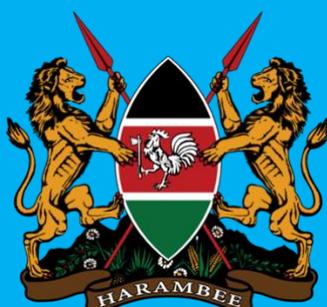


AN ASSESSMENT REPORT ON THE INTEGRATION OF PEACE EDUCATION INTO TEACHING AND LEARNING IN AFRICAN COUNTRIES



MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education
REPUBLIC OF KENYA

&



Ushirika wa Maendeleo ya Elimu Barani Afrika
الرابطة لأجل تطوير التربية في إفريقيا
Association for the Development of Education in Africa
Association pour le développement de l'éducation en Afrique
Associação para o Desenvolvimento da Educação em África

March 2022

TABLE OF CONTENTS

LIST OF TABLES	iv
LIST OF FIGURES	v
ACKNOWLEDGEMENT	vi
OPERATIONAL DEFINITION OF TERMS	vii
EXECUTIVE SUMMARY	viii
CHAPTER ONE: INTRODUCTION	1
1.1 Background.....	1
1.2 Study Objectives.....	2
1.3 The purpose of Assessment.....	2
1.4 Research Questions	2
CHAPTER TWO: LITERATURE REVIEW	3
2.0 Introduction	3
2.1 The Concept of Peace Education.....	3
2.2 Mainstreaming Peace Education in Curriculums	4
2.3 Peace Education Content.....	5
2.4 Mainstreaming Peace Education: A Global Overview	6
2.5 A Synthesis of Peace Education Integration practices in Selected Countries in Africa	7
2.5.1 Botswana	7
2.5.2 Burkina Faso.....	8
2.5.3 Cameroon	9
2.5.4 Mali.....	9
2.5.5 Somalia	10
2.5.6 Zambia	11
2.5.7 Kenya.....	11
CHAPTER THREE: METHODOLOGY	13
3.0 Introduction	13
3.1 Scope	13
3.2 Piloting	13
3.3 Data Collection Strategy and Analysis	13
3.3.1 Data Collection Instruments and Target Group	14
3.3.2 Sample size determination	14
3.3.3 Translation of tools and back translations.....	15
3.4 Limitation of the Study	15
3.5 Quality Assurance.....	15
3.6 Ethical Considerations and Clearance	16
CHAPTER FOUR: RESULTS AND DISCUSSIONS	17
4.0 Introduction	17
4.1 Demographics.....	17
4.1.1 Distribution by Gender	17
4.1.2 Distribution by Age Categories.....	17
4.1.3 Distribution by Type of School.....	18

4.1.4 Years of Experience	18
4.1.5 Positions held by respondents in their respective schools	19
4.2 Incorporating Peace Education into education systems	19
4.2.1 Is Peace Education Incorporated into Education Systems?	19
4.2.2 Peace Education as a Standalone Subject	20
4.2.3 Capacity Building on Peace Education	21
4.2.4 Knowledge and Skills gained from the Training Sessions	21
4.2.5 The need for Capacity Building on how to Integrate Peace Education in the Curriculum	22
4.3 Infusing PE content into the curriculum	22
4.3.1 Peace Education Content in Humanities Subjects	23
4.3.2 Peace education in Science Subjects	24
4.3.3 Peace education and Life Skills Education	24
4.3.4 Peace Education as an Examinable Subject	25
4.4 Teaching Approaches for Delivering Peace Education Content	25
4.4.1 The use of Transformative teaching approaches by Teachers	25
4.4.2 Teachers deliberately use words, concepts which contain peace messages during teaching and learning	26
4.4.3 Effective teaching and learning Strategies in Peace Education	26
4.5 Integration of Peace Education in Out-of-Class Programmes	27
4.5.1 Do School Missions, Visions, Songs and Logos contain peace Messages?	27
4.5.2 Co-curricular Activities Promote Peace	28
4.5.3 Learners' participation in sports activities to promote peace	28
4.5.4 The existence of Peace Clubs in Secondary Schools	29
4.6 Does the School Environment Promote Peace Education	30
4.6.1 Talking walls on peace messages in the school environment	30
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS	31
5.0 Introduction	31
5.1 Conclusions	31
5.2 Recommendations	31
REFERENCES	33

LIST OF TABLES

Table 1: Data Collection Instruments	14
Table 2: Proposed Sample size determination of respondents per country.....	14
Table 3: Limitations of the study and the Mitigation strategies.....	15

LIST OF FIGURES

Figure 1: Distribution by Gender.....	17
Figure 2: Distribution by Age Categories.....	18
Figure 3: Years of Experience	18
Figure 4: Respondents' Position in the School	19
Figure 5: Incorporation of Peace Education in the Education System	20
Figure 6: Is Peace education delivered as a Standalone Subject?	20
Figure 7: Peace Education Trainings	21
Figure 8: Knowledge and Skills Acquisition during Trainings	22
Figure 9: Capacity Building Gap to Integrate PE in teaching.....	22
Figure 10: Infusing Peace Concepts into Humanities Syllabus in Secondary Schools.....	23
Figure 11: Integrating Peace Concepts into Science syllabus at the Secondary Schools Level	24
Figure 12: Peace Concepts infused in Life Skills Education Syllabus.....	24
Figure 13: Peace Education as an examinable Subject	25
Figure 14: Transformative teaching approaches by Teachers	26
Figure 15: Teachers deliberately use words, concepts which contain peace messages during teaching and learning	26
Figure 16: Appropriate Teaching and Learning Strategies in Peace Education	27
Figure 17: Do School Missions, Visions, Songs and Logos contain peace Messages.....	28
Figure 18: Co-curricular activities promote peace	28
Figure 19: Learners participation in sports activities to promote peace	29
Figure 20: Peace Clubs in Secondary Schools.....	29
Figure 21: Talking walls portraying peace messages in the school environment	30

ACKNOWLEDGEMENT

The Association for the Development of Education in Africa (ADEA) wishes to appreciate the work done by the consultant (Dr. Olivia Opere) in successfully conducting this study, in accordance with the set terms of reference, under the leadership of Ms. Dorah Kitala, the Coordinator for the Inter-Country Quality Node (ICQN) on Peace Education.

ADEA also expresses its gratitude to the Mastercard Foundation for the financial support to the study, through the ICQN on Teaching and Learning, facilitated by the ADEA Secretariat.

We give a special recognition to the expert focal points in the Ministries of Education in the study countries for participating as respondents and also facilitating the engagement with other respondents in the study.

Finally, ADEA remains indebted to the Ministers and delegated officials of the study countries as well as the supporting partners for their continued support.

OPERATIONAL DEFINITION OF TERMS

Peace Education (PE): is a process of promoting knowledge, skills, attitudes and values needed to bring about behavior changes that will enable learners to acquire knowledge, skills and attitudes for prevention of conflict and violence. It refers to formal school-based and informal community education program that seek to inculcate peace values in learners.

Co-curricular Activities: These are activities that take place outside the classroom environment and which are expected to complement the teaching and learning process. Peace Education is imparted through these activities that provide an opportunity for character building.

Integration of Peace Education: The process of infusing Peace Education content into the subject content areas and using co-curriculum activities such as sports and clubs to practice peace values.

Peace Education as a standalone Subject: Inclusion of peace education into the curriculum as a as a critical subject area.

Peace Clubs: An association dedicated to learning about peace, acquiring and practicing conflict resolution ideas and skills outside the classroom environment.

EXECUTIVE SUMMARY

UN Sustainable Development Goal (SDG) number 16 calls on governments and the private sector to be involved in the “promotion of peaceful and inclusive societies for sustainable development, provision of access to justice for all and building effective, accountable and inclusive institutions at all levels.” AU Agenda 2063 recognizes the fundamental role of peace education as a vehicle to usher in peaceful coexistence in the African Continent. For this reason, the AU has developed the Continental Education Strategy for Africa 2016-2025 (CESA 16-25) to guide and shape policies in the education sector in Africa. The strategy document has embedded peace education, and one of its key pillars is to ensure a peaceful and secure environment. The continental education policy document has 12 strategic objectives to be achieved by 2025. These results areas are aimed at wholly reorienting the African education and training systems to achieve the AU’s vision and Agenda 2063. In result area (Strategic objective 10), CESA 16-25 seeks to “promote peace education and conflict prevention and resolution at all levels of education and for all age groups.” To achieve this goal, African governments are called upon to formulate national policies for peace education that are enshrined in African values and that provide mechanisms of conflict prevention and resolution. Relevant ministries as well as representatives of civil societies and groups are expected to participate in this process. Further, governments are expected to provide the parameters to train teachers to be peace actors and to develop and disseminate teaching and learning materials on peace education. This is in addition to provision of intermittent peace training sessions in various categories of learning institutions.

The contemporary world is faced with unending conflicts that continues to threaten the very existence of the human race and for this reason, peace education remains a critical antidote in bringing a lasting peace. Communities and learning institutions are plagued with acts of direct and indirect violence hence the dire need for education that will deter conflict which leads to violence. Equipping the young generation with skills and attitudes for dealing with conflicting situations is of paramount importance to the search for peace. It is therefore fundamental for education systems in Africa to explore ways of mainstreaming peace education in all the teaching and learning programmes.

Recognizing the impactful role of education in promoting peace, ADEA and its partners have continued to play a pivotal role in the advancement of policy dialogue, development and supporting effective practices to promote peace in African societies. The Inter-Country Quality Node on Peace Education (ICQN PE) being the co-chair of the African Union Peace and Education Cluster conducts activities geared towards the Prevention and Management of Emerging forms of Violence in learning institutions (PMVE). This study is one of such activities that sought to unearth the status of peace education integration into teaching and learning in African countries with a view to suggesting strategies for attainment of sustainable educational programmes that promote democracy, citizenship, Pan-Africanism, peaceful coexistence among other values. The study has made recommendations based on a collection of best practices from various countries.

Methodology

A mixed methods approach was used to compare multiple perspectives and data regarding integration of peace education into teaching and learning. Desk reviews from secondary sources

(policy documents and research outputs, inter alia) were also conducted. Questionnaires, Key Informant Interviews (KIIs), and Focus Group Discussion (FGDs) were used to source for data.

Initially, data was to be collected in secondary schools in 10 African countries: Kenya, Somalia, Ethiopia, Nigeria, South Sudan, Mali, DRC, South Africa, Burkina Faso but due to challenges associated with the COVID 19 pandemic, primary data was obtained from respondents in 5 countries including Kenya, Cameroon, Mali, Somali and Botswana. The targeted countries were purposively sampled due to the existence of peace education focal points who were expected to coordinate the data collection process in their respective countries. Further, countries that are prone to conflict or are in post conflict situations, and those that host refugees were also selected for the study. Teachers, education officials, curriculum developers and PE focal points/ICQN-PE participated in the study.

Piloting

The pre-testing of tools was conducted in Kenya with the support from the ICQN-PE coordinator based in Kenya. A target with similar characteristics was selected in Nairobi County Kenya. One secondary school was identified for administering the study tools to different respondents. The purpose of the piloting was to test the instruments and processes of the research. The instruments were reviewed based on the feedback obtained during the piloting exercise. Ambiguous questions were rephrased and those that sounded repetitive were reviewed. It emerged that there would be a need for document analysis to triangulate the responses captured using questionnaires and interviews.

Data Collection Strategy and Analysis

An online data collection tool was used to capture the views of respondents on integration of peace education into the secondary school education systems in African countries. A sequential approach was used to obtain quantitative data and then qualitative data. Questions to capture the perceptions of respondents on peace education issues were generated in line with the objectives.

Further, the exploratory nature of open-ended questions enabled deeper insights into teachers' perspective on the integration of PE. It sought to establish among other things, the teaching approaches used by teachers and the role of co-curricular activities towards promoting peace. Closed-ended questions were used to provide quantifiable data on the same issues.

Quality Assurance

Quality assurance is a critical component of a project of this nature. Mechanisms which ensure high standards were maintained during the assessment process. To achieve this objective, the study benefited from inbuilt GPS coordinates of the online data collection tool to provide details of the actual location of respondents. Data collection tools were validated through pre-testing and necessary adjustments effected.

Ethical Considerations and Clearance

Informed consent was sought from all respondents before commencement of the data collection process. Anonymity and confidentiality were also observed throughout the study. Ethical guidelines from African Development Bank (AfDB) were followed to safeguard the confidentiality of those participating in the study and to ensure the data obtained is used only for the intended purpose.

Limitations of the Study

The views of learners on how peace education is integrated in teaching and learning were quite vital, but it was not possible for them to participate in the study due to school closures. Poor internet connectivity interfered with online interview sessions to an extent some interview sessions involving key informants had to be repeated. There were delays in obtaining responses from study participants in some countries. This was attributed to the disruptions of normal lifestyles due to the COVID 19 Pandemic. Consequently, primary data was collected from fewer countries.

Findings and Conclusions

Peace Education remains a key antidote to the prevailing turmoil facing the human race. Anthropogenic actions continue to put in jeopardy the social and economic welfare of virtually everyone in the contemporary world. Yet, there is hope that sustainable peace can be realized through education. Education that targets the younger generation, presents a treasured opportunity and avenue to usher in the much-desired sustainable peace. Formative years present an opportunity to instill knowledge on the dangers of the absence of peace, causes of conflict and the means to ensure peace and tranquility prevails. To counteract fight the enemies of peace, education that incorporates peace has been found to be a greater weapon than guns, machetes and other instruments of mass destruction.

Majority of countries that participated in the study, have in one way or the other integrated peace education into their teaching and learning programmes. In some contexts, this has been realized by infusing critical peace education across the subject content areas particularly the arts and humanities such as Social studies, History and Government and Religious studies. This is due to the perceived close association between peace education and humanities as a subject. In some cases, peace concepts are hosted in subjects such as Life Skills Education.

However, some of the countries lack structural standards and policy guidelines on integration of peace education into teaching and learning programmes. Procedures of this nature are essentially derived from various resolutions passed by global congresses such as Resolution on Education for Peace (2004) that focuses on the role of education in promoting peace. Context sensitive education sector policies on peace are formulated at the country level.

