

PEACE EDUCATION: A METHOD OF MITIGATING VIOLENT
CONFLICTS IN SELECTED SECONDARY SCHOOLS IN
MANSA DISTRICT, ZAMBIA

by

BEATRICE MULAISHO

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AUTHOR'S DECLARATION

I, **Beatrice Mulaisho** do hereby solemnly declare that this dissertation represents my own work, except where otherwise acknowledged, and that it has never been previously submitted for a degree at the University of Zambia or any other university.

Signed

BM

Date

12th September 2016.

APPROVAL

This dissertation of **Beatrice Mulaisho** has been submitted with our approval as a partial fulfilment of the requirements for the award of Master of Science in Leadership, Peace and Conflict Resolution by the University of Zambia in collaboration with Zimbabwe University.

Signed: _____


Date: 12th September 2016.

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ABSTRACT

The main purpose of this study was to explore Peace Education as a method of mitigating violent conflicts in selected secondary schools in Mansa district, Zambia. Peace Education is a remedial measure to protect learners and children from involving themselves in violent acts in the society. In essence it attempts to develop a set of behavioural skills necessary for peaceful living and peace-building from which the whole of humanity benefits. The human relation skills acquired through the learner-centred approach forms a critical mind that transforms a learner into an individual that is capable of making informed decisions that inculcates social justice thus promoting psychological and cultural peace.

Through a qualitative-descriptive design, data was obtained from the purposively sampled PEO, the DEBS, 4 Standard Officers, 4 Head teachers, and 12 teachers, using semi-structured interview guides. 20 grade twelve pupils and teachers were conveniently sampled due to their presence at that particular time. Data from pupils was collected using focus group discussions guide. Schools were purposively sampled because of their nature of being either: public, faith-based, mixed or single sex, less or large enrolment, urban or peri-urban.

X-sight for social sciences was used to analyse, present and discuss data. The findings revealed that the types of violent conflicts in secondary schools included, misunderstandings over differences in ideas and opinions, poor communication and inappropriate expressions of emotions, misunderstandings over failure to meet pupil's demand and misuse of power by the teachers and misunderstandings over teacher's negligence of their duties which caused pupils to hate them thereby threatening conflict.

The study further revealed that learners acquired peace education through the integrative school curricula. This was taught using participatory and inquiry based methods which were best suited for teaching and learning of peace education. However, most respondents had scanty knowledge about it; and thus, its effectiveness was minimal. Pupils revealed that their purpose of learning was for intellectualism and examinations sake and most teachers did not practice what they taught and its impact to mitigate violent conflicts among learners was therefore questionable.

This study concluded that peace education was cardinal in preventing violent conflicts that were caused by misunderstandings in many areas of life within institutions. Peace Education was taught through the integrative curriculum and other activities like drama groups, debating societies and outreach activities. Seemingly, the study revealed that teachers had problems to identify peace values that were passed on to the learners and was taught only in some segments of the curriculum, which is in social sciences only. This means that peace education is applied at a minimal scale, hence, has less impact on the learners, school environments and the society at large.

The study recommended that the MoGE should facilitate Capacity building for teachers on Peace Education knowledge through pre-service and Continuous Professional Development (CPDs) orientation workshops. The MoGE should intensify on monitoring and evaluation of the curriculum in order to deal contestations of the curriculum for the purpose of maintaining a culture of peace. Head teachers should pay attention to learners' complaints and maintain a minimal enrolment per class so that facilities, goods and services are well distributed among the pupils.

DEDICATION

This dissertation is dedicated to Joshua Kamanya my soul mate and husband, my sons (the four brothers: Russell, Ely, Kukunda, Ronnie), my one and only daughter Serah for their unwavering support and wise advice and to my parents Mr and Mrs J.C. Mulaisho for their parental love, care and encouraging words.

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ACRONYMS AND ABBREVIATIONS

CPDs	Continuous Professional Development
DEBS	District Education Board Secondary
ECZ	Examination Council of Zambia
EFA	Education for All
ICT	Information and Communication Technology
MoE	Ministry Of Education
MoGE	Ministry of General Education
PE	Peace Education
PEO	Provincial Education Officer
UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organisation
UNICEF	United Nations International Children Emergency Fund
USAID	United States Agency for International Development
ZANIS	Zambia News and Information Service
SEO	Standards Education Officers
SCH	School
FGD	Focus Group Discussions

CHAPTER ONE

INTRODUCTION

Overview

This chapter presents the background to the problem, the statement to the study and the purpose. It further presents the objectives and research questions, delimitations, significance, conceptual framework, operational definition of terms and finally the summary.

1.1 Background

Peace Education is perhaps the most appropriate tool for fighting violent conflicts in secondary school. Peace education is capable of reconstructing an individual with a violent mental perspective and create in the human consciousness, and commitment to the ways of peace (UNESCO 2005). Peace Education brings vibrancy and creates peace building efforts that enable an individual to cleave for peace at any given moment in time, believing that youths in secondary schools offer creative energies and active potential for the transformation of violent conflicts in the nation as well as the world at large. It is well believed that education is a space for nurturing cultures of peace or that of war. Practitioners of peace education have a responsibility to dialogue with the learners in secondary schools on knowledge, values, skills, and behaviours that are conducive to fostering global harmony and social justice which are likely to result into peace. Peace as defined by Harris (2008) is the absence of physical and structural violence and the presence of justice. Therefore, it is a must that students should be seen to be exploring the root causes of conflict, understand international humanitarian and human rights laws, think about alternative structures of security and learn skills for managing latent and full flagged conflicts non-violence.

