriculum

**Policy Statement:** Integrate Peace Education in the education and training curricula

**Strategy 1:** Integrate peace education in pre-primary, primary, secondary, TVET; higher education and adult education curricula, as well as in the teacher training curriculum.

Activity	Expected Output	Target Group/Category	Timeline (Year)					Indicator	Data Source	Responsibility	Cost lines	Sources of Funds	Risks / Assumptions
			1	2	3	4	5						
1.1 Review and harmonize the existing content on Peace education	Instructional materials for teaching Peace Education developed.	ECD, Primary, Secondary, ACE, Tertiary						Working teams; workshop; draft instructional guidelines	Ministry approval memos; Minutes of Technical Team; workshop reports; participant lists.	KICD, MoEST through Education Quality Assurance and Standards Commission, Director Policy and Partnership; Peace Education Technical Team including Universities, Tertiary			<i>Risk:</i> Funding gaps <i>Assumption:</i> Sustained partnership.
1.2 Develop content for PED	Peace Education Activity Books, Supplementary materials for learners.	ECD, ACE, Tertiary and Universities						Draft PED Activity books by year 1; validated PED Activity Book by year 3 ; workshops	Ministry approval memos; Minutes of Technical Team; workshop reports; participant list.	Director Policy and Partnership; Peace Education Technical Team including KICD			<i>Risk:</i> Funding gaps <i>Assumption:</i> Sustained partnership.
1.3 Integrate and infuse Peace Education in all teaching subjects or where applicable.	Peace Education content in scheme of work, lesson plans, learners written work, teaching-learning aids	ECD, Primary, Secondary, ACE, Tertiary and Universities						Scheme of work, lessons plans, learners written work, sensitization workshops	Workshop reports, participant list, records of work covered, learners written work	KICD, MoEST, Quality Assurance and Standards Officers; technical Team Heads of Learning Institutions; Teachers			<i>Risk:</i> Funding gap <i>Assumption:</i> Ownership by the teachers/lecturers/ tutors/instructors; materials ready
1.4 Incorporate peace education in teacher training curriculum.	Teachers at all levels of education.							Curriculum development Panel; draft curriculum with Peace Education unit incorporate; Meeting of Technical Committee	Curriculum development Panel including minutes and reports; KICD Curriculum and Research service; Minutes of the Technical Committee	KICD, Director Policy and Partnership; Peace Education Technical Team, KEMI, other ministries/ government department, Universities and Partners			<i>Risk:</i> Process may be derailed by major reforms in the education sector currently underway. <i>Assumption:</i> KICD approval of curriculum development.



Strategy 2: Strengthen the teaching and learning of Peace Education						
Activity	Expected Output	Target Group/Category	Timeline (Year)			
			1	2	3	4
1.5 Integrate peace education in co-curricular activities such as drama, art, music, games, sports and clubs and societies.	Peace themes in drama, music festivals; peace tournaments; constitution of peace clubs in learning institutions.	ECD; Primary, Secondary, Adult, Tertiary and Universities	Peace education themes integrated into the guidelines on co-curricular activities	Tournaments, Drama, Music festival programmes; Register of Peace Club and Societies Members; Learners	KICD, MoEST through Director Quality Assurance and Standards, Heads of Learning Institutions; Teachers; Learners	Risk: Funding gap <i>Assumption:</i> Ownership by concerned stakeholders
			Number of co-curricular items with a theme on Peace in drama and music festivals	Musical pieces; plays, No. of peace tournament; No. of Peace Clubs; peace publicity materials		
Indicator						
			Participants list; workshop programmes advocacy; newsletters to parents; number of stakeholders sensitized	Participants list; workshop programmes advocacy; newsletters to parents; number of stakeholders sensitized	Quality Assurance and Standards Officers; Heads of Learning Institutions;	Risks / Assumptions
2.1. Sensitize all stakeholders through advocacy, information sharing, and capacity building workshops and training.	Sensitized stakeholders on peace Education	Parents; CEOs; Teachers Unions; FBOs; NGOs; sponsors				Risks: Funding gaps; Transfer of Heads of Learning Institutions; Insecurity <i>Assumption:</i> Support from stakeholders;
2.2 Conduct in service training for practicing teachers on Peace Education.	Trained teachers/ instructors/ lecturers on Peace Education	Teachers, Instructors, Lecturers	Training manuals and programmes; participants list; certificates of participation; concept notes; percentage of teachers trained.	Participants list; training programme and reports.	Quality Assurance and Standards Officers; Technical Team.	Risks: Funding gaps <i>Assumption:</i> Timely development of training manuals/ guidelines; ownership by trainees