According to majority of the teachers who participated in the study, there is lack of capacity when it comes to integrating peace education into teaching and learning processes. Infusing value-based concepts into both humanities and science-oriented subjects presents a challenge. Further, identification of the pivotal moments to introduce value laden content or activities requires a skilled

teacher equipped with peace building competencies. On the other hand, learners also need to be made conscious of the dangers lurking in the event that peace becomes elusive due to unchecked human action. This can only be achieved when teachers have the necessary training, skills and competencies to better understand the elements that contribute to long term peace and how to operationalize the peace concepts in the curriculum. Such a curriculum will not only boost the quality of learning outcomes but also instill a sense of peace consciousness.

It emerged that some of the countries that participated in the study have developed frameworks for use to establish peace clubs in learning institutions. Such clubs provide a practical approach to educating for peace outside the formal classroom environment. In some contexts, various organizations committed to promoting peace through educational initiatives have supported the setting up of peace clubs.

Recommendations

Policies that seek to promote and deepen knowledge and teaching of peace in the education sector should be formulated. Collaborations and experience sharing are useful in ensuring the countries that still do not have an education sector policy on peace education learn from the ones that have implemented such specific policies.

Capacity building on how to continuously attain change of tact, approaches and methodologies of integrating peace education should be prioritized. Governments in collaboration with the private sector need to take a leading role in ensuring teachers are equipped with requisite knowledge, skills and attitudes on peace building through targeted training on the best ways to infuse peace education in teaching and learning programmes.

Furthermore, the mode of delivery for peace education should also be reinforced to ensure transformative pedagogy is employed to enable the inculcation of peace values needed by learners to become agents of peace in their communities and beyond. This is because experiential teaching and learning activities nurture learners' mindset shift by focusing on creating experiences that have a practical application of knowledge and skills to real life happenings.

Moreover, the mainstreaming of peace concepts in out-of-class programmes is fundamental if the theoretical component is to be put into practice. Co-curricular activities such as music and drama festivals provide an opportunity for experiential learning which ensures learners connect theories and knowledge acquired in the classroom to real life situations. Community service learning will also be of great benefit as learners interact with various issues in their communities. Such community-based activities are critical in deepening their appreciation of the value of sustainable peace. In sum, a holistic framework of peace education is beneficial to learners.

It is imperative that school administrators establish and promote a culture of peace in a holistic manner. School mottos, visions and mission should portray peace messages. Learners should not just recite or memorize such messages. Instead, they must be encouraged to internalize and constantly practice the values and principles learned. It may be necessary for Ministries of Education to consider instructing learning institutions to review their school mottos, songs, visions and messages to ensure they contain peace messages.

Besides the aforementioned, there is need for teacher training programmes to incorporate peace education as an integral component of the course. Teachers will then gain in-depth knowledge, skills and attitudes on the subject so as to positively impact on learners. Consequently, countries that have benefitted from peace building training sessions for teacher educators supported by international organizations should share their experiences and gains in this regard. Experience sharing platforms should be established to facilitate the dissemination of best practices.

Peace clubs provide an ideal opportunity for the youth to develop and practice a culture of peace. Out of classroom activities that instill and foster peace values such as mutual respect, cooperation, collaboration, forgiveness and reconciliation are practiced. Countries that have established peace clubs should share the guidelines used for formation of these clubs.

Organisations that support peace building initiatives should embrace collaborative synergy and establish alliances for an enhanced understanding of sustainable peace education practices. Joint strategic positioning and collective implementation of programmes should be explored.

This study makes a strong case for infusion of peace values and transformative practices into the teaching and learning approaches if peace is to prevail in our contemporary world. This requires strategies that promote interactive learning processes while nurturing participatory, cooperative and problem-solving abilities in learners.

CHAPTER ONE: INTRODUCTION

1.1 Background

Peace Education originated in the 1970s and later expanded considerably in academic literature. It has spread worldwide more recently than previously acknowledged by literature. (Pineda, P., Celis, J., & Rangel, L., 2019) This is to an extent that there is a strong case for advancing the understanding and practice of peace education in learning institutions. After all, these institutions not only provide knowledge and skills, but are also agents of socialization. Learning institutions play a crucial role in furthering the aims of peace through shaping social and cultural values, norms, attitudes and dispositions. Peace education interventions have influenced the reduction of violence in schools and ensured promotion of values such as justice, democracy, patriotism, Pan Africanism, and Citizenship (International Alert, 2020). Advancing peace education in teaching and learning institutions requires a multi layered approach. There is no one size-fits-all solution. Peace Education is best accomplished by constructive learning and simulation of the school climate for peace values and conflict resolution skills. Teachers as well as learners should be responsible for practicing values of peace. Teachers are expected to foster, and sustain positive social interactions and collaborative relationships among learners and by extension, their families. Consequently, the wellbeing of communities is strengthened. A major concern for researchers and educators all over the world therefore is whether peace education should be introduced into learning institutions either as a standalone subject or infused in the existing curriculum and also practiced through co-curricular activities.

The Association for the Development of Education in Africa (ADEA) is a forum for policy dialogue on education policies and a partnership between education and training ministries in Africa and their technical and funding partners. It is also a network of policy-makers, educators and researchers. Based on its capacity to foster policy dialogue and pool ideas, experience, lessons learned and knowledge, it is a catalyst for educational reform. ADEA is recognized today as being a major actor in the processes of dialogue, sharing and teaching and learning for qualitative change in education aimed at promoting development in Africa (AU Outlook on Education Report, 2014). The organization engages in activities to strengthen policy dialogue between governments and other development agencies. These activities also enhance institutional and technical capacities within Africa by establishing networks for the sharing of information and the dissemination of successful strategies and innovations. (ICQN on Peace Education workshop report, 2012) Within this context, ADEA fosters regional, sub-regional and cross-country exchanges as well as partnerships with civil society institutions. Further, in order to ensure that the recommendations stemming from the initiatives by ADEA are translated into concrete actions, ADEA has set up Inter-Country Quality Nodes (ICQNs) bringing together countries facing a similar challenge and strategic partners with expertise in a specific field. The ICQNs are technical mechanisms established under ADEA to strengthen achievement of strategic goals towards improvement of education in Africa (ADEA, Situational Analysis Report. 2017). The ICQNs are coordinated by specific champion countries' Ministries of Education in the member country. The ICQNs specifically facilitate, sharing of knowledge and collaborative action on key areas related to education and forging of strategic partnerships for the roll out of identified programmes in specific areas.

Notably, one of ADEA's new strategies is to support ICQNs in their activities for purposes of resource pooling and holistic implementation of programmes addressing specific thematic areas. The ICQN

PE was formed as a result of a Ministerial Conference hosted by ADEA in June 2004 to deliberate on the challenges facing education in post conflict or fragile states. Ministers of Education expressed commitment to utilize their respective education systems as agencies and forces for peace-building, conflict prevention, conflict resolution and nation-building. This is to ensure the role of education in building, keeping, and promoting peace is emphasized. Making use of a strategic plan aligned to ADEA's mandate, ICQN PE has continued to strengthen peace education coordination structures in the member states (A blog on the development of Peace Education Policy in Kenya. August, 2014).

It is in this regard that this study set out to assess the integration of PE into teaching and learning in secondary schools in 10 targeted countries in Africa. A descriptive research design, making use of a mixed methods approach of data collection was used to establish the extent to which PE has been integrated into teaching and learning. This was also to enable the identification of any gaps and challenges in implementation processes and to share best practices in the integration of PE in teaching and learning.

1.2 Study Objectives

1. To conduct a situational analysis on the integration of PE in teaching and learning programmes in the 10 African countries.
2. To obtain information for developing an assessment tool for integration of PE in teaching and learning programmes in 10 African countries.
3. To share the study findings and make recommendations of best practices in the integration of PE in teaching and learning.

1.3 The purpose of Assessment

The purpose of the assessment was to find out the extent to which PE has been integrated in teaching and learning, in secondary schools in selected countries in Africa. Based on the study outcomes, it focused on formulating recommendations and documenting best practices for policy decisions and educational strategies related to peace education in Africa.

1.4 Research Questions

1. What is the status of integration of PE in teaching and learning programmes in the 10 African countries?
2. What information is required for developing an assessment tool for integration of PE in teaching and learning programmes in 10 African countries?
3. What are the best practices in the integration of PE in teaching and learning.in the 10 African Countries?

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This section reviews and synthesizes literature on the global and regional PE integration policies and practices. The ideas presented here provide significant information published on the concept of peace education and its integration in teaching and learning. It includes country specific case studies on peace education programmes.

2.1 The Concept of Peace Education

The word 'peace,' is derived from a Latin word, *pax*, which refers to a state of security and calmness that exists whenever there is no violence and human beings coexist in harmony.¹ However, different authors describe the word, 'peace,' in various ways. While negative peace depicts absence of war or violence, positive peace does not only mean absence of war or violence but also ensures justice for all is realized in a sustainable manner.² Peace is also understood as a desirable state of harmony and calmness where non-violent ways to resolving conflict prevail.³ In learning institutions, peace is realized when learners, teachers and other members of the school community are devoted to practicing humanity's values in order to avoid conflict which could result into school violence.

The idea of peace has been in existence from as far back as the era of the Second World War in 1945. It continues to thrive and gain prominence; thanks to the attention it has been given by the UN and other Non- Governmental Organizations (NGOs) such as the Global Peace Initiative. These organizations share the worldview that achieving peace is of paramount importance to all the nations. UNICEF defines peace education as "the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level."⁴ Other authors have defined PE as an interdisciplinary area of education whose goal is both institutionalized and non-institutionalized teaching about peace and for peace. Peace education equips learners with skills for nonviolent conflict resolution and to reinforce knowledge gained for active and responsible action in the society in order to promote the values of peace.⁵ Essentially, peace education has five basic principles: Nonviolence; tolerance; equality; respect for differences and social justice.⁶

¹ Bloomsbury, Dictionary of Word Origins, p. 387, quoted in Buddhism and Peace 'written by Ven. B. Khemanando, (Calcutta: Lazo Print, 1995).

² <https://digital.library.txstate.edu/bitstream/handle/10877/6980/Shields-Limits-Peace.pdf?sequence=1&isAllowed=y>.

³ <https://pdf.sciencedirectassets.com/277811/1-s2.0-S1877042814X0008X/1-s2.0-S1877042813052956/main.pdf>.

⁴ https://inee.org/system/files/resources/UNICEF_Peace_Education_1999_en_0.pdf. P. 6.

⁵ <https://education.stateuniversity.com/pages/2314/Peace-Education.html#ixzz7BWK0ZWU0>.

⁶ <https://education.stateuniversity.com/pages/2314/Peace-Education.html>.

The concept of PE is also multidimensional, encompassing some other components.⁷ This is illustrated in Figure 1 below:



Globally, humanity is confronted with various challenges ranging from religious extremism to full-blown wars that has caused, and continue to cause human fatalities, loss of property and displacements. The impact of community violence on educational outcomes can also not be underestimated. According to a recent report by BBC millions of learners in Ethiopia have been out of school due to the warring situation that has persisted for several months. Ethiopian authorities have closed all secondary schools to allow learners to harvest crops for those involved in the fighting. (*BBC Report, December 2021*). Such instances bring to the fore the far reaching consequences of war on education. The irony is that schools should provide safe spaces for children even amid armed conflict. They should not only offer education for children, but also provide the much needed stability and routine during times of conflict, The idea of mainstreaming peace education in teaching and learning is therefore of paramount value to the society. It aspires to enable learners to become responsible citizens who have the ability to deconstruct the foundations of violence and purposefully advance the prospects of peace.

2.2 Mainstreaming Peace Education in Curriculums

Faced with unending conflicts, the human race is constantly in pursuit of solutions to ensure lasting peace pervades the planet. Education remains a critical tool for promoting peace in a world filled with turmoil and innumerable socioeconomic challenges that puts peaceful coexistence at jeopardy on a

⁷ <https://www.peace-ed-campaign.org/mainstreaming-peace-education-methodologies-approaches-and-visions-a-practitioners-manual/>.

daily basis. Equipping the younger generation with requisite knowledge and skills for adopting a positive attitude to conflict resolution is of paramount importance to the search for peace. It is therefore fundamental to infuse or integrate peace education in all teaching and learning processes at all levels of an education system.⁸ This is what mainstreaming peace education entails.

Over the past decade, UNESCO has spearheaded initiatives aimed at fostering a culture of peace through education by supporting efforts to mainstream PE into educational curricula. The focus has been on fostering qualitative values including conflict resolution skills, mutual respect, cohesion, forgiveness among others. Education systems should portray the critical role they are expected to play in building peaceful and sustainable societies.⁹ Moreover, SDG 4.7 aims at ensuring learners adopt a culture of peace and non-violence. Unfortunately, in many countries, peace programmes are seldom purposively mainstreamed into national education systems to introduce constructive attitudes, skills and behaviours for living together in order to avert conflict.¹⁰ In spite of this, some countries such as Rwanda have demonstrated concerted efforts towards building and realization of sustainable peace through education. Class readers consisting of stories and poems on peace themes have been developed targeting learners and adult literacy classes. This is in addition to sports being used as a vehicle to nurture skills and attitudes for peace. (UNICEF, 1999)

2.3 Peace Education Content

Based on the World War 1 experiences, John Dewey, an educational reformer, applied progressive education ideas to the advancement of peace in the world. He explored ways in which peace education could become an effective instrument in promoting global understanding focusing on world peace and universal citizenship based on a social science approach to education. The peace curriculum he advocated for was based on promoting world patriotism. He argued that the responsibility of learning institutions in a democratic society is to teach peace values such as cooperation and understanding.¹¹ Further, referring to Galtung's concept of positive peace, an ideal curriculum should integrate peace concepts and also support transformative teaching and learning approaches with a view to nurturing learner's acquisition of peace values.¹² According to John Fein the subject Geography is related to peace studies in the sense that so much of war and peace issues are geographical by virtue of the conflict prone territorial matters.¹³

Further, using a qualitative approach, a study by Brown and Morgan compared the secondary school curriculum in England and Jordan with a view of establishing the existence of peace concepts. The results indicated that human rights issues were infused in subject areas such as Geography, History, English Literature and Religion, and that overall peace education was considered as a vital

⁸ <https://philpapers.org/rec/ZARPEA>.

⁹ <http://www.ibe.unesco.org/sites/default/files/resources/education-for-peace-2015.pdf>.