On the contrary, the increase of violent conflicts in secondary schools is a worry some situation. While educational practitioners, parents, guardians and various nations have the hope of raising out of school fully functional individuals who are capable of contributing fully to the development of individuals and that of their nations at large, studies by Vusumzi and Shumba (2013) have shown that most learners who get involved in violent conflicts or delinquency behaviour, have problems in conceptualising intellectual work, thus challenging their capabilities to perform exceptionally in their academia. Formal secondary schools are believed to consist

most of the youths who are within the ranges of 10 to 25 years of age. These learners attending secondary schools might benefit from peace building initiatives within education. Children in this age group are capable of critical reflections and can integrate the perspectives of the self and the other into a mutual perspective as in the words of Fosnot (2005: 134), "others are to understand and be understood". Thus, as secondary pupils can critically reflect on concepts of ethnicity, conflict and peace they might gain from peace education initiatives. This age range shows where the future state leadership, human resource and machinery lie. And such a challenging situation places the governance actors and the teacher agency at a systematic pace of motion in trying to foster a culture of peace in order to create an enabling learning environment that will help to mitigate violent conflicts and boost learner performance in secondary schools for the security of the nation in the future days to come.

Education is highly recognised for its crucial role in maintaining a culture of peace and condemning instances in which education is undermined in order to fight democracy and tolerance. The Ministry of Education (2000) has set equal rights to educational opportunities that are capable of producing a learner who appreciates various ethnic cultures, customs, and traditions. This is a learner who is capable of upholding the national pride, sovereignty, peace, freedom and independence, increase access to knowledge and life skills training that seeks to bring about personal fulfilment which is historically committed to Peace Education.

Harris (2008) further defined Peace Education as the process of helping learners to acquire knowledge, skills, attitudes and values needed to bring about behavioural changes that enables learners to prevent conflicts and violence, both overt and structural; to resolve conflicts peacefully, and to create conditions conducive to peace at all levels such as intrapersonal, interpersonal, intergroup, national and international. Hence, he had yet described Peace Education as a series of teaching encounters that are drawn from people, their desires for peace, non-violent alternatives for managing conflicts, and skills for critical analysis of structural arrangements that produce and allows justice and equality. It is a democratic kind of education that stimulates learners to think more about the content learned and try to figure out its importance and how it is to help them in their way of life, thus creating a human consciousness commitment to the ways of peace. It informs learners about the effects of violence by teaching skills that manage conflicts non-violently; creating a desire to seek peaceful resolution of

conflicts; rejecting violence and tackling the root causes of violence through dialogue; and negotiations among individuals, groups and nations (UN2002). The goal of peace education, based on scholarly developments to date, is the transformation of educational content, structure, and pedagogy to address direct and structural forms of violence at all levels.

Laing (1978) supported Harris' (2008) notion that the culture of peace and non-violence are the substance of the most obvious areas which include fundamental human rights, social justice, tolerance, democracy, literacy, respect and dignity for all, international solidarity, children rights, gender equality, cultural identity and diversity, minority rights, and preservation of the natural environment, yet demanding methods to peace and development that strikes at the very core of their challenges. It is this idea that informs the mission of the Ministries of Education globally and the question for peace, violent conflicts and developmental efficiency being deeply interlinked, and that the quests for peaceful societies and sustainable economies have to be undertaken side by side.

The diversity in literature on peace education presents a dynamic sphere. Harris (2004) had separated peace education into five categories and these include international education, developmental education, environmental education, human rights education and conflict resolution education which had been continually reflected on the school curriculum, hinting on psychological and physical slides of peace that every human being endeavours to attain. The Ministry of Education (1996) encourages a high engagement of peace education in promoting a culture of peace among the citizenry through the teaching of peace values integrated in the subjects already existing on the school curriculum. This is done through selective content of education, educational resources and material, formal and informal education, research and on-going training for teachers and learners because they are at the centre stage of education. However, the skills for peace and non-violence can only be learned and perfected through interactive learning whose core skills to be developed are active listening, dialogue, deliberation, mediation and critical learning. This is education in its truest sense. It is a life time experience that provides learners with an understanding of and respect for universal values and rights. It requires participation by all well-meaning citizens and at all levels.

Peace Education draws people's instincts to live peacefully with others and emphasizes peaceful values upon which society should be based. It attempts to nourish the energies and impulses that

makes possible a meaningful and life enhancing existence. Thus, Peace Education has been spotted as a recent level of social unity, character, value, or citizenship education that seems very much alive in dealing with violent conflict issues and seeks to share a hope that through education people can develop certain thoughts and dispositions that leads to peaceful behaviour. The key aspect of these dispositions includes respect, tolerance, kindness, critical thinking, and cooperation. The upsurge of interest in Peace Education as an active global social movement is due to its energies that can collectively unify, fuel, and inspire dialogue among scholars, researchers, activists, educators, government leaders and the myriad of the public peacemakers committed to creating cultures of peace throughout the world as Lum explained (2013: 121). A network of individual groups and organisations were formed, whose activities reflected the full diversity of Peace Education approaches practised worldwide. Along with this enlightenment, organisations were engaged in non-violent conflict management and development of cooperation generally regarding education programmes as extremely important because in it Peace Education was integrated. As a result, the questions which increasingly arose were what contribution it made, focusing on the theoretical foundations and on developing context-appropriate practical approaches, documentation and analysis of the impacts of Peace Education.