**Policy Statement:** Education and training sector emergency preparedness and response initiatives

**Strategy 1: Put in place emergency preparedness plans for the education and training sector**

Activity	Expected Output	Target Group/Category	Timeline (Year)					Indicator	Data Source	Responsibility	Cost lines	Sources of Funds	Risks / Assumptions
			1	2	3	4	5						
1.1 Review guidelines on emergency preparedness (Formation of technical team; preparing the draft; review, finalization and validation)	Pre-conflict, conflict and post conflict emergency preparedness guidelines reviewed	All Education Stakeholders Institutional Managers						Guidelines on emergency preparedness reviewed	Department of special programs, Kenya Red Cross, UNHCR, UNICEF, Arid and Semi lands And other partners	Education cluster PE-Technical Team Principal Secretary Cabinet Secretary			• Guidelines will cover diverse interests • Availability of resources • Political goodwill
1.2 Preposition supplies in times of crisis and emergency (Develop indicators; identify monitors, report and disseminate information to the intended users.)	Emergency supplies availed in warehouses	All Education Stakeholders						Categories of supplies/ consignments	Department of special programs, Kenya Red Cross, UNHCR, UNICEF, Arid and Semi lands and other partners	Education cluster PE-Technical Team Principal Secretary Cabinet Secretary			• Willingness of development partners to contribute supplies • Availability of resources • Political goodwill
<b>Strategy 2: Develop a timely and coordinated education and training sector emergency response plan</b>													
Activity	Expected Output	Target Group/Category	Timeline (Year)					Indicator	Data Source	Responsibility	Cost lines	Sources of Funds	Risks / Assumptions
2.1 Strengthen coordination framework for actors in emergency response. TASKS	Response teams Coordinated	Institutional Stakeholder and development partners	1	2	3	4	5	A hand book for emergency response coordination	Kenya Red Cross, UNHCR, UNICEF and other partners	• Education Clusters PE-technical Committee			• Willingness of development partners to contribute supplies • Availability of resources • Political goodwill