¹⁰ <http://www.ibe.unesco.org/sites/default/files/resources/education-for-peace-2015.pdf>.

¹¹ https://www.tc.columbia.edu/epe/epe-entries/howlett_ch3_22feb08.pdf.

¹² https://www.irenees.net/bdf_fiche-notions-186_en.html.

¹³ <http://www.eolss.net/sample-chapters/c11/e6-61-05-01.pdf>.

component of the education system of both countries.¹⁴ Peace education content should be infused in all subject areas so that it can be beneficial to both humanities and science learners.

Recognizing the impactful role of education in promoting peace, ADEA in partnership with various organizations, continuously play a pivotal role in the advancement of policy dialogue and in supporting effective practices to promote peace in African societies. The ICQN-PE is therefore a co-chair of the African Union Peace and Education Cluster in collaboration with Save the Children. In addition, the ICQN-PE conducts activities geared towards the prevention and management of emerging forms of violence in learning institutions. Such activities have taken place in Kenya and Liberia (ICQN on Peace Education workshop report, 2012). ADEA's ICQN PE action plan expects member states to develop PE policies and programmes. In Kenya for instance, ADEA facilitated the establishment of the ICQN-PE and provided technical support for the development of the Education Sector Policy on PE (ESPPE). This policy provides curriculum initiatives and addresses emerging issues in peace building. UN Sustainable Development Goal (SDG) number 16 calls on governments and the private sector to be involved in the "promotion of peaceful and inclusive societies for sustainable development, provision of access to justice for all and building effective, accountable and inclusive institutions at all levels."¹⁵ In conjunction with Goal 4, these can only be accomplished in an environment where peace prevails and learners are able to attend school without any disruptions arising out of armed conflicts

2.4 Mainstreaming Peace Education: A Global Overview

Peace Education was featured in scientific databases in the 1970s, it then lost momentum in the 1990s and was later globalized in the 2000s. Its institutionalization was advanced by: (a) the increasing quest for discourses that underscored ideas presented by peace educators; (b) the global demand for best practices in peace education; and (c) the active role of professionals working for UN organizations such as UNESCO and UNICEF (Pineda, P., Celis, J., & Rangel, L., 2019). Other initiatives included the active role of UNESCO in establishing a network of professionals in the area of PE. Further, various policy documents were developed and some of these policy documents included: Declaration and integrated Framework of Action on Education for Peace, Human Rights and Democracy UNESCO 1995a); UNESCO and a culture of Peace: Promoting a Global Movement (UNESCO 1995b) and the Peace Education: Framework for Teacher Education (UNESCO 2005). There are several global peace events that have accentuated peace education. Such events include the International Day of Peace (21st September) and the UNESCO Prize for Peace Education (UNESCO 2009). In addition, it is notable that organizations such as the Asia- Pacific Centre of education for international understanding (APCEIU) and the University for Peace based in Costa Rica, are currently mandated to teach peace education. Sustainable Development Goal 4 on *Quality Education* emphasizes peace education as a means of promoting a culture of peace and non-violence.

The terrorist attack of September 11 in 2001 in the United States influenced peace education discourse during that period due to the realization that global terrorism was expanding. Further, the

¹⁴ [https://pure.york.ac.uk/portal/en/publications/developing-a-culture-of-peace-via-global-citizenship-education\(df31009-3a9d-45c3-9827-1669266973d8\).html](https://pure.york.ac.uk/portal/en/publications/developing-a-culture-of-peace-via-global-citizenship-education(df31009-3a9d-45c3-9827-1669266973d8).html).

¹⁵ <https://sdgs.un.org/goals>.

preamble of the constitution of Japan spells out a pledge to perpetual peace. The Japanese education system is structured towards the realization of peace in all academic subjects so as to foster peace oriented learners. To achieve this goal, peace education is offered as a standalone subject. However, in schools in the city of Hiroshima an elaborate peace study seems difficult to achieve because it is becoming nearly impossible to secure a slot for peace education in the formal education system due to an overcrowded curriculum. (Toshio.O,2009). The option therefore is to integrate peace education into various school activities such as weekly debate sessions. Sessions of this nature seek to nurture skills such as critical thinking and interpersonal communication. Learners play the key role of planning and executing events while the teachers' function is passive. It is worth noting that the contemporary peace education movement dates back from the late nineteenth century when peace societies in Europe and North America promoted internationalization through educational programmes. *The Societe of Education pacifique* set out to establish a network of teachers who strive to incorporate peace into the curriculum and as a result, peace societies have depended on education to impart peace values in learners. (Cook, S.A. 2008).

2.5 A Synthesis of Peace Education Integration practices in Selected Countries in Africa

Post-colonial Africa has experienced conflicts ranging from inter-regional battles to inter-tribal confrontations. This has led to socio-political and economic instability. The need for critical support for those affected is complicated further by shortages of human and physical resources that hamper efforts of reconstruction. The transformational power of education to impact on these issues cannot be underestimated. The role of peace education in preventing the emergence of conflicts is recognizable. This section provides a situational analysis of peace education in selected countries.

2.5.1 Botswana

Botswana is a country that has not witnessed major incidences of violent conflict despite being surrounded by conflict prone countries. Its post-independence education policies consider the concept of Kagisano (making peace) and involve schools in developing a sense of national unity. Botswana has a secondary school education system that works towards fostering education among the citizens. Peace education is therefore integrated in teaching and learning programmes. In a study by Asimeng-Boahene (2000) Citizenship education, is described as a type of formal education that prepares individuals for a higher obligation and loyalty beyond the family, village, ethnic group, nation, and continent. One distinct formal way of citizenship education is practiced through initiation ceremonies. The ceremonies were formal in that they were presided over trained instructors, an established time span, place and content of instruction, which was mostly oral in nature. It is during such ceremonies that young people learned about the laws governing their society and other responsibilities ranging from family roles to national duties. These initiation ceremonies were conducted in traditional initiation schools known as *Bogwera* and *Bojale* (Mafela & Mgadla, 2000). The peaceful situation in Botswana is attributable to the fact that peace values in this country are embedded on rich cultural knowledge and practices that is transmitted from one generation to another communally.

The Botswana national assembly makes laws for peace, order and good governance of Botswana. There are 57 members of the National Assembly who are directly elected from the constituencies,

and six (6) specially elected members, bringing the total to 63. Unlike Kenya, Botswana does not have a specific education sector policy on peace education. Nevertheless, teachers are required to emphasize the acquisition and nurturing of skills such as problem solving, critical thinking and good interpersonal relationships.

Many organizations in Botswana collaborate to promote peace. The Ministry of Tertiary Education; Research Science and Technology; Department of Social Welfare; Ministry of Labour and Home Affairs; Department of Curriculum Development and Evaluation; National Commission on Education; and Botswana Centre for Human Rights are some of the national organizations that focus on promotion of peace education in Botswana. The National Commission on Education, for instance considers education as a tool not only for achieving equitable access to individual development but also as a means to realizing social harmony. Recent government initiatives in schools include the mainstreaming of subjects such as Social Studies, Cultural Studies and Moral Education into the school curriculum so that issues relating to culture, citizenship, democracy, and development, human right and related areas may be addressed through the formal education system. The Social Studies curriculum hosts citizenship education. It is structured to foster inculcation of skills, values, knowledge and attitudes that are necessary for developing responsible citizens. The Social Studies subject content is modeled around both the traditional village integrated citizenship education and the demands of a modern nation. The phrase "*unity in diversify*" has been infused in the Social Studies syllabus to encourage learners to appreciate cultural diversity, (Department of curriculum development and evaluation, 1990).

The Botswana religious curriculum for secondary schools posits that religion is an integral part of the holistic development of an individual, community and the nation. It permeates every aspect of life and contributes in promoting tolerance and other peace values. Religious education therefore seeks to equip learners with knowledge and understanding of the African traditional religion, Christianity and other religions. Religious practices are explored so that learners can appreciate and respect religious diversity. All this is because human experiences are best understood within religious contexts and ethical teachings.

2.5.2 Burkina Faso

Burkina Faso has a history of peaceful coexistence among various ethnic and religious groups, but in recent years, the country has experienced an increase in violence. Educational interventions such as the ratification of different instruments to help in the integration of peace education into the education system have been explored. The government has developed policies that anchor peace education and has partnered with international organizations such as UNESCO to help in transforming education. Messages of peace are increasingly being incorporated in the syllabus even as it advocates for increased literacy and numeracy in the country. Creative arts is being employed in psychosocial interventions targeting children affected by conflict and crisis. (Jordans et al., 2009; Tyrer & Fazel, 2014)

Youth organizations in Burkina Faso conduct a wide range of co-curricular activities and engage in community service learning. These activities includes sports such as football tournaments aimed at inculcating peace values in young people by providing an opportunity for participants to practice teamwork, collaboration and cooperation among other values. The prevalence of these activities is an indication that there are efforts being made towards the realization of peace through education.

In 2019, UNESCO in partnership with UNODC (Doha Declaration Global Program) developed handbooks for primary and secondary schools to promote peace building skills. A European Union funded international NGO known as *Progetto Mondo. MLAL* (PMM), developed a school based tolerance curriculum for Burkina Faso learners. Further, Burkinabe Federation of UNESCO Associations promotes democratic and civic values, a culture of peace and international awareness through training activities, conferences, theatre and environmental programmes including reforestation. Some of its objectives are to contribute to the promotion of human rights, good governance, democracy and culture of peace; and to promote eco-citizenship and sustainable human development.

2.5.3 Cameroon

During independence, Cameroon's leadership adopted "national unity" and later "national integration" as policy options to ensure internal cohesion among more than 250 ethnic groups in the country, with their separate cultures. This was also done to encourage peaceful coexistence among the Anglophone and Francophone Cameroonians. The underpinning priority of post-independence education in Cameroon especially at the basic and secondary level has been the 1990 Jomtien Declaration on Education for All. Consequently, the constitution, legislation, judicial precedents and customary law which are the main sources of legislation in the country, spells out the government's commitment to education for all.

The government of Cameroon is also working on integrating peace education into out of classroom programmes. This is to benefit from the proven value of mainstreaming peace education through formal, non-formal and informal peace building efforts. Coordinated by the ministry of education, school based policies aimed at inculcating and promoting peace through education have been introduced. All these are to ensure learners embrace peace values during the formative years. It is hoped that peace education in Cameroon will ensure greater internal cohesion and promote sustainable development in the country. The transformation is intended to enhance the Cameroonian youth awareness of their present and future responsibilities and to encourage them to assert themselves as global citizens.

In Cameroun, peace education has been mainstreamed into the secondary school curriculum. Learners are expected to conceptualize the notion of peace, war, and other acts that threaten peace and tranquility. Further, they are sensitized on what actions can aggravate war and the importance of peace to Cameroonians at large. There exists an established network of peace ambassadors in various secondary schools who are empowered to champion peace and be agents for change by influencing their fellow young people to embrace peace and reject violence. In spite of all these initiatives the exam oriented education system still interferes with the teaching of peace education since teachers would rather focus on examinable subjects.

2.5.4 Mali

The education system in Mali inherited most of its principles from the French colonial government. The government of Mali takes cognizance of the fact that transformative educational processes and the availability of teachers to steer the peace education agenda are the major ingredients to peace-building and the entrenchment of sustainable peace in post conflict scenarios (Sayed & Novelli, 2015). Since the 1990s, the Government of Mali has continuously introduced sector-wide policy and planning, increased spending on education and reorganized its ministries for enhanced service

delivery. The vision of the 2019-2028 Education sector plan (Programme Décennal de Développement de l'Éducation et de la Formation Professionnelle Deuxième Génération) stipulates that by 2028, the country will have a well-functioning, inclusive education system that prepares citizens for productive, patriotic, and creative contributions to socio-economic development. The government of Mali recognizes that education has the unrivaled potential for cultivating and fashioning sustainable peace. As a result, efforts have been put in place to implement peace building programmes and prevent trauma and conflict through integration of peace education into the education system.

In Mali's Sahel region, there are recognizable initiatives by both local and international NGOs aimed at stimulating dialogue among various groups of people and revitalizing reconciliation processes for the sake of sustainable peace. These initiatives are being led by: Ministries of Youth and Citizen Construction; National Reconciliation and Social Cohesion; National Education; the Ministry of Vocational Training and the Ministry of Higher Education and Scientific Research, the Promotion of Women, Children and Families; and Non-Governmental Organizations (NGOs). Besides, teacher training programmes on peace building have been effected by the Ministry of National Education in partnership with organizations such as Save the Children International, UNICEF, UNESCO USAID, UNHCR, AFDB and the French Embassy. Peace education has been mainstreamed into teaching and learning programmes as a cross cutting thematic issue. Teachers are being trained on how to integrate and infuse the peace concepts in to teaching and learning programmes.

2.5.5 Somalia

Somalia has been struggling to overcome years of war and crisis. The collapse of the Somali state and the subsequent civil wars have altered most aspects of human life in Somali. This has been particularly devastating in the area of education, where an entire generation has lost out on one of the most precious opportunities of childhood. In a governmental programme aimed at integrating peace education into the curriculum, teaching resources have been produced to enhance content delivery of peace education. Weekly lessons in schools and in community workshops for out of school youth and adults were offered instill values that promote peace. An evaluation of this governmental initiative revealed that it supported a reduction of violence. The current Education Sector Strategic Plan (ESSP), 2017-2021 has embedded peace policies into teaching and learning processes in both primary and secondary schools in Somalia. One of the objectives of the primary school education is to foster the growth of desirable civic qualities of tolerance, respect for others, maintenance of peace and patriotism.¹⁶ In spite of this, the actual process of mainstreaming peace education into the primary education curriculum in Somalia is still not very clear.

Quality education opportunities should incorporate co-curricular activities to promote holistic child development by providing facilities for sports and clubs. Implementing such recreation programmes that focus on building teamwork, cooperation, sportsmanship, and decision-making is one of the strategies used in Somalia to mainstream peace education. A school based peace building programme referred to as *Schools as Zones of Peace Project* (SZOP) utilizes clubs within the schools to dialogue about peace and conflict issues in the community. It focuses on training children and youth on non-violent dispute resolution techniques, and how to participate in community outreach events. During such training sessions, a facilitator uses experiential learning approaches to instill values such

¹⁶ <https://www.globalpartnership.org/sites/default/files/document/file/2020-10-Puntland-ESP.pdf>.

as problem solving skills. Children are supported to identify issues of concern in their respective schools and communities and to explore ways of resolving them.