In Sri-Lanka, Peace Education as a more recent designation of social cohesion, character, and value or citizenship education seems very much alive. The formulation of a specific national policy seemed to illustrate a high engagement level. Although Peace Education policy formulation reflected a vital first step, ultimately teachers were the ones who had to implement Peace Education in secondary schools. According to Weldon (2010: 353), a teacher in a country emerging from or engraved in violent conflicts had to signal a new society with values that standing stark contrast with the old. The above view portrayed how vital the teacher agency was in that impartation of Peace Education knowledge, values and skills.

In Zambia, most youths in secondary schools receive Peace Education through an integrative school curriculum. This is also aimed at maintaining the culture of peace, transforming to national development and security. However, Banja (2002) explained that there had been an on-going experience of violent conflicts among learners in various secondary schools where pupils are considered to be mature enough to understand the contextual and contestable issues of life that can be resolved skilfully through the development of the skills of assertiveness, anger

management, empathy, problem solving and emotional control. He further indicated that various cults of delinquent associates have turned schools into hazardous places where learners become devils of their own communities. In Mansa district secondary schools, findings from the District Education Board Secretary's office (DEBS) indicate that violent conflicts are evident from a number of sampled schools. In 2012, history holds that pupils at Mabumba secondary school broke into the head teacher's office and got away with some grade twelve examination papers prior to the examination dates. In 2014, the same school had its school infrastructure badly vandalized over an allegation of a male teacher practicing occultism to the pupils. It is also a well-known fact that some girls of the same school get involved in sex for sell. Saint Clement, a faith based secondary school had been known for riotous behaviours every time the grade 12s and 9s completed their exams. The delinquency behaviour of 2014 and 2015 end of year events saw the vandalism of the school infrastructure worth huge undisclosed sums of money. In 2015, pupils from Saint Clements also rioted over the confiscation of cell phones by the administration citing the inclusion of Information Communication Technology (ITC) subject in the curriculum for which they stated the importance of having access to their gargets as policy under implementation by the Ministry of Education. This issue took to task the office of the District Educational Board Secretary (DEBS) to settle, and so disappointing to the learners. Another incident of violence was during the inter-schools sporting games of 18th June 2016, when pupils from Saint Clement acting on their home ground picked up a quarrel with teachers from Mansa secondary school. This quarrel became a grudge towards Saint Clement pupils and on the 25th when they had gone to take up the ball games from Mansa secondary school football grounds, a fight erupted to revenge them for their misconduct while at their home ground. It was a heavy fight that attracted the presence of the army to quench (DEBS, Mansa 2016). With the above overwhelming evidence, hence the reason for this research was undertaken to find the solution to this problem which hinders pupils' and national development.

1.2 Statement of the Problem

Existing literature shows the energies of Peace Education in mitigating violent conflicts and boosting the reconstruction of critical thinking that prompts a critical mind in making sound informed decisions in resolving conflicts peacefully (UNESCO 2009). The Education policies of 1977, 1992 and 1996, all seem to show the integration of peace education in the main school

curriculum with the view of mitigating violent conflicts through the reconstruction and transformation of learners' mental cognitions in order to equip them for a harmonious livelihood within oneself, others and the environment.

Despite all the above efforts, research had shown that secondary schools experience violence conflicts, thus, posing a threat of spreading to the growing generations. The escalation of violence has led researchers to conclude that schools are rapidly and increasingly becoming arenas of violence not only between pupils, but between teachers and pupils, interschool rivalries, gang-conflicts and to their own societies at large. They are no-longer viewed as safe and secure environments for learning, as they are unpredictable places (Banja 2002; Balili 2013, Fishbaugh *et al* 2003; Vusumzi and Sumba 2013). Accordingly, an oral report by DEBS office, Mansa district, out of 12 public and faith based secondary schools in the area, 9 schools had experienced many cases of violent conflicts, representing 75% schools to have experienced violence. This was a very high statistics beyond any comparisons in line with the period from 2012 to 2016.

Seemingly, learners had problems to understand peace values that informed the human relations skills in mitigating and resolving conflicts. Perpetual violence had also an effect on the academic performance, thus, producing irresponsible, volatile and non-fully functional learners who would not be able to participate fully in the democratic and developmental fabric of the nation. It is against this back ground that the researchers ought to explore Peace education as a method of mitigating violent conflicts in selected secondary schools in Mansa district.

1.3 Purpose

The purpose of this study was to explore Peace education as a method of mitigating violent conflicts in selected secondary schools in Mansa district.

1.4 Objectives

The objectives of this study were to;

1. establish the types of violent conflicts in secondary schools in Mansa district.
2. determine the inclusion and scope of peace education in the secondary school curriculum in

Mansa district.

3. identify the methods used to teach and learn peace education in secondary schools in Mansa district.

4. evaluate the effectiveness of peace education in mitigating violent conflicts in secondary schools in Mansa district.

1.5 Research Questions

The following research questions guided the study:

1. What were the types of violent conflict in secondary schools in Mansa district?
2. What subjects on the school curriculum had peace education content?
3. What methods were used to teach peace education in secondary schools in Mansa district?
4. How effective was peace education in mitigating violent conflicts in Mansa district?