**Strategy 3:** Establish effective psychosocial care and support systems for the education and training sector

Activity	Expected Output	Target Group/Category	Timeline (Year)	Indicator	Data Source	Responsibility	Cost lines	Sources of Funds	Risks / Assumptions
3.2 Build capacity of teachers, learners, education officials and other education stakeholders on psychosocial response and care. (Develop training modules, organize workshops and seminars)	<ul style="list-style-type: none"> <li>Training modules developed</li> <li>Capacity building workshops and seminars conducted</li> </ul>	All Education Stakeholders and learners	<ul style="list-style-type: none"> <li>• Training manual developed</li> <li>• Numbers of workshops and seminars organized/conducted</li> </ul>	<ul style="list-style-type: none"> <li>• Training manual developed</li> <li>• Numbers of workshops and seminars organized/conducted</li> </ul>	Red Cross, UNHCR, NDOC, UNICEF, Socio Programs, Care Kenya.	<ul style="list-style-type: none"> <li>• CDE, TSC County Director</li> <li>• Adult opinion leaders and out of school stakeholders</li> <li>• PE Steering Committee, CDE and TSC CDE</li> </ul>			<ul style="list-style-type: none"> <li>• Resources available</li> <li>• Goodwill from all stakeholders</li> </ul>
3.3 Strengthen peer support programmes in learning institutions. (Train peer educators, provide materials on PE)	Material on peace education developed and distributed	Learners, peer counselors and educators Student leaders		Percentage of peer educators' groups trained	Training schedules	Technical committee/ steering committee, Institution managers Education Managers e.g. CDE (Education and TSC)			Cooperation from existing peer counselors and education managers
<b>INSTITUTIONAL FRAMEWORK</b>									
<b>Policy Statement:</b> Develop sound institutional framework for peace education									
Activity	Expected Output	Target Group/Category	Timeline (Year)	Indicator	Data Source	Responsibility	Cost lines	Sources of Funds	Risks / Assumptions
<b>Strategy 1:</b> Establish Peace Education Coordination Structures and the national and county levels.									
1.1 Build the capacity of Peace education County Focal Persons and Teachers to coordinate Peace Education at the County and school levels respectively	County Focal Persons and Teachers trained on coordinating peace at their level	County Peace education Focal Persons Teachers CDEs		Groups Trained	Reports	MoEST HQs	1	MoEST and Partners	Availability of funds



Activity	Expected Output	Target Group/Category	Timeline (Year)					Indicator	Data Source	Responsibility	Cost lines	Sources of Funds	Risks/ Assumptions
			1	2	3	4	5						
1.1 Conduct a mapping of stakeholders promoting peace through education	A comprehensive database of all peace building stakeholders	All stakeholders working on peace education						Comprehensive list of stakeholders available by:	MoEST, Directorate of Policy and Partnerships	MoEST, Technical Committee on Peace Education, County focal persons	Meeting and Printing costs Subsistence Transport Telecosts	MoEST	• Availability of data on the partners • Cooperation of players • Availability of funds
1.2 Review the roles of different partners/players in peace education	Clearly defined roles of players in the programme	MoEST, other line Ministries and govt agencies, other partners						• Type of work • Size • Region • Affiliation	MoEST, Directorate of Policy and Partnerships	National, County and lower level technical committees on Peace Education	Printing costs Meeting Travels/ Accomm	MoEST, Partners	• Political will • Resources shall be available • Ease in cooperation by partners and all players
1.3 Strengthen the capacity of the ministry to effectively coordinate peace activities in the sector (to cover capacity to effectively coordinate in light of the new structures)	Personnel coordinating peace education trained	PEOs from MoEST, MoP, MoYA, TSC at county and HQs						• A list of partners and their roles • A revised structure, TOR and guidelines for the different players • Effective coordination	MoEST, Directorate of Policy and Partnerships	MoEST HQs, Partners	Transport Subsistence Venue Accommodation Training Materials Facilitation	MoEST, Partners	• Availability of personnel to be trained • Funding and other resources shall be available

**Strategy 1:** Strengthen the existing structure to make it more functional in coordinating peace education and partnership building

**Strategy 2:** Establish and enhance networks within Government and other stakeholders undertaking peace building initiatives through education and training