2.5.6 Zambia

The need for peace building in the context of Zambia has not always been evident. This is in spite of the fact that it has been recognized that the absence of war does not mean that there is no violence. The education policies of 1977, 1992, and 1996; Act of Parliament, and the sessional paper on peace education all seem to show that peace education has been mainstreamed in the school curriculum. This has been done with the view of mitigating violent conflicts through the reconstruction and transformation of learners' mental cognitions, to ensure they are prepared for a harmonious livelihood. In 1998, the Zambian Government developed a sector approach to the development of basic education through the Basic Education Sub Sector Investment Program (BESSIP). The objectives of BESSIP are to increase access, improve the school infrastructure, decentralize the educational system, build capacity in the educational system, raise equity, develop partnership, and improve quality and coordination in basic education (World Bank 1998). Peace education themes are integrated in the subjects that contained topics related to life skills human rights, democracy, international understanding, tolerance, non-violence and multiculturalism. This is a deliberate attempt to respond to various forms of conflicts and violence experienced in learning institutions and communities.

Zambia has introduced the concept of peace clubs and there is a teachers' handbook that is used to guide learners as they participate in the clubs. An analysis of the content of this guide shows that it addresses issues on conflict, violence and reconciliation. Several lessons have been allocated to each and every one of these thematic areas. Learners are encouraged to share the knowledge and experiences gained with those who are not members of the peace clubs. They are motivated to apply this knowledge in their daily lives. Through participation in peace clubs, many young people have become peace builders in their schools and communities. They have learned how to be critical and creative thinkers. The introduction of peace clubs into Zambian prisons has also proved to be successful. Parental involvement is another important component of this curriculum which seeks to promote behavioral change in learners. Parents and members of the communities should collaboratively participate in peace building activities in conjunction with the school community.

2.5.7 Kenya

The Government of Kenya recognizes the critical role peace plays in achieving socio economic development. Kenya Vision 2030 highlights the need for peace and respect for human life through education and training. The goals of education in Kenya also underscore promotion of national unity, sound moral and religious values, individual development and fulfillment, respect and appreciation of diversity. In 2008, the Ministry of Education, Science and Technology (MoEST) introduced peace education programmes with the intention of complementing the already existing efforts for promoting peace through education. The Kenya Institute of Curriculum Development (KICD) in conjunction with other international organizations such as the United Nations High Commission on Refugees (UNHCR) and United Nations International Children's Emergency Fund (UNICEF) developed comprehensive teaching and learning materials to enhance the delivery of peace education. These learning resources included peace education workbooks and learners' activity books for levels 1 up to 8. AMANI training manuals for secondary school teachers were also developed (NCIC & MoEST, 2014). In spite of such efforts, a study by Chiriswa & Thinguri (2015) on examining the contribution of the secondary school

curriculum to peace in Kenya revealed that most of the subject areas have not infused peace education content. Kenya is undergoing significant curriculum reforms to make it more efficient and better able to equip learners with the 21st Century skills. A deliberate effort to mainstream peace education has been made in as far as the competence based curriculum is concerned.

In 2014, the Ministry of Education, Science and Technology (MOEST) in Kenya endorsed the very first education sector policy on peace education formulated by an African country. ADEA, provided the requisite technical support for the development of this policy. The ICQN's action plan expects countries participating in the ICQN-PE to develop such peace education policies and programmes. The goal of such a policy is to promote and nurture a culture of peace and appreciation for diversity in the Kenyan society through education and training. The key objectives of the policy includes: provision of a framework for effective implementation of peace education in the education sector and guidelines for mainstreaming peace education into curricula at all levels of education in teaching and learning processes. It also provides suggestions on strategies for enhancing pro-active measures for conflict prevention and mitigation and offers a framework for coordination, collaboration, partnerships and networking among players in peace building through education. The policy also seeks to promote regular research on peace education initiatives in the education sector. It is notable that there exists low policy uptake hence lack of awareness on the existence of the ESSPE among teachers in Kenya (Opere, 2021)

The National Cohesion and Integration Commission (NCIC) has ensured the establishment of (AMANI) peace clubs in over 600 schools across the country to engrain peace education and national cohesion targeting learners. The clubs are meant to promote peace, appreciation of diversity and dispute resolution amongst students. This move aims at reducing conflict among learners by instilling and nurturing knowledge, skills and attitudes for peaceful dispute resolution, mediation and negotiation. Through peace clubs, NCIC has also embarked on promotion of peace through co-curricular activities such as sports tournaments, clean-up exercises, dialogue forums and community service. The Kenya National Commission for UNESCO (KNATCOM) has played a critical role in ensuring youth embrace peace. Youth led activities in various counties have focused on fostering appreciation of cultural diversity in the country in order to achieve peace and sustainable development.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This section details the study design, sampling framework, quality assurance, data entry and analysis including ethical protocols that guided the study processes. The assessment process employed a descriptive research design combining both quantitative and qualitative data in a complementary manner to respond to the study objectives. A mixed method approach was used to enable triangulation of the emerging findings.

3.1 Scope

The study was to be conducted in secondary schools in 10 countries in Africa: Kenya, Somalia, Ethiopia, Nigeria, South Sudan, Mali, DRC, South Africa, Burkina Faso and Zambia but due to challenges associated with COVID 19 pandemic, data was only collected from respondents in 5 countries including, Kenya, Cameroun, Mali, Somali and Botswana. The targeted countries were purposively sampled due to the existence of peace education focal points. Further, countries that are prone to conflict or are in post conflict scenarios, and those that host refugees were also selected for the study. Others that have not experienced serious issues of conflict were included to find out if they were model countries for peace education integration. Finally, it was important to involve both Francophone and Anglophone countries from different regions in the study.

3.2 Piloting

The pre-testing of tools was conducted in Kenya. One secondary school was identified for administering the study tools to different respondents. The purpose of the piloting was to test the instruments and processes of the research. Data collection instruments were reviewed based on the feedback obtained during the piloting exercise. Ambiguous questions were rephrased and those that sounded repetitive were reviewed. It was realized that there would be a need for document analysis to triangulate the information captured using questionnaires and interviews.

3.3 Data Collection Strategy and Analysis

An online data collection tool was used to capture the views of respondents on integration of peace education in the curriculum for various selected countries. A sequential approach was used to collect quantitative data first then qualitative data. Questionnaires were administered using an online data collection tool. The exploratory nature of the open-ended questions enabled deeper insights into teachers' perspective on the issue being probed. It sought to establish among other things, the teaching approaches used by teachers to instill values of peace and the role of co-curricular activities towards promoting of peace. The closed-ended questions provided quantifiable data on the same issues. All questions were generated in line with the objectives of the study.

3.3.1 Data Collection Instruments and Target Group

The study made use of a mixture of open-ended and closed ended questionnaires to collect data from secondary school teachers. Interviews were conducted to capture the views of education officials, curriculum developers, and peace education focal points in the targeted countries. The ICQN-PE coordinator was also interviewed. This is illustrated in Table 1. Document analysis was incorporated as an invaluable part of the triangulation process. Some of the sources of information included policy documents, private papers, sessional papers and other publications.

Table 1: Data Collection Instruments

Data collection Tools	Target group	Analysis
Open and Closed ended Questionnaires	Secondary school teachers	Quantitative Data Analysis SPSS/ STATA data analysis
Key Informant Interview (KIIs)	Education Officials, Peace education focal points Curriculum Developers. ICQN-PE coordinator	Qualitative data Analysis (ANOVA)
Document Analysis	Policy documents, School syllabi	Conceptual and Contextual Analysis of Documents

3.3.2 Sample size determination

Purposive sampling was used to identify countries which are ICQN-PE members and other countries either in conflict, post-conflict or those currently hosting refugees. Random sampling was used to identify teachers from secondary schools in these countries. The selection of teachers was based on the subjects they teach and their roles and responsibilities. Table 2 presents the proposed study sample size.

Table 2: Proposed Sample size determination of respondents per country

Respondent per country	Sample	Total Number
Teachers	40	400
Ministry of Education officials	1	10
Curriculum Developers	1	10
PE Focal points	1	10
ICQN-PE Coordinator	1	1
Total		431

3.3.3 Translation of tools and back translations

The assessment was conducted in both Anglophone and Francophone countries and therefore the data collection tools were translated into French, and Somali languages. This was done with the help of qualified translators. The final report will also be translated to French.

3.4 Limitation of the Study

The study faced some limitations and challenges as shown in Table 3.

Table 3: Limitations of the study and the Mitigation strategies

No	Limitation	Mitigation Measures
1	Inability to include learners whose views are critical for this study	The teacher questionnaire was structured to capture information about the teaching and learning process in a comprehensive way.
2	Poor internet connectivity interfered with online interview sessions with peace education focal points	Some sessions were rescheduled or telephone conferencing was used instead. This had cost implications
3	Low response rate and delay in obtaining responses from study participants in some countries. This was attributed to the disruptions of normal lifestyles due to the COVID 19 Pandemic	Document analysis of relevant literature on peace education was done. It entailed analyzing and interpreting data and examining documents and records on peace education
4	It was not possible to physically coordinate and supervise the data collection exercise	The consultant was remotely available for consultation and to support data collection. The ICQN- PE coordinator in collaboration with the PE focal points coordinated the data collection process.

3.5 Quality Assurance

Quality assurance was considered a critical component of the study. Mechanisms which ensure high standards were maintained during the assessment process. To achieve this objective, data collection tools were validated through pre testing and necessary adjustments effected. Additionally, the inbuilt GPS coordinates of the online data collection tool was used to provide details of the actual location of the respondent. This was necessary because respondents were based in various countries.

3.6 Ethical Considerations and Clearance

The study observed high standards of ethics. Informed consent was sought from all respondents before commencement of the data collection process. The respondents were informed of their freedom to withdraw their consent at any stage of the online interview process without having to give an explanation. Anonymity and confidentiality was also observed in all the project activities. Ethical guidelines from African Development Bank (AfDB) were followed to ensure protection of the confidentiality of those participating in the study. The data obtained was used only for the intended purpose.

4.0 Introduction

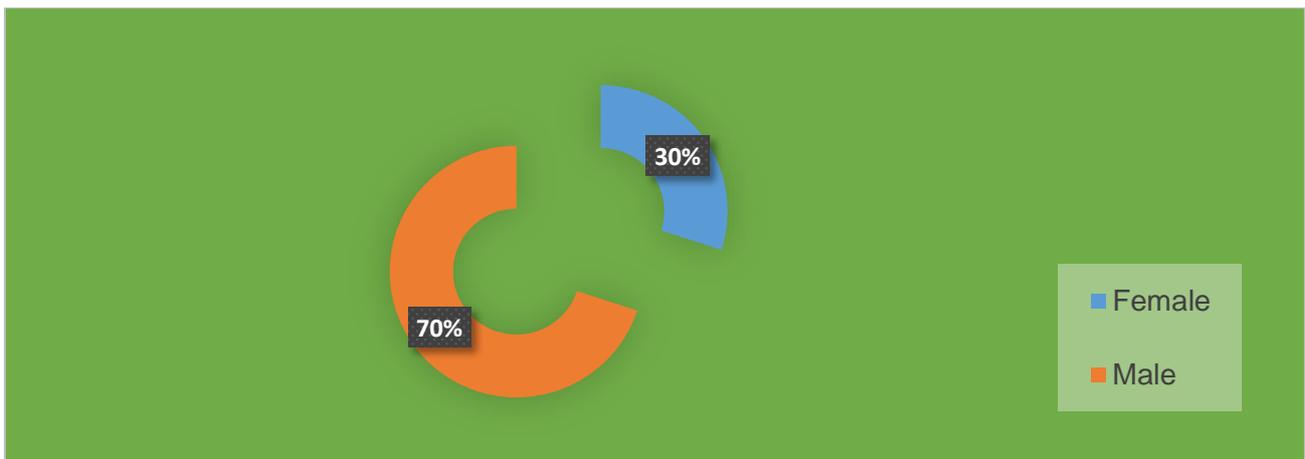
This section presents the quantitative results analyzed by way of descriptive statistics. Graphs and pie charts have been used to capture the responses of the respondents. Demographic results are presented and thereafter, an analysis based on specific themes captured in the study.

4.1 Demographics

4.1.1 Distribution by Gender

Majority of the respondents were males at 70%. The females were 30%. This is presented in Figure 1.

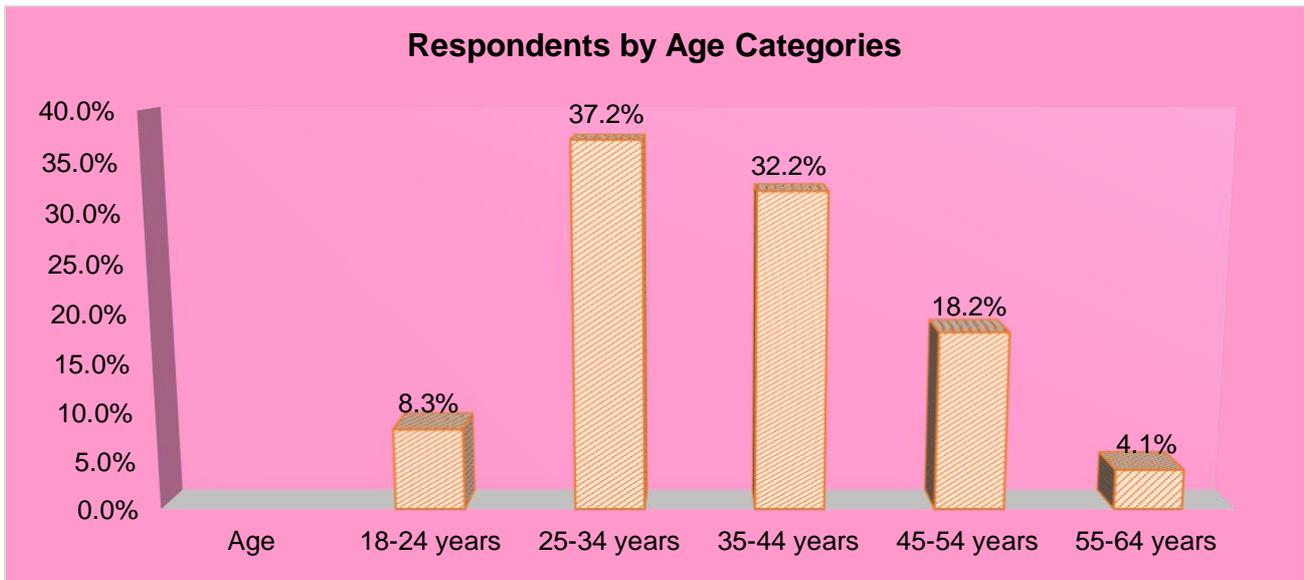
Figure 1: Distribution by Gender



4.1.2 Distribution by Age Categories

Those who were in the age category of 25- 34 years were the majority number of respondents at 37.2%. This was followed by those aged between 35-44 years at 32.2%, 45-54 years (18.2%) and 18-24 years (8.3%). Those aged 55-64 years were the least at 4.1%, probably because majority in this group have retired. Figure 2 illustrates the findings.