1.6 Theoretical Framework

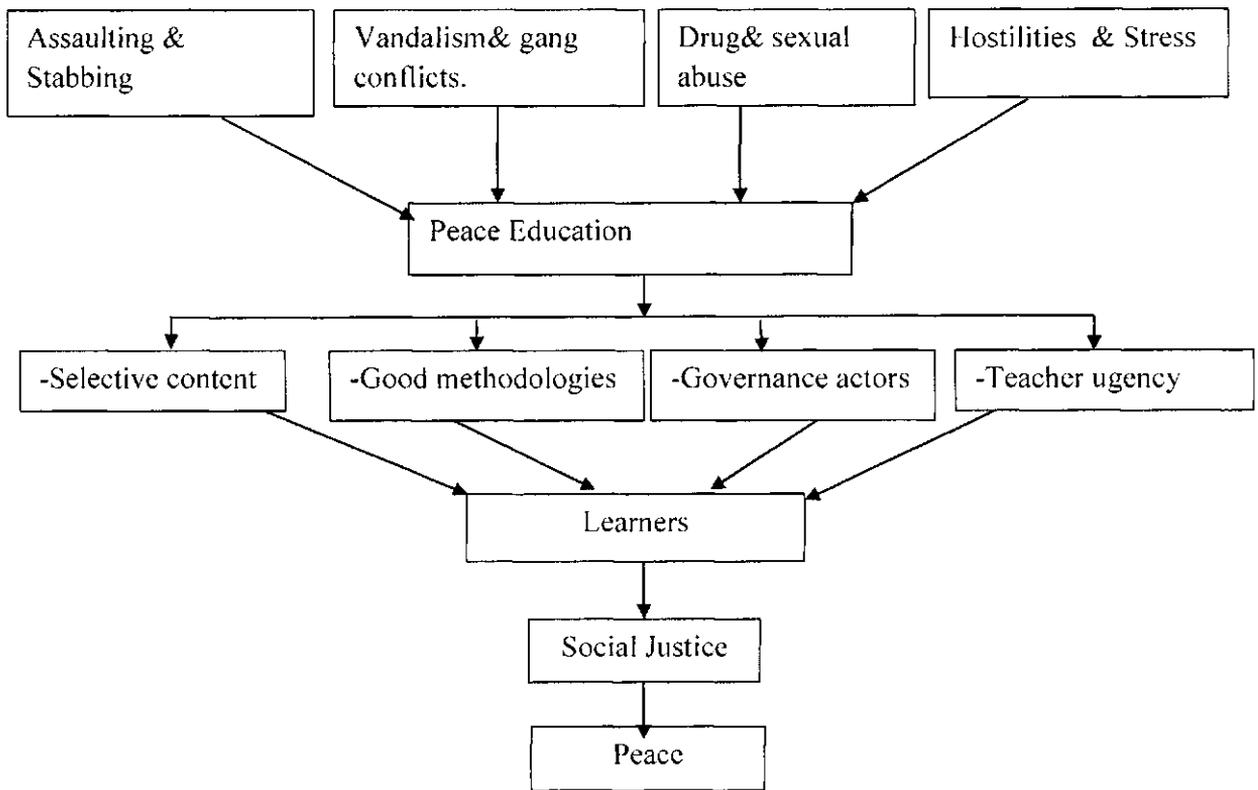
The study was anchored on the integrative theory of peace developed by Danesh (2006) indicating that the conflicts that human kinds suffer are a result of the difference in the various perceptions of our world views. Basing on Danesh's (2006) Integrative Theory of Peace, the concept of peace was attainable through inclusiveness shaped by examining and transforming the worldviews of people's views of the nature of reality, human nature, purpose of life and human relationships. This theory postulates that most people and societies in the world hold conflict based worldviews that are sub-divided into two main categories associated to the phases of human development; the Survival-Based worldviews and the Identity-Based worldviews. Thus peace could only be acquired through a more integrative unity-based worldview that promotes unity in the context of diversity and establish sustainable cultures of peace be it in the home, at school, at work, or in the international community. This entails that the teachers' intellectual knowledge through the selective content plus the learners' grounded knowledge culminates into progressive education resulting into positive peace.

In conclusion, the integrative theory of peace encourage tolerance of various ideas and opinions of other people, giving them the respect and understanding deserved that may reign through every environment. Through cooperation and unity, individuals are capable of negotiating and drawing a well informed decision that could be of benefit to the entire group. Therefore, by working under the unity based worldviews where individuals are at liberty to contribute to peace because pupils, teacher, head teachers and education governance actors are likely able to collectively work against the evil of violent conflicts in school and promote a culture of peace that works to develop individuals and the nation at large.

1.7 Conceptual Framework

A conceptual framework entails a model of presentation where a researcher shows the relationships between the variables in the study and the relationship diagrammatically (Orodho2009). In the study, the model in Figure 1.1 identified the variables under study and showed their relationships. In the model, peace was the dependent variable whereas peace education was the independent variable.

Figure 1-1. Conceptual Framework of Peace Education.



Source; Hay (2002).

Peace is essentially related to the concept of social justice achieved through unity based world views, as a standpoint of peace building highly relevant for learners in order to fit well in this conflictual world. Peace Education working through the selected content, appropriate methods of teaching and learning, functions of governance actors and teacher agency produces social justice which is capable of cultivating and maintaining a culture of peace. The concept of social justice promotes equality and unity between learners, working on the universal principle that guides people in knowing what is right and wrong. Learners feel secure, calm, restfulness of the mind and freedom to participate in several ventures while taking responsibility of the next individual. Since education is known for reconstructing and giving people the new being in life, Peace Education therefore is transmitted through informal and formal education taking place in secondary schools.