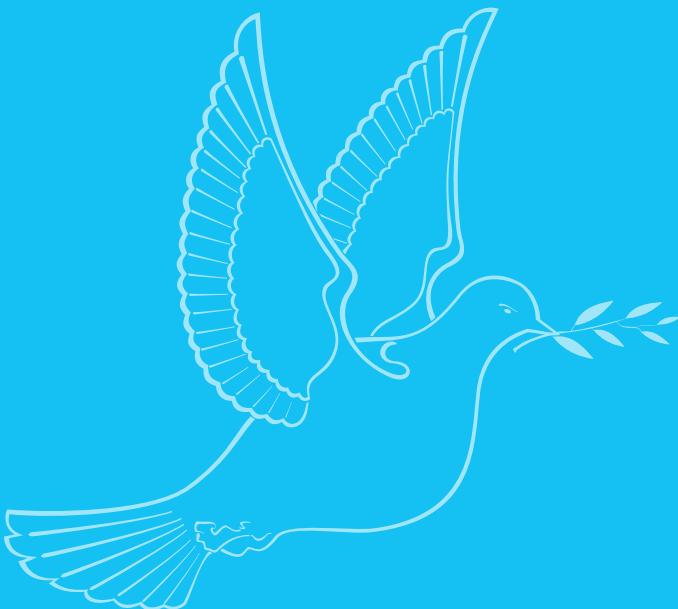


2.1 Hold stakeholder forums to facilitate networking	Peace education joint work plan developed	All state and non-state actors	Annual Reports/ Reviews	MoEST, partners	MoEST Peace Education Officers, Partners	Transport Subsistence Venue Accommodation	MoEST, Partners	Political will • Full cooperation from players throughout the process • Availability of funds
3.1 Develop resource mobilization mechanisms based on the activities framework	Peace Education Programme implemented with resources from Government and other sources	MoEST, partners	List of activities and tasks Operational work plans	MoEST, partners	MoEST Peace Education Officers, Partners	Training Materials Facilitation	MoEST, Partners	Political will • Capacity to develop funding proposals exists
<b>Strategy 3: Facilitate resource mobilization to support the Peace Education Programme</b>			% Government allocation to peace education activities	MoEST Programme budget and review reports	MoEST Peace Education Officers, Partners	Proposal development costs	MoEST, Partners	Political will • Capacity to develop funding proposals exists
<b>Strategy 4: Involve counties and the local communities in peace education initiatives</b>			Proportion of activities implemented from external funding	Partner budget reports				
4.1 Integrate peace days in learning institutions as well as public forums	County/Sub County Peace Days/functions/ open days	CDE (TSC,MoEST), Youth, learners, parents, surrounding community	Peace days included in MoEST calendar, Peace Concert, Peace Posters.	MoEST, UN Agencies	MoEST HQs, County Directors (TSC,MoEST), Local Peace Committees, ACE Instructors, teachers	Posters Printing Refreshments Allowances	MoEST, Partners	Political will • Adequacy of resources • Availability of capacity to organize the peace days
4.2 Advocate for peace building among communities through education	Community peace meetings/ barazas Establish a peace education section ii the museum of Kenya	FBOs, CSOs, Community leaders/elders, Youth and women leaders, ACE	Meeting attendance Meeting reports/ resolutions Reduced incidences of conflict/violence in learning institutions	CDE, FBOs/ Provincial Admin	County Directors, Sub County Education officials, County and Local Peace Committees, ACE Instructors and MDTIs	Meeting and Telecasts	MoEST, Partners	Political will • Community willingness and cooperation • Availability of data for baseline on conflicts/ violence



Strategy: Enhance the effectiveness of communication and information management on peace education						
Activity	Expected Output	Target Group/Category	Timeline (Year)	Indicator	Data Source	Responsibility
Develop of communication and information management strategy to enhance peaceful coexistence  (Advocacy – commemoration of international days that have a bearing on peace, literacy day campaigns, documentation of traditional mechanisms of peace resolution among various communities;	<ul style="list-style-type: none"> <li>• Strategy Developed,</li> <li>• A detailed framework developed for engaging different players on information &amp; communication on peace education</li> </ul>	Media, leaders, communities, youth in and out of school, children, learners at all levels		<ul style="list-style-type: none"> <li>• Availability of strategy document</li> <li>• % of people reached</li> <li>• Availability of reports</li> <li>• Availability of BCC/P materials</li> </ul>	Media leaders, communities, youth in and out of school, children, learners at all levels	MoEST- Headquarters and County offices





Ministry of Education  
Science and Technology



United Nations  
Educational, Scientific and  
Cultural Organization