Figure 2: Distribution by Age Categories



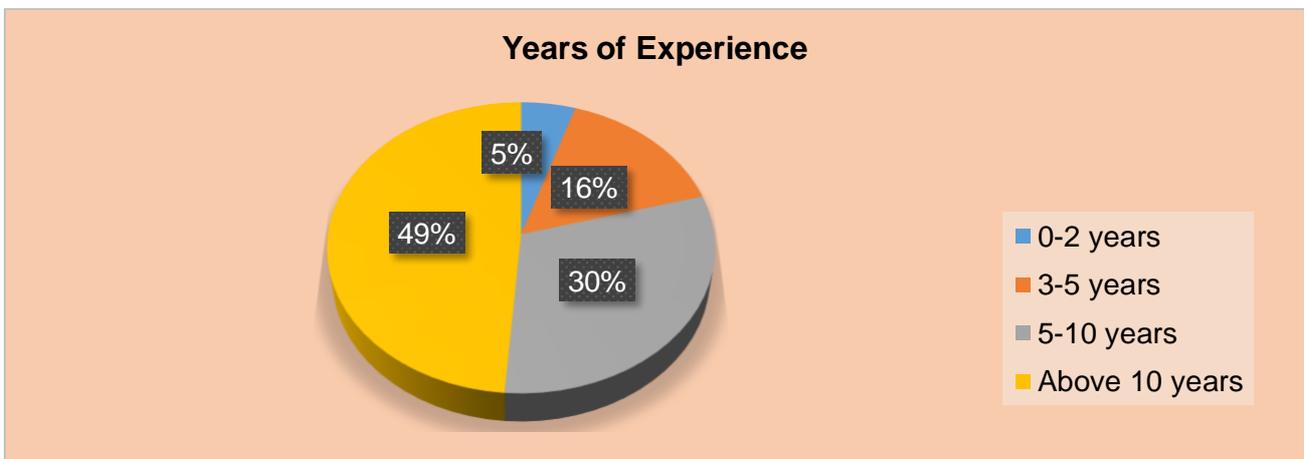
4.1.3 Distribution by Type of School

Among the respondents, those who were in Co-educational day schools were the majority at 51.2% people. Co- educational Day and Boarding and girls' boarding and school had 17.4% and 14% respondents respectively. Those who were in the Boys' Boarding and Day schools were the least.

4.1.4 Years of Experience

The majority of respondents (49%) were teachers who had been in service for more than 10 years. Those who had served for a period of between 5-10 years were at 30%. Others who had been in service for 2 years and below were the least at 5%. The results are as shown in Figure 3.

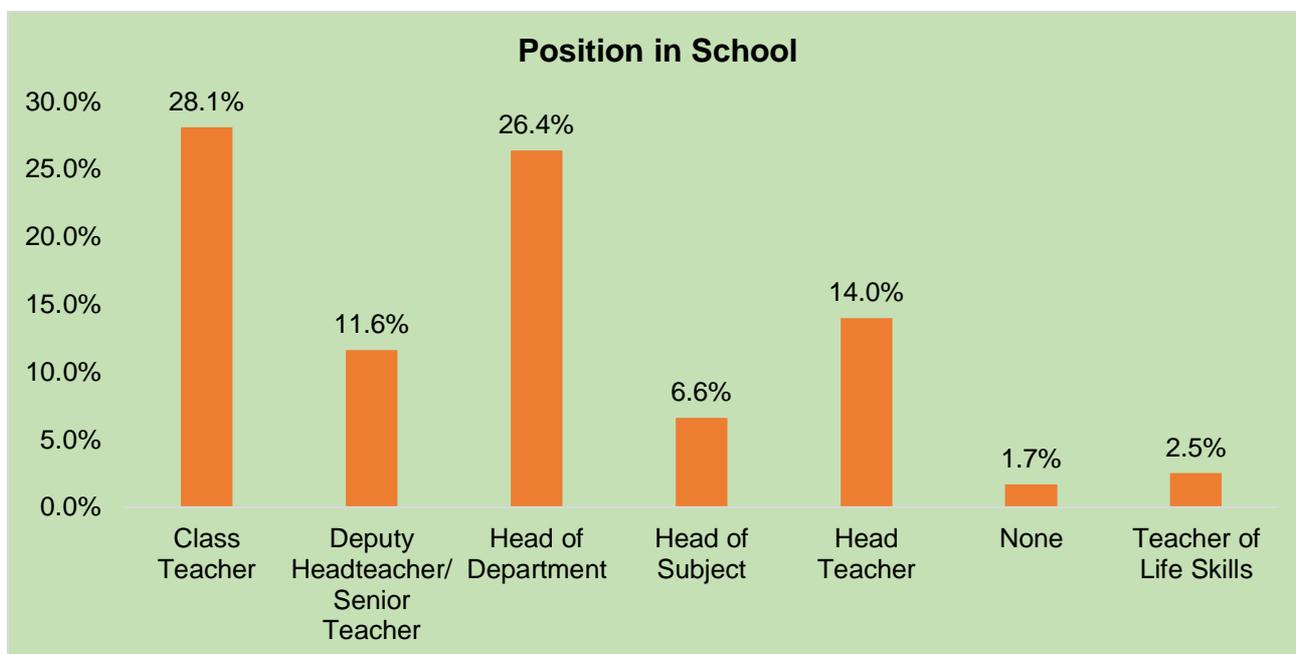
Figure 3: Years of Experience



4.1.5 Positions held by respondents in their respective schools

Based on the study findings, most of the respondents were class teachers (28.1%), followed by heads of departments (26.4%) and head teachers (14%). This is illustrated in Figure 4

Figure 4: Respondents' Position in the School



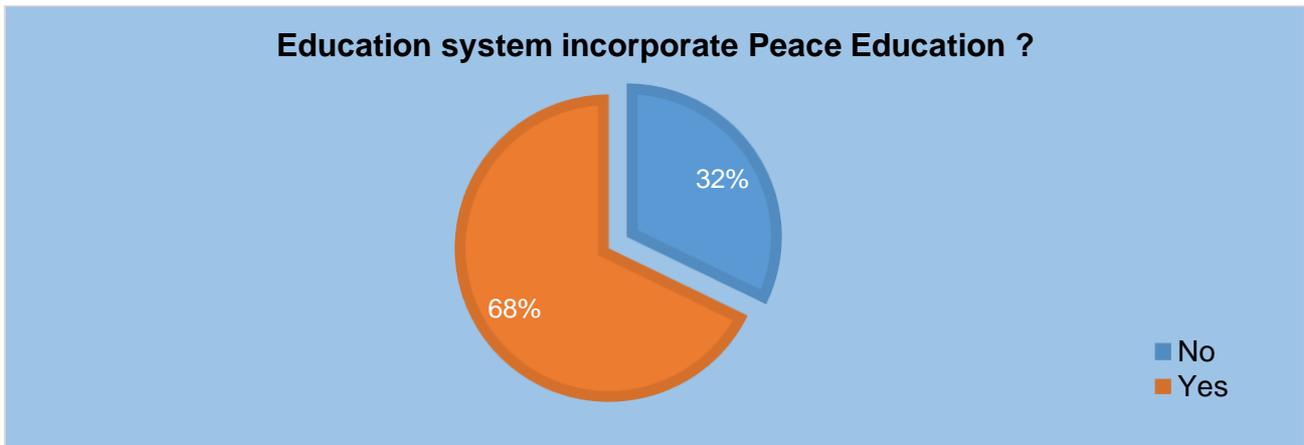
4.2 Incorporating Peace Education into education systems

The study assessed the level of incorporation of peace education into education systems in selected countries. It emerged that in most of the countries, peace education is considered a cross cutting issue or an emerging concern. Mainstreaming of peace education is achieved either through infusion of peace values in all subject areas or integration into teaching and learning programmes. The process involves both in classroom and out of classroom experiences. Community Service Learning (CSL) which combines classroom learning and service to the community provides an opportunity for learners to practice peace building.

4.2.1 Is Peace Education Incorporated into Education Systems ?

Respondents were asked whether the education systems in their respective countries incorporated peace education. 68 % of the respondents responded on the affirmative. Figure 5 illustrates the findings.

Figure 5: Incorporation of Peace Education in the Education System

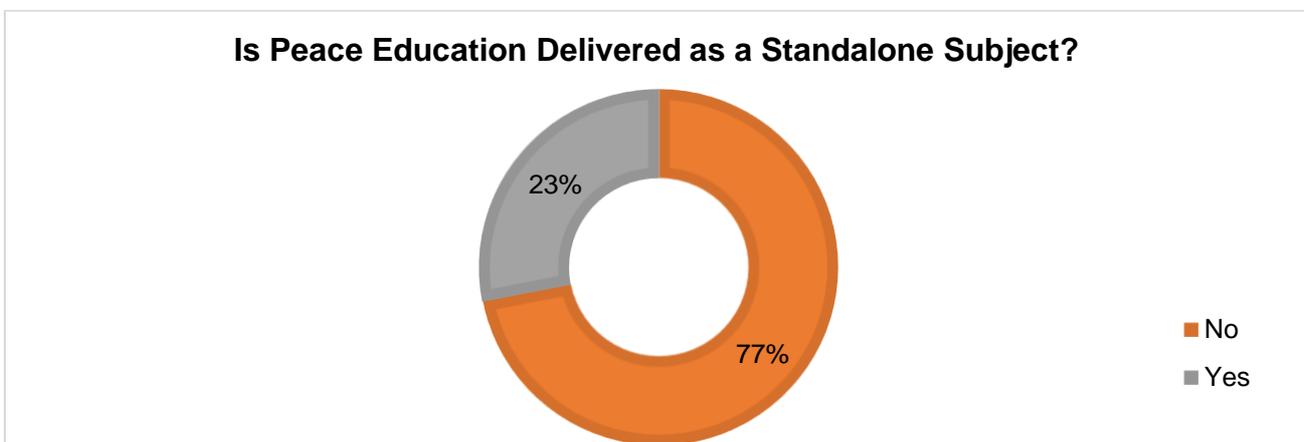


The findings show that attempts to incorporate peace education in most education systems was not quite extensive. Nevertheless, it is notable that efforts are being made towards recognizing the critical role of peace education in promoting peace, even though some of those interviewed felt that it lacked the conscious assertion required to infuse peace values into teaching and learning programmes. Furthermore, curriculum reforms in some countries seek to provide greater insights into issues of peace education. Kenya has implemented a Competency Based Curriculum designed to deliberately mainstream peace education. It is therefore not only considered a pertinent issue but also a contemporary issue that deserves special attention

4.2.2 Peace Education as a Standalone Subject

Education to promote peace, can be introduced into curricula through stand-alone subjects such as peace education and human rights education, or mainstreamed through carrier subjects in humanities. The respondents were required to comment on whether or not peace education is delivered as a standalone subject in their educational systems. 77% of them reported that it is not delivered as a separate subject. They attributed this overload to curricular that cannot accommodate additional subject content area. The results are as shown in Figure 6.

Figure 6: Is Peace education delivered as a Standalone Subject?



Notably, in some contexts peace education is hosted by subjects such as Life Skills Education which is delivered as a standalone subject. Infusing peace education in all teaching and learning programmes is therefore preferred even though it could mean that critical peace values are not adequately emphasized to an extent positive change in behavior is realized.

4.2.3 Capacity Building on Peace Education

There is a need to educate educators about the fundamentals of peace education to enable them to become effective change agents. The respondents who reported to have participated in peace education training programs were 38%. Majority 77% of them had not been trained on peace related issues as shown in Figure 7. The findings show the existence of a skills gap in this regard, among those entrusted with the responsibility of inculcating peace practices through learning. If teachers are expected to influence learners' mindsets, they need the requisite knowledge, skills and attitudes to deliver peace education content. On the contrary, the PE focal points observed that in some of the countries, organizations such as UNESCO IICBA and Save the Children had on several occasions conducted training sessions on peace building competencies. The concern therefore is whether the impact of such initiatives is felt widely and is sustainable.

Figure 7: Peace Education Trainings

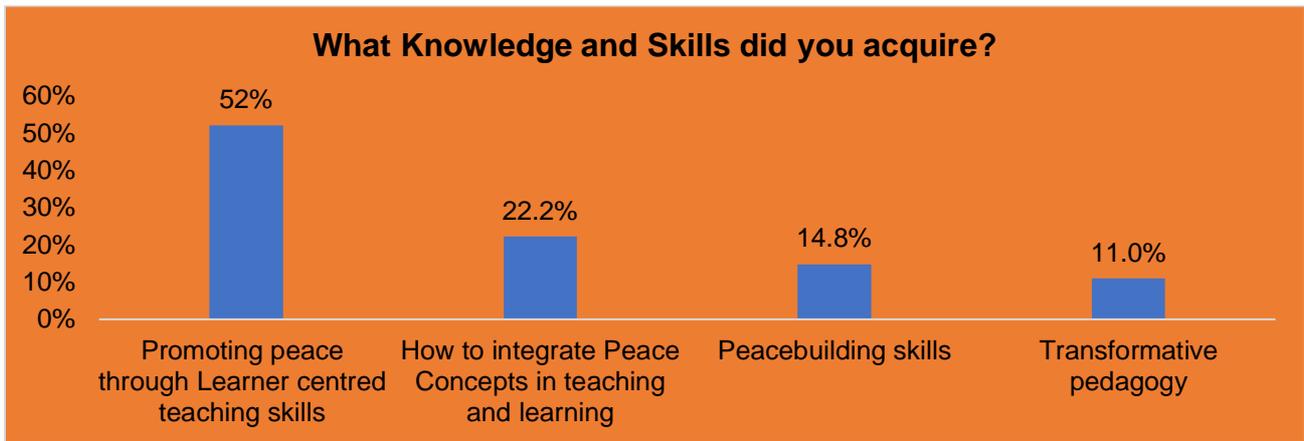


Majority of those who reported to have benefited from such trainings were mostly in-service teachers. The in-service training seeks to empower the already employed teachers with skills and attitudes that can put into practice immediately.