Accordingly, critical Peace Education needs social justice pedagogy delivered through learner centred methods, equipping learners with the skills of critical thinking and assertiveness which in-turn produces peace (Frazer 2009). Social justice serves as a variable perspective on how to define and address injustice in the society as well as bringing about citizens' responsibility (Giroux 2010). The teaching of Peace Education brings about citizens commitment to instigate social justice and peace within the society. On the other hand, lack of social justice within the education system results into social injustice and inequality thus breeding violent conflicts in various environment (MoE1996; Lopes Cardozo 2008).

1.8 Significance

This study is likely to be significant in that, the findings may inform policy makers, governance actors and stake holders to formulate better policies that might inculcate in the learners the knowledge, skills, values and develop attitudes of combating violent conflicts and maintain peace through Peace Education (PE).

The findings might also help head teachers to create safe and conducive environments for teaching and learning that in turn might foster progressive education and improve academic performance in the learners because they might avoid violence and channel most of their time on their education.

The findings might be useful to the curriculum developers in formulating Peace Education programme initiatives that might foster more effective interventions to enforce and bring about holistic peace that prevents violent cases between and among learners and teachers in secondary schools. The results might also increase the in-depth awareness of peace education that could help transform the entire community to raise agents of change, produce responsible citizens that are fully-functional to the developmental agenda of individual persons and the nation at large.

1.9 Limitations

Since this study was confined to four secondary schools in Mansa District, the findings in this study could not be generalized as every secondary school had its own peculiar problems and therefore similar studies might need to be carried out in other areas. Some pupils where the research was conducted had difficulties in expressing themselves hence making it difficult to get the needed information.

1.10 Delimitation

This study was confined to only four public and faith-based secondary schools in Mansa district. The findings of this study are not representative of all *Zambian* secondary schools as peace education as a method of mitigating violent conflicts can be taught and impacts on school environments differently. This is because Peace Education is dependent on educators and peculiar to every school as well as violent conflicts.

1.11 Operational Definition of Terms

Conflict: Refers to a misunderstanding or disagreement in opinions between two or more people

Curriculum: Refers to all learning which is planned and guided by the school.

Peace education: Refers to the process of teaching people about the threats of violence and strategies for peace.

Social justice: Refers to equality and fairness between human beings, working on the universal principles that guide people in knowing what is right and wrong, a balance between groups of people in the society.

Violence: Refers to unlawful exercise of physical force or intimidation by the exhibition of such force that can harm someone or damage property.

Violent Conflicts: Refers to misunderstandings that in opinions between two or more people that results into physical force or intimidation by exhibiting of such force that can harm someone or damage property.

Educators: Refers to someone who imparts knowledge, skill, values and helps in the creation of attitudes in the learners.

Education governance actors: Refers to people who do administrative work in the Ministry of General Education.

1.12 Structure of the Dissertation

Following the presentation of the introduction in this chapter, the subsequent chapter reviews the related literature on peace education. In the third chapter methodological issues will be discussed, while chapter four will present the findings and analysis the data in which the views of the various respondents on peace education as a method of mitigating violent conflicts in secondary schools in Mansa district were provided. Chapter five will further discuss the presented data from the proceeding chapter. Finally the sixth and last chapter will highlight the conclusion of the study, recommendations and suggestions for the future researchers.

Summary

Chapter one has presented the introduction, background, statement of the problem, purpose of the study, objectives and research questions. This chapter has further shown the significance of the study, limitations, delimitations, operational definitions and then the structure of the dissertation followed. Finally, it presented the definitions of terms and the summary of the chapter. The following chapter presents the literature review.

CHAPTER TWO

LITERATURE REVIEW

Overview

This chapter will review the literature of the study. The chapter is divided into eight parts. Firstly, it will present the historical perspectives of peace education, followed by the general concept of peace education, the global peace education and peace education in Africa. It will further elaborate on peace education in Zambia, violence in secondary schools, the inclusion of peace education in the school curriculum, its scope and methods of teaching and learning peace education. Finally, it will summarize the chapter.

2.1 Historical perspectives of Peace Education

Harris (2008) reported that conflict resolution techniques have been in existence throughout human history. Peace Education is one of the processes of teaching people about the threats of violence and strategies for peace and it tries to build consensus about how peace strategies can bring maximum benefit to a group. Peace Education activities that attempt to end violence and hostilities are carried out informally within communities or formally within institutional places of learning, like schools or colleges. Informal Peace Education has been practiced by generations of humans who wanted to resolve conflicts in ways that do not use deadly force.

Banta (2002) explained that people used conflict resolution traditions that were passed down through millennia to promote peace within their communities in the past. Rather than killing each other over their disputes, they employed non-violent dispute mechanisms that they handed down from generation to generation through informal peace education activities. Although there is no evidence of written records, narratives have told that human beings throughout history had employed community-based Peace Education strategies to preserve their knowledge of conflict resolution tactics that promoted their security.

Anderson et al (2011) gave two views of the historical departure point before World War II. She stated that because of the belief in a unity based knowledge that aimed to bring people together, in the seventeenth century, Comenius, a Czech European educator used the written word to espouse Peace Education. He convincingly thought that sharing knowledge universally could provide a road to peace. His approach to peace assumed that an understanding of others and

shared values can overcome differences that lead to conflicts. His goal for Peace Education was a harmonious world in which men and women would live with acceptance of diverse cultures. Anderson et al (2011) further pointed out that in the early nineteenth century when the peace movement began to form organizations. Children were taught moral, ethics and religion in Sunday schools. The preceding view has been challenged by, Harris (2008) that although organized religions had always promoted their own visions of peace, but ironically they are the basis for martyrs' intent on destroying "others" who are seen to be heathen because they belong to other religions. They believe that great religions contribute both to war and peace being indicative of certain ironic and contradictory aspects of human nature that contributes to the great peace dilemma impacting on the learners in various schools, though they have always asked why human beings who know about peace cannot figure out how to live in peace?