4.2.4 Knowledge and Skills gained from the Training Sessions

At 52% most of the respondents who reported having acquired learner centred teaching techniques for promoting peace. 22.2 %were of the opinion that they learnt how to integrate peace values in teaching and learning processes. The findings are illustrated in Figure 8. It emerged that a holistic approach to the acquisition of peace values is likely to have a transformative effect.

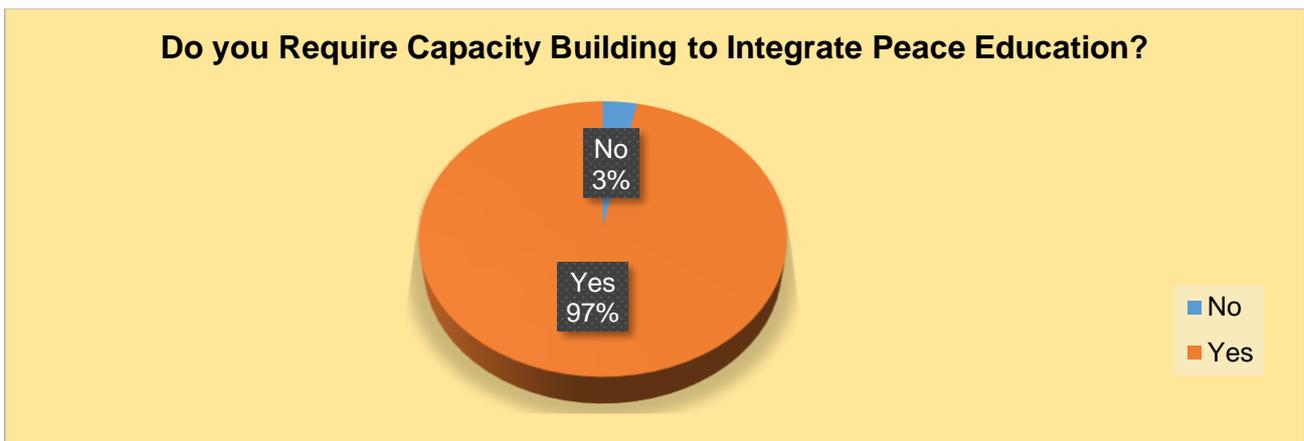
Figure 8: Knowledge and Skills Acquisition during Trainings



4.2.5 The need for Capacity Building on how to Integrate Peace Education in the Curriculum

Respondents were asked to state whether they had the requisite knowledge and skills on how to integrate peace education in teaching and learning. Only 3% of the respondents felt they did not require capacity building in this regard. 97% responded positively to the need for capacity building. The findings reveal a deficiency in the ability of teachers to integrate peace education in educational programmes. The dire need for retooling in this area should be taken note of by governments and relevant stakeholders. It is evident that regular and structured programmes targeting teachers are required if they are expected to positively impact on learners. Otherwise, the idea of integrating peace education in schools will only be a mirage. Figure 9 illustrates the need for capacity building in peace building as reported by the respondents.

Figure 9: Capacity Building Gap to Integrate PE in teaching



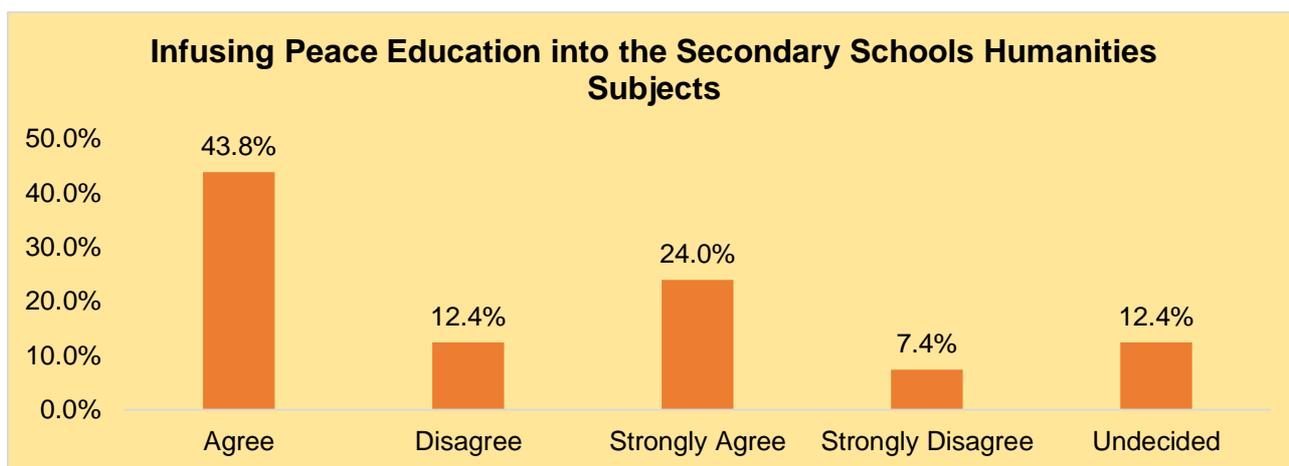
4.3 Infusing PE content into the curriculum

A sound curriculum is fundamental in ensuring peace prevails in any society. Educators and curriculum developers should consider peace education as a tactical plan to eliminate conflict.

4.3.1 Peace Education Content in Humanities Subjects

The potential of curricula to promote peace building cannot be underestimated. In this study, the majority of respondents (43.8%) agreed that some humanities subjects in secondary schools are carriers of peace concepts. Further, 24% strongly agreed with this assertion. On the other hand, 7.4% respondents strongly disagreed with the notion that peace education has been infused in the humanities syllabus at the secondary school level. Figure 10 illustrates the responses.

Figure 10: Infusing Peace Concepts into Humanities Syllabus in Secondary Schools



It emerged that while in some countries History and Government and Religious studies contains more peace concepts, it was Social studies and Languages in other contexts. In Zambia, for instance, the study revealed that the Social Studies Subject was the main carrier of peace values. It is also important to note that history education is considered contentious in some post conflict environments and as such the content is manipulated to reflect the interests of those in authority. There were cases where humanities subjects are electives and therefore learners who did not select such subjects are disadvantaged because they lose out on the peace education content.

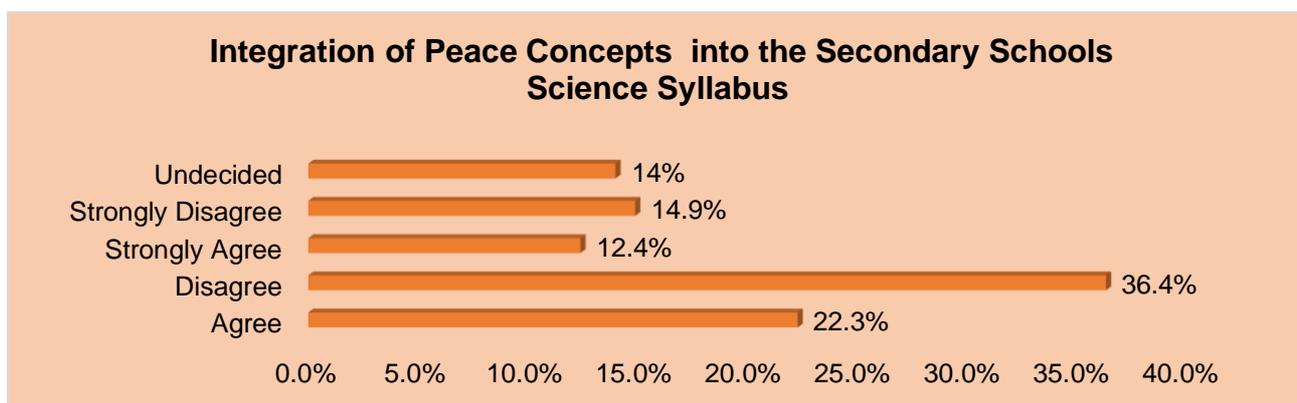
An analysis of the Kenyan History and Government syllabus showed that only two out of eight topics in the Form One History & Government syllabus contained peace related issues. According to this syllabus, the Form One learners are expected to understand the concept of Kenyan citizenship, the rights of becoming a citizen, responsibilities of a citizen and elements of good citizenship. They are also supposed to explain the meaning and importance of national integration describe factors promoting and limiting national unity, identify methods of resolving conflicts, and describe the process of resolving conflicts. Evidently, emphasis is on acquisition of factual knowledge as opposed to learning how to practice these values. The need for a shift to a transformative approach was reiterated by an informant who said :

“We must focus on teaching learners how to practice values other than just emphasising on them understanding the meaning of these words. As a matter of fact, memorising the value laden concepts does not cause behaviour change at all. We need to adopt experiential modes of content delivery”

4.3.2 Peace education in Science Subjects

The majority of respondents (36.4%) disagreed with the proposition that peace education has been integrated in the secondary schools' science syllabus. 22.3% of them agreed that peace education has been integrated into the syllabus. Figure 11 illustrates the findings. Evidently, many of the respondents felt that integrating peace concepts into science subjects required a skill that they did not possess. A curriculum developer who participated in the study confirmed the perceived difficulty in infusing values in science subjects.

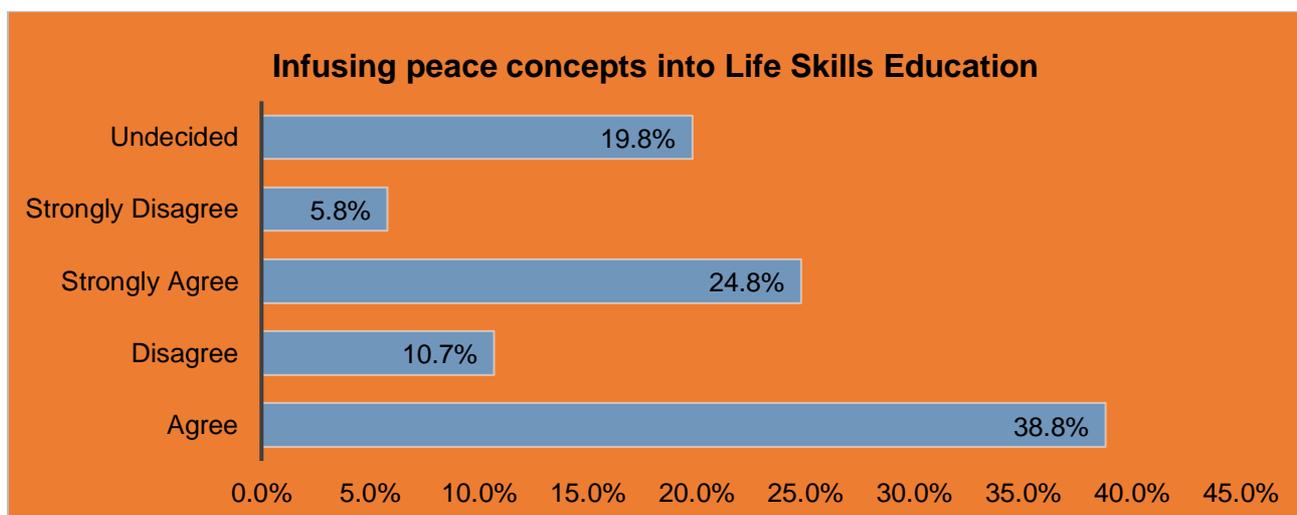
Figure 11: Integrating Peace Concepts into Science syllabus at the Secondary Schools Level



4.3.3 Peace education and Life Skills Education

In some countries peace related content has been hosted in Life Skills Education. Respondents who confirmed that this was the case were the highest at 38.8%. Those who said they strongly agree that this has been done followed at 24.8%. The respondents who strongly disagreed were the least at nearly 6%. Figure 12 presents the findings.

Figure 12: Peace Concepts infused in Life Skills Education Syllabus

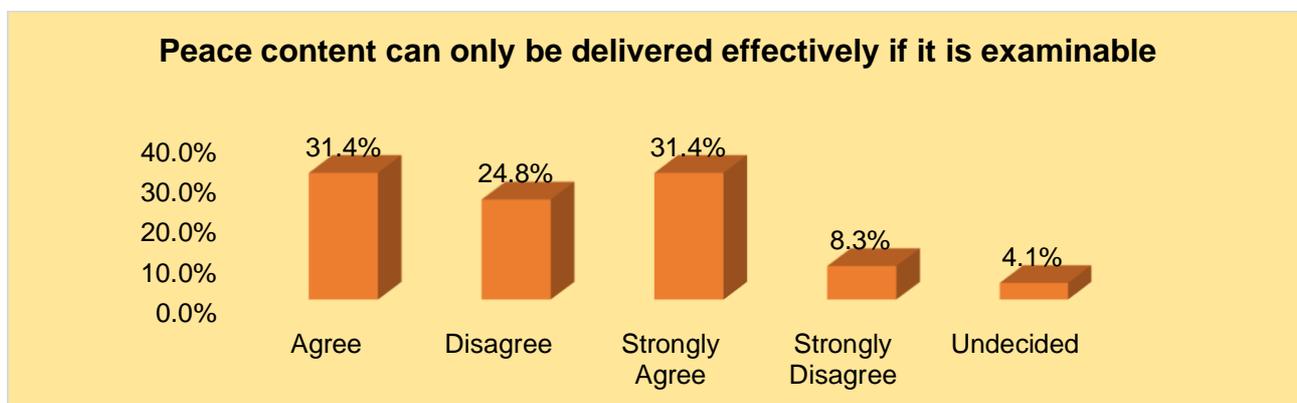


The study revealed that even when peace concepts are infused into subjects such as Life Skills Education which is sometimes offered as a standalone subject, some teachers still ignored the teaching of such subjects and instead concentrated on examinable subjects. This is at the expense of non-examinable ones such as Life Skills Education to an extent that lessons allocated for the teaching of such subjects were instead used for remedial sessions.