Harris (2008) explained that until the end of the 17th century peace movement, nationally and internationally, discussed the general school system and the possibility to write a textbook in peace education. The narratives of war in history were seen as something that needed to be changed. Between 1889 and 1939, 33 universal peace congresses take place, most of which addressed peace education. In 1912 the American School Peace League was founded and promoted through schools with the interests of international justice and fraternity and a lot of teachers in different countries became members and an annual School Peace Day which was celebrated in schools. Their ambitions were to acquaint teachers with the conditions for peace. Hence, most social studies teachers started teaching international relations to prevent students from waging war against foreigners. Convinced that schools had encouraged and enabled war by indoctrinating youth into nationalism (Harber 2004), peace educators contributed to a progressive education reform where schools were seen as a means to promote social progress by providing students with an awareness of common humanity that helped break down national barriers that lead to war.

2.2 General Perspectives of Peace Education

Danesh (2006) reported on how the global world has been traumatised by the rampart violence that has eaten up into the fibres of peace rendering humanity vulnerable to their own failure to resolve conflicts through amicable ways even when history has shown how human shared conflict resolution techniques to deal with such atrocities. Peace education is deemed a method

and process of teaching people about the avoidance of violence and strategies for peace. Peace education is all educational efforts, formal or informal that aims at developing the learner's attitudes, skills, values, knowledge and behaviours to live with others in harmony, mutual understanding, trust and amicable resolution of conflicts. Peace education activities endeavour to end violence and hostilities that are carried out within communities or institutional places of learning, like schools respectively (Harris 2008).

Peace education is a preliminary of a culture of peace. A culture of peace entails education towards the formation of values of peace, conflict resolution, and support of human rights and development of problem-solving skills. A culture of peace is a growing body of shared values, attitudes, behaviours and ways of life based on respect for fundamental human rights and freedom of understanding, and solidarity. It is also sharing the free flow of communication, full participation and empowerment of the minority, non-violent resolutions of conflicts and transformation of violence through peace education. Mahatma Gandhi (1999) asserted that if we are to teach real peace in the world, we shall have to begin with children, by passing on the generational mantle, values and skills that help produce a capable learner that appreciates various ethnic cultures, customs and traditions, and upholding national pride, sovereignty, peace, freedom and increased independence of access to community participation. As expressed in the preamble of the UNESCO (2005) constitution that wars begin in the minds of men, and it is in the minds of men that defence must be constructed. If education is the only defence against human catastrophe, peace education is the soul that can create the shield for human survival on earth. It is only through peace education that peace can be installed in the human mind as an antidote to violent conflicts and wars in the minds of men and seems to have an answer to the violence happening in some parts of the world problems. Education for global peace aims at developing the capacities in the citizenry to face challenges of unique amounts and the degradation of the environment with the full zeal of life in the world tomorrow (UN 2000).

2.3 Global Peace Education

Leading peace education scholar, Reardon (2001), emphasized that global agency as a core competency of peace education scholars and practitioners. Several global Peace Education Campaigns have strived to address the needs of children and all learners striving to create a culture of peace education. The UNESCO's (2005) Declaration and Integrated framework for

Action on peace: education for peace, human rights, and democracy produced by UNESCO came out of the 44th session on the international conference of education. Born out of the need for removable obstacles to peace such as violence, racism, xenophobia, aggressive nationalism, as well as violation for human rights, religious intolerance, and the world gap in between wealthy and poor, stressed the importance of education in the development of individuals who will promote peace, human rights and democracy. By far and larger, the document extolled the improvement of the curricula and pedagogy, that would care for individuals who are responsible citizens and respectful of human dignity. UNESCO framework provides a comprehensive strategy for achieving a culture of peace, through holistic education by involving educational partners, and utilizing administrative mode that allow for greater autonomy and also insists the need for continuous education that can be implemented at every level of society and also proper resources. Additionally, its content should include education for citizenship at international level, and address the conditions necessary for the construction of peace inclusive conflict resolution, human rights, democracy an end to racism and the elimination of sexism. The framework states that the ultimate goal of education for peace, human rights and democracy is the development in every individual of the sense of universal values and type of behaviour on which a culture of peace is predicted because it is possible to identify even in different socio-cultural context values that are likely to be universally recognised. Perhaps, most importantly UNESCO insists that content should be developed democratically, inclusive of all voices in the design of peace education programs since no individual or group holds the only answer to problems. It is therefore necessary to understand and respect each other and negotiate on equal grounds, with a view to seeking common grounds (Hague Appeal for Peace 1988:1).

Three other international organisations that have shown support for peace education are the global campaign for peace education, the Education International and the Manifesto 2000. The global campaign for peace education, supported by Hague Appeal for peace (HAP), utilizes the UNESCO agenda, which supports educational programmes that would work towards the creation of a culture of peace. According to the 21st Century Hague agenda for Peace and justice, a culture of peace can only be achieved when citizens of the world understand global problems, attain skills to resolve conflicts and struggle for justice non-violently, live by international standards of human rights and equity, appreciate cultural diversity and respect the Earth and each other. However, such education for life can only be achieved with systematic education for

peace (UNESCO 2009). However, peace education initiatives in conflicts as well as its ability to change the mental cognitions of an individual are needful and must be adequately reinforced to cultivate peaceful minds, societies and environments in the world.