4.3.4 Peace Education as an Examinable Subject

It was important to establish if peace education can only be taught effectively when it is examinable. Respondents who said they agree and strongly agree were the highest at 31.4% in each category. On the other hand, those who disagreed were 24.8%. Thus, majority of the respondents were of the view that peace education should be examinable if teachers and learners are to take it seriously. An exam oriented nature of some education systems is to blame in this case. These findings are as shown in Figure 13.

Figure 13: Peace Education as an examinable Subject



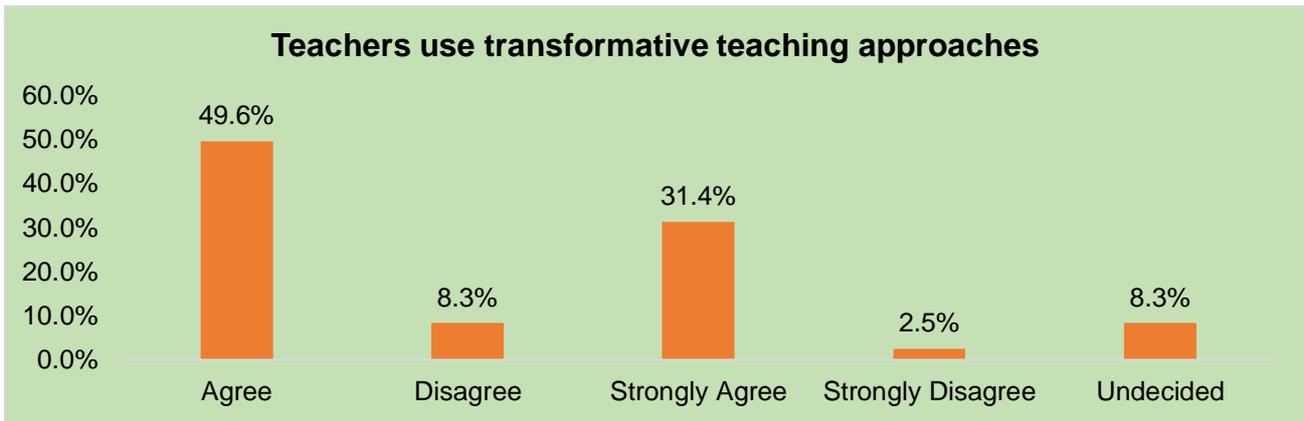
4.4 Teaching Approaches for Delivering Peace Education Content

Education has to play in building defences of peace in the minds of people, and the interrelationship between peace and sustainable development as critical to achieving the objective of social cohesion and living together, and to move away from a culture of war and violence in a world beset with strife to a culture of peace and non-violence; This section analyzes the responses concerning the approaches for delivering peace education content in secondary schools.

4.4.1 The use of Transformative teaching approaches by Teachers

Majority of the respondents (49.6%) agreed that teachers in secondary schools use transformative teaching approaches to deliver peace education content. Those who strongly agreed were 31.4%. On the other hand, those who disagreed and strongly disagreed were 8.3% and 2.5% respectively. This is illustrated in Figure 14 below.

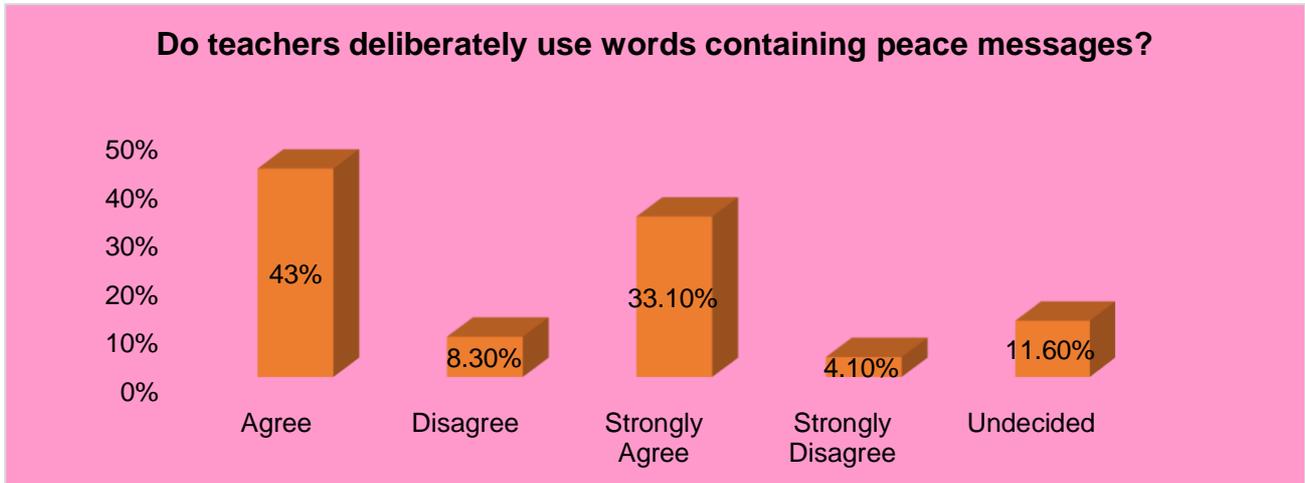
Figure 14: Transformative teaching approaches by Teachers



4.4.2 Teachers deliberately use words, concepts which contain peace messages during teaching and learning

43% of the respondents reported that they agree with the proposition that teachers deliberately use words containing peace when they are teaching. 40% of them strongly agree with the proposition. Figure 15 illustrates the findings.

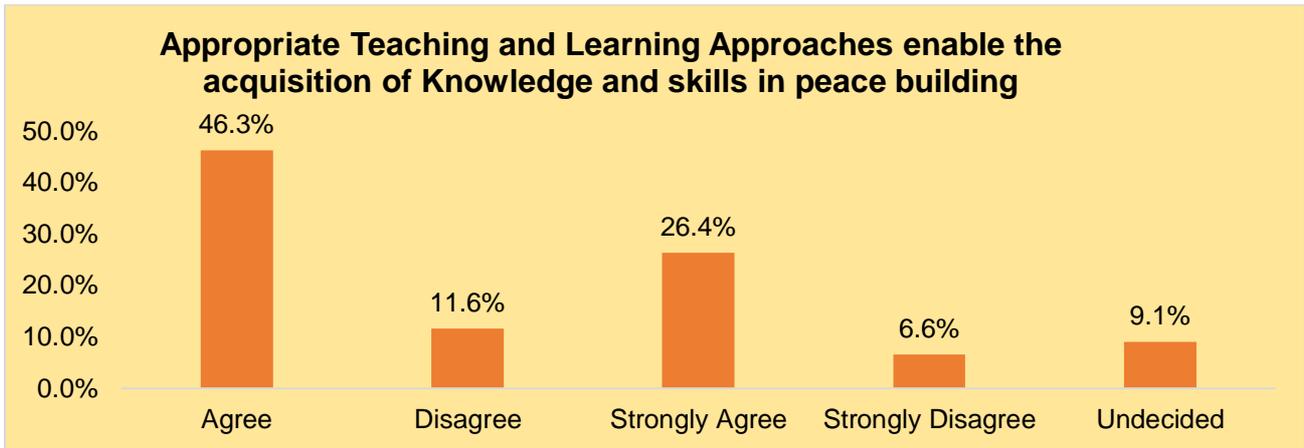
Figure 15: Teachers deliberately use words, concepts which contain peace messages during teaching and learning



4.4.3 Effective teaching and learning Strategies in Peace Education

Holistic, participatory and experiential teaching and learning techniques are compatible with the aims of peace education. These strategies cater for the cognitive, affective and behavioural domains of learning. Allowing learners to interact, make inquiries and collaborate. Respondents were asked to comment on whether they think the teaching and learning approaches used by teachers enable the acquisition of knowledge and skills in peace building. Majority of the respondents (46.3%) reported that they agree with the statement. Figure 16 below presents the findings.

Figure 16: Appropriate Teaching and Learning Strategies in Peace Education



The findings take into cognizance the fact that learners are significant change agents and can be empowered to play a critical key role in promoting peace within their learning institutions and communities and at the national and global levels. Consequently, the use of effective teaching and learning approaches that nurture values for building a peaceful society is essential.

4.5 Integration of Peace Education in Out-of-Class Programmes

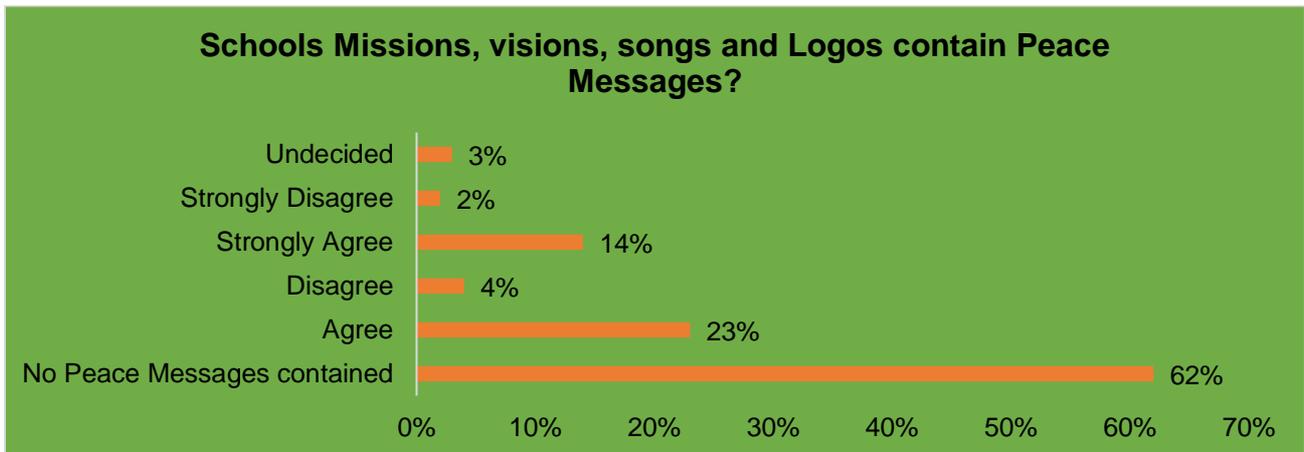
School programmes such as, co-curricular activities, functions, ceremonies and celebrations of events should be designed to enable internalization of concepts and practices of peace education.

4.5.1 Do School Missions, Visions, Songs and Logos contain peace Messages?

Majority of the respondents did agree and strongly agree with the statement at 23% and 14% respectively. On the other hand, those who did disagree and strongly disagree were 4% and 2% respectively. This is illustrated in Figure 17. The school missions, visions, songs and even logos are documents produced by schools to make public the purpose, values and priorities of the school as an organization. An education official in Kenya observed:

“I think these statements represent what schools stand for. They portray school’s goals and objectives and can be used to express peace values. Perhaps it is time we asked our schools to rethink about the role of these statements”

Figure 17: Do School Missions, Visions, Songs and Logos contain peace Messages

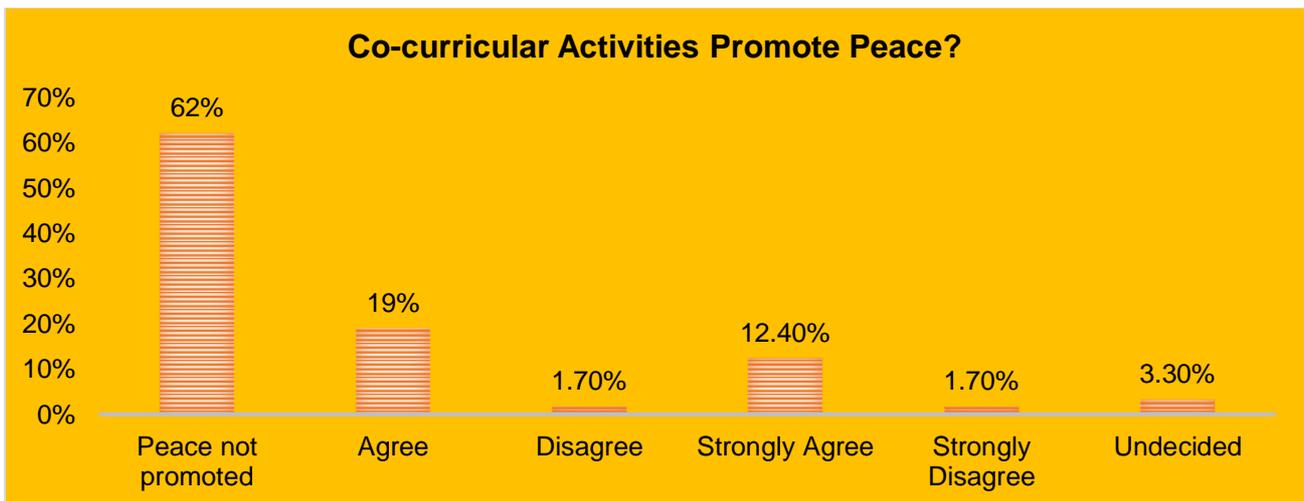


An informant in Botswana pointed out that the national anthem and the national song contains messages of peace but generally school visions, logos and missions therefore promoted academic excellence. He further observed that the peaceful country that Botswana is can be attributable to the peace values embedded into the culture of the people of Botswana.

4.5.2 Co-curricular Activities Promote Peace

The majority of the respondents agreed with the proposition that co –curricular activities promote peace. Those who agreed were the highest at 23%, and those who strongly agreed were 12.4%. The findings are presented in Figure 18.

Figure 18: Co-curricular activities promote peace



4.5.3 Learners’ participation in sports activities to promote peace

There was consensus that sports play a vital role in fostering social integration among learners. Respondents who agreed and strongly agree with the statement were the majority at 48.8% and 31.4% respectively. Involvement in sports was seen to provide an opportunity for learners to interact and establish relationships between different groups. Furthermore, it is during such sessions that

values such as teamwork and collaboration are demonstrated. One of those interviewed observed that even through non-verbal means of communication, collective experiences were shared. Figure 19 presents the findings.