The Education International (EI) working together with UNESCO has a common goal of achieving an educated, intellectually, curious and participatory culture of peace and democracy. It is committed to international peace, through the promotion of human rights, democracy, international understanding and solidarity among its members. An analysis of the Education for All global monitoring report of 2011, EI focused on the impact of armed conflicts on education in the quest to find ways of protecting education in their member states, and learners and teachers in conflict afflicted zones. Its aim is keep education going in all corners of the world and mark schools safe sanctuaries that guarantee the peace and security of all children and their communities. EI re-builds and revamps education for peace in post-conflict areas considering education as a humanitarian relief through building dialogue and understanding between cultures. EI's international conference in 1997 and 2002 respectively, for all affiliates, under the theme democratic societies: Living and Learning together, aimed to discuss the role and responsibilities of education actors in combating racism, anti-Semitism and Xenophobia. EI emphasizes true dialogue among civilisations, cultures, harmony, religion and the face up to the dangers of unequal opportunities (UNESCO 2009).

The Manifesto 2000 produced by Nobel Peace Laureates who are committed to creating a culture of peace supports both the HAP initiatives and the UNESCO frameworks (as stated by United Nations International year for the culture of peace 2000-2001). The Manifesto emphasizes the necessity to respect all life by rejecting violence, sharing with other, active listening, preserving the environment, and revive solidarity. Alongside the UNESCO and Hague Appeal for Peace, Manifesto provides very clear procedures for how education can reduce both the direct and structural violence prevalent in every society. These international documents support peace education as well as representing a collection of core values that transcends national boundaries

An example of peace education internationally is the Institute for the Promotion of Quality Education (EDUCA), Peru EDUCA'S Peace Team was made up of teachers who had demonstrated experience in promoting positive relations among members of a school community as well as commitment to developing curricula that helped teachers and students live and learn in

caring, peaceful educational environments. From 2002-2004, the Canadian-based international cooperation agency, resided in Peru to contribute to the work of EDUCA's Peace Team in the areas of teacher training, research and project evaluation in the quest to instil a culture of in the educators so as to equip the learners with the mantle of peace (UNESCO 2009).

2.4 Peace Education in Africa

Peace education for Africa was conceived and designed to harness the generative mind-set of children and young people as change agents to their communities and environment of its troubled nations. It is an investment in the young generation of African citizens whose values are remoulded to appreciate civic order and democratic culture rather than the path of force and violence that has increasingly characterized the socio-political life in the region. Peace education is crucial, it constitutes major socialization agents which transforms the future generation of African societies. Peace education was designed to address the rising level of child and youth involvement in deadly conflicts in Africa. The motivation and relevance of child involvement in violence across the entire region especially at the turn of the new millennium with wars and threats, destroying human kind and structures due to the high levels of injustices. For example, Ransburg (1976) accounts for the 'Soweto uprising' in which the youth of Orlando West Junior School in Soweto protested against the policies of the apartheid regime. This was due to the Afrikaans medium decree of 1974 which forced all black students in secondary schools to learn all the subjects in Afrikaans language. The decree was viewed as a language of the government to enforced apartheid. Despite the past atrocities, there is still a persistent tendency of general disrespect for life and humanity, human rights, liberty and freedom, equity and justice.

Bar-Tal (2002) noted that because of the radical nature of violence faced by people in the various communities of Africa, Peace Education was inevitably met with resistance. Those in power wanted to preserve the status quo, utilizing education as a means to this end. However inroads were made and examples of Peace Education could be seen in many diverse settings. A review of different Peace Education from country to country showed differing applications in terms of formats, ideology, objectives, emphasis, curriculum content and practices. Examples of various Peace Education initiatives included the African efforts linked to popular education. Peace clubs had emerged as a mechanism to promote a new culture of leaders, civil debate and peer mediated dispute resolution. The promotion of a non-violence culture among students was clearly

appealing to all stake holders who were frustrated and concerned by the widespread violence among students and how their future would be.

UNESCO (2015) reported that the Needs Evaluation across Africa had designed the peace education program for each nation, as a response to its solitary problems as a gift to peace and security in the region. The program targeted the formalized education sector using the primary and secondary school platforms guided by the key principles of learning environments with impartial dialogue between the teacher and learner's democratic education working towards societal transformation and analysing issues in a holistic manner. If the intervening effects on children's delinquent behaviours are reduced, it's a sure way of building a culture of peace in the near generations of Africa.

2.4.1 Case studies of countries offering Peace Education in Africa

The following countries were examples of some countries offering differing peace education but with differing content and emphasis (Harris 2008) For instance, Egypt had integrated human rights, life skills, gender issues and environment in their curriculum. In Nigeria, Peace Education program was designed to address the rising level of child and youth involvement in deadly conflicts, either as actors or as victims of source-based, economic and political conflicts. The peace education concepts had been integrated into the upper basic education Social Studies curriculum. In Liberia, Christian Health Association of Liberia (CHAL) taught conflict management. Burundi integrated Peace Education and learning methodologies into subjects like Mathematics, language, sciences, environment, music and sports. Burundi's peace education was aimed at promoting human rights and responsibility and duties, peaceful conflict resolution and social assistance administered to children traumatized by war. Rwanda's peace education was focused on addressing such issues as refugee returnees, and internally displaced children.

The general commitment of the curricula reviewed in this section focused on human rights, democratic principles and socio-economic development. But above all manners the Action-oriented theories of change entailed that if a certain action was applied successfully, it resulted in a particular change. Nevertheless, these were tentative and still quite broad in defining the role of education in supporting peace-building but a sure theme was that education was the key tool to

developing knowledge, skills, values, attitudes and behaviours that were consistent with human rights principles that enable the attainment of peace.