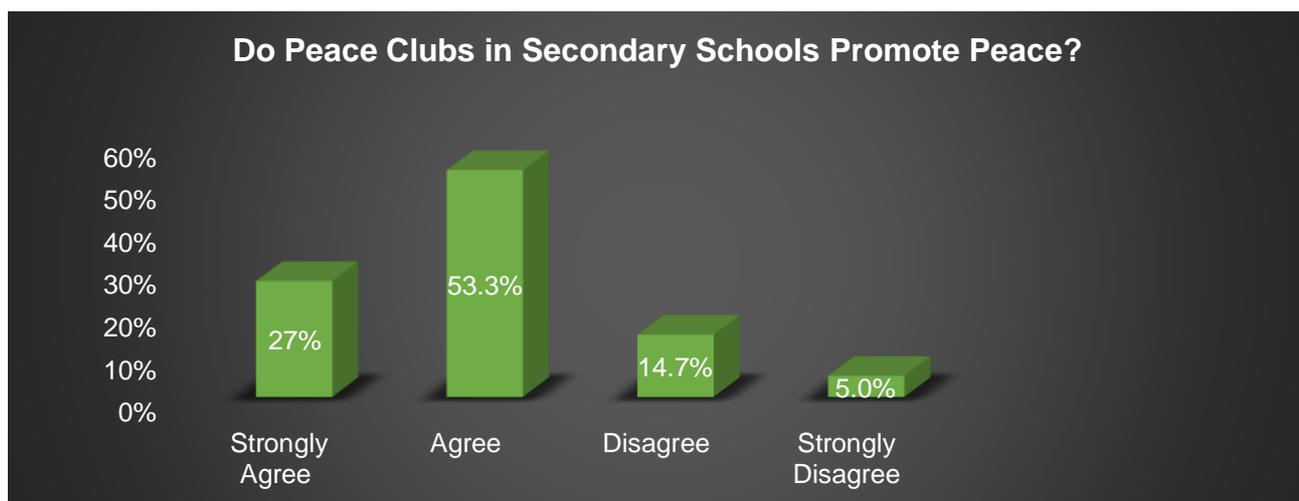
Figure 19: Learners participation in sports activities to promote peace



4.5.4 The existence of Peace Clubs in Secondary Schools

Peace clubs provide an experiential approach to educating for peace in schools and communities. The participants congregate to discuss peace related issues and to participate in activities that nurture peace values. The first peace clubs in Africa were established in Zambia in 2006 and currently several other countries in Africa have peace clubs. Some of these countries are Burundi, the Democratic Republic of Congo, Kenya, Nigeria, South Africa and South Sudan (Juma, 2019). Respondents were asked to comment on whether schools have clubs where values of peace are practiced. Most of them (80.3%) agreed that such clubs existed. Figure 20 illustrates the responses.

Figure 20: Peace Clubs in Secondary Schools



It further emerged that some countries had introduced peace clubs in learning institutions while others had not. A participant in Mali had this to say:

“Yes, we have clubs within each school and these clubs are led by students. The clubs provide an open space where students meet to discuss various topics or issues such as conflict related ones. Most of the time teachers are invited in order to give them guidance in solving certain matters”

On the other hand, in Botswana, there are no peace clubs but there exists subject clubs such as social studies club where learners engage in discussing issues concerning peace. In Kenya it was reported that “Amani” (Peace clubs) were introduced by NCIC in over 600 schools to promote peace, cultural diversity and conflict resolution among learners. Guidelines were then published to facilitate the operationalization of the peace clubs. This best practice can be emulated by other countries. In Somalia, the Child to Child (CtC) clubs provide an opportunity for learners to practice conflict resolution skills.

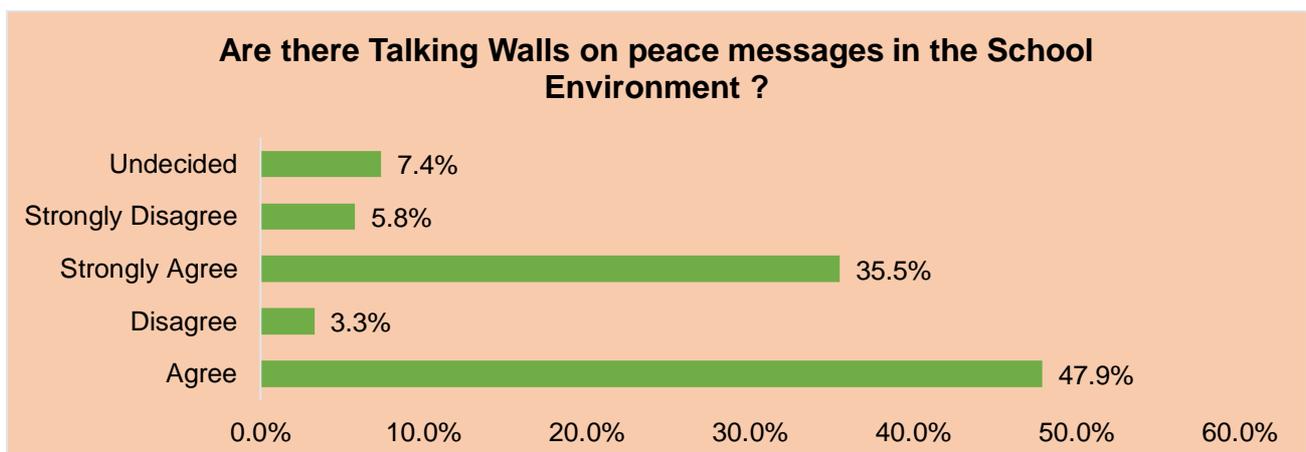
4.6 Does the School Environment Promote Peace Education

A peaceful school learning environment is invaluable to both teachers and learners. It is therefore to explore various strategies to encourage a culture of peace in school communities and its environs. Displaying positive messages that encourage peaceful coexistence is of paramount importance.

4.6.1 Talking walls on peace messages in the school environment

Establishing school environments that feels safe has significant impact on behavior of learners. Classroom walls can be used effectively to communicate core values if learners are at the centre of generating the content that is being posted on walls. Majority of the respondents (48%) indicated that their schools have talking walls which display peace messages. Figure 21 below displays the results.

Figure 211: Talking walls portraying peace messages in the school environment



There was consensus among those interviewed that talking walls are impactful in showcasing peace values in the school community in a nonverbal way. Learners can learn peace concepts by just walking around the school. The signages can be designed to portray the school mission and vision, and key peace concepts.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This section presents the study conclusions and recommendations based on the evidenced from both qualitative and quantitative analysis.

5.1 Conclusions

Peace Education remains a key antidote to the prevailing violence related turmoil facing humanity. Formative years of present an opportunity to instill knowledge on the dangers of the absence of peace, causes and the means to ensure peace and tranquility prevails. Education that integrates peace has been found to be a greater weapon to fight the enemies of peace than the life-threatening ones- guns, machetes and other weapons of mass destruction. This study has identified gaps in integrating peace education into teaching and learning programmes across Africa.

Majority of the respondents pointed out lack of capacity when it comes to integrating peace education in to their curricula and teaching approaches. Teachers require the skill needed to effectively infuse peace values in their teaching and learning sessions. On the other hand, learners also need to be made conscious of the dangers lurking should peace be elusive owing to unchecked human actions.

5.2 Recommendations

The following recommendations are based on the findings of the study.

- a. There is need for governments to formulate education sector policies for institutionalization of peace education programmes. Collaborations and experience sharing are useful in ensuring those countries that still do not have an education sector policy on peace education learn from the ones that have implemented such specific policies.
- b. Peace education should be incorporated in all curricula and the development of relevant teaching and learning resources should be emphasized.
- c. Capacity building on how to continuously attain change of tact, approaches and methodologies of delivering peace education to the learners and even the adult population. Governments in collaboration with the private sector need to take a leading role in ensuring the capacity of teachers is enhanced through proper and targeted training on the best ways to integrate peace education in the learning curriculums.
- d. Mode of delivery for peace education should also be reinforced to ensure transformative pedagogy is employed to enable the inculcation of knowledge, skills and attitudes needed by learners to become agents of peace.

- e. Integration of peace education content in out of class programmes is fundamental if the theoretical component is to be put into practice. Co-curricular activities such as music and drama festivals provide an opportunity for learners to gain experiential learning that they will carry along for many years in their lives. Community service learning will also be of great benefit as learners interact with various issues in their communities. Such community-based activities are critical in deepening their appreciation of the value of sustainable peace.
- f. School administrators should establish and promote a culture of peace by addressing the structural and cultural factors that influence peace. School mottos, visions and mission should portray peace messages. Learners should not just recite or memorize these messages. Instead, they must be encouraged to internalize and constantly practice the values. It may be necessary for Ministries of Education to consider instructing learning institutions to review their school mottos, songs, visions and messages to ensure they contain peace messages.
- g. Teacher education programmes should incorporate peace education as an integral part of their course structure to enable them an indepth understanding on the subject, if teachers are to positively influence learners. Countries that benefitted from peace building training sessions for teacher educators supported by international organizations should share with others, their gains in this regard. Re-orienting teacher education programmes to ensure teacher educators are trained to be competent peace educators.

REFERENCES

- ADEA helps Kenya develop policy. Accessed from: A blog on the development of Peace Education Policy in Kenya ADEA helps Kenya develop policy on peace education (Published On Tuesday, 26 August, 2014)
<https://www.adeanet.org/en/news/adea-helps-kenya-develop-policy-on-peace-education>.
- Bickmore, K., Kaderi, A. S., & Guerra-Sua, Á. (2017). Creating capacities for peacebuilding citizenship: history and social studies curricula in Bangladesh, Canada, Colombia, and México. *Journal of Peace Education*, <https://doi.org/10.1080/17400201.2017.1365698>.
- Brown, E. J., & Morgan, W. J. (2013). Peace education in English and Jordanian schools: A comparative study. *Education Research and Perspectives*, 40, 211-235.
- Cook, S. A. (2008). Give peace a chance: The diminution of peace in global education in the United States, United Kingdom, and Canada. *Canadian Journal of Education/Revue canadienne de l'éducation*, 889-913.
- Dewey, J. (2010). The need for a philosophy of education (1934). *Schools*, 7(2), 244-245.
"Fostering a Community of Practice In Africa to Promote Peace through Education "ICQN on Peace Education workshop report (Final v2). Accessed from:
https://www.adeanet.org/sites/default/files/icqn_on_peace_education_naivasha_workshop_report.pdf.
- Galtung, J. (2011). Peace, positive and negative. *The encyclopedia of peace psychology*.
- Hermimo, A. (2017). Peace education and child protection in educational settings for elementary school in the West Papua of Indonesia. *Asian Social Science*, 13(8), 20–31.
<https://doi.org/10.5539/ass.v13n8p20>.
- Harris, I. M., & Morrison, M. L. (2012). *Peace education*. McFarland.
- International Alert (2020), Peace education in formal schools: Why is it important and how can it be done?, <https://www.international-alert.org/publications/peace-education-formal-schools-why-is-it-important-and-how-can-it-be-done/>.
- Kangethe, M. W. (2015). The peace education programme in Kenya. *The Global Campaign for Peace Education*, 121. Accessed from: <https://www.adeanet.org/en/news/adea-helps-kenya-develop-policy-on-peace-education>.
- Juma M. (2019) Peace Clubs in Schools: African Experiences. In: Hove M., Harris G. (eds) *Infrastructures for Peace in Sub-Saharan Africa*. Springer, Cham.
https://doi.org/10.1007/978-3-030-14694-8_10.
- Opere, O. A., Isabella Kamere, and Violet Wawire. "School violence as a cause of non-peaceful coexistence in public secondary schools in Nairobi, Kenya." *Open Journal of Social Sciences* 7.09 (2019): 130.

- Opere, O. (2020). Peace Education and Its Contribution to Peaceful Coexistence among Students In Public Secondary Schools In Nairobi City County, Kenya (Doctoral Dissertation, School Of Education, Kenyatta University).
- Pineda, P., Celis, J., & Rangel, L. (2019). The worldwide spread of peace education: discursive patterns in publications and international organizations. *Globalization, Societies and Education*, 17(5), 638-657.
- Shah, S., & Meinshenberg, G. (2017). Teaching Peace along with routine education: A simple and easy to implement strategy for a peaceful happy world. *Issues and Ideas in Education*, 5(1), 87–102. <https://doi.org/10.15415/iie.2017.51006>.
- Shields, P. M. (2017). *Limits of Negative Peace, Faces of Positive Peace*. <https://doi.org/10.1093/isq/sqw005>.
- Taheri, M. A., & Dehghan, M. (2014). Definition of peace and its different types as approached by Halqeh Mysticism. *Procedia - Social and Behavioral Sciences*, 114(21), 56-61. <https://doi.org/10.1016/j.sbspro.2013.12.656>.
- Toshio, O. (2009). Peace Education in Japan's Schools: A View from the Front Lines. *The Asia-Pacific Journal*, 16(2).
- Union, A. (2014). AU outlook on education report. Continental Report, available at: www.adeanet.org/sites/default/files/au_outlook_continental_english_2014_w.pdf (accessed 26 September 2014).
- UNESCO. 1990. *World Declaration on Education For All: Meeting Basic Learning Needs*. Jomtein: UNESCO. [Google Scholar]
- UNESCO. 1995a. *Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy*. Paris: UNESCO. [Google Scholar]
- UNESCO. 1995b. *UNESCO and a Culture of Peace: Promoting a Global Movement*. Paris: UNESCO. [Google Scholar]
- UNESCO. 2005. *Peace Education: Framework for Teacher Education*. New Delhi: UNESCO. [Google Scholar]
- UNESCO. 2009. *UNESCO Prize for Peace Education*. Paris: UNESCO. [Google Scholar] 17(5), 638-657. *Ethiopia closes schools to boost civil war effort* https://www.bbc.co.uk/news/world-africa-59524707?at_medium=RSS&at_campaign=KARANGA
- Working Paper Education Section Programme Division UNICEF New York June 1999 https://inee.org/system/files/resources/UNICEF_Peace_Education_1999_en_0.pdf