2.5 Peace Education in Zambia

Kelly (1991:13) accounted for formal peace education in Zambia as a result of the most comprehensive evaluation of the education system since independence in 1964. Zambia represented the experiences of many former colonies in sub-Saharan Africa, and British education was provided by missionaries and the colonial government. As the economy was heavily dependent on copper mining with very little need for skilled labour, it resulted only in 961 Zambians having completed secondary school at the time of independence. It was the judgment of the people in the spirit of participatory democracy that led to education reforms, and came up with immediate educational priorities that eliminated the racial segregation in schools, expansion of educational provision to cater for all citizens. The Education reforms aimed at developing humanity to eradicate poverty and achieve a rapid high-level of manpower to bridge the gaps of national development with conformity to humanism. The guiding principle in the humanistic society in the core business of education had continued to build on this solid foundation of a harmonious relationship by developing the potential of each citizen to the full, for his own wellbeing as well as that of the society and for selfless service to his fellow men in the quest of a peaceful livelihood (Coombe 1970).

The humanistic philosophy ran through the peaceful thought of liberation from want and oppression of all kinds and grew the citizen's stature in harmony with one another. This was cardinal in the re-organisation of the education systems that promoted human development through constructivism and beneficial use of knowledge, values and skills that promoted a culture of peace (MoE 1977:5).

Basing on the global perspective, Zambia's peace education was not a stand-alone subject but was integrated in the education system covering core norms and values, conveyed through the school curriculum. Peace education was provided to the learners with a greater understanding of various ethnic cultures, customs and traditions, and upholding national pride, sovereignty, peace, freedom, and independence and increasing access to community participation, thus, defending our renewed legacy of peace, tolerance, tranquillity and harmony in the society

(MoE 2012). Peace education themes had been integrated in the subjects that contained topics that taught peace values focusing on life skills covering human rights, democracy, international understanding, tolerance, non-violence, multiculturalism, and all other values, in an attempt to respond to various forms of conflicts and violence that had escalated and under laid the national scene in which secondary schools were part of. Peace education was also aligned to a dialogue and exploration where both teachers and learners were engaged in the journey of shared learning towards the development of knowledge, values, skills and behaviour conducive to create peace. Its implementation was coupled with excellent methods of delivery and expertise of teachers would enable learners to become critical and assertive in dealing with issues that confronted them in a peaceful way. The subject themes were taught in the way that provoked critical thinking that would develop values, attitudes and skills that would make learners capable of resolving any conflicts (MoE 1996).

However, despite all the efforts of peace education in the curriculum, Banja (2002) reported that there were still evidences of violent conflicts and ceaselessness experienced, especially in secondary schools, a global notion also supported by Balili (2013). Violence had slowly built tension and distorted the learners' minds thus bringing about un restfulness in learning environments. It had slowly defined the Zambian society at tandem with peace education. Therefore, to prevent violence among learners and seek genuine peace through quality education, it seemed vital that the negative features of education are recognized and sufficiently tackled. Just as Frantz Fanon recognized the need to decolonize the minds of formerly colonized peoples, so it is essential to recognize the need to de-segregate the minds of formerly segregated people (Fosnot 2005). Bush and Saltarelli (2000:16) concurred that in the wake of violent conflicts, education was burdened with the difficult task to create a new society, based on new inclusive and open-minded values. Thus, re-constructing the minds of the youth was a cardinal task that had focused on realizing that they hold the future leadership and as decision markers (Nicolai 2009).

In this vain, the reasoning behind the choice of exploring the implementation of peace education as a method of mitigating violent conflicts in secondary schools in Mansa, district was twofold. On one hand, secondary schools hold a good number of intellectual future leaders who needed skills of assertiveness, problem solving, anger management, empathy and emotional control to

handle the future (MoE 2005). On the other hand, pupils attending secondary school might benefit from peace building initiatives so that they are able to acquire knowledge, skills, values and create attitudes that could help to resolve violent conflicts amicably and in turn trickle down to the various communities and passed on to the next generations.

A commitment to secondary education provided added protection against relapses into conflict. The learners in secondary schools are capable of making critical reflections and integrated the perspectives of self and others into a mutual manner in which 'others are to understand and be understood by', teaching them how to live together peacefully, by recognizing the "other" and overcoming prejudiced people (Fosnot 2005 ; UNESCO 2005). This objective seemed inherently related to the concept of social justice, a perspective on peace building which might be highly relevant for countries that experienced violent conflicts (Davies 2010).

2.6 Violence in Secondary Schools

Conflicts within and between people are inevitable, violence was not. Violence was merely one way of responding to conflict. Globally, violent conflicts are one of the major destructive forces that impede development in many of the world's poorest countries today. It had eaten up in the developmental fibre of the entire world (Davies 2005). According to a World Development Report (2009) violence was more serious a cause of death and incapacity, drains a country's resources and handicaps children's ability to contribute to social and economic progress. Violent conflicts did not only affect the physical landscape of the world but also the psychological and emotional minds of people. The trauma of large scale violent conflicts takes generations to heal. It affected the society in the long run and became an obstacle for individuals to live with dignity and reach their full potentials (UNESCO 2009).

Violence disturbs every institution including schools. Violence had been so rampant and posing a threat of becoming an endemic problem, in which learners were part of the actors. The delinquency behaviour among learners in secondary schools highly surmounted to what the citizenry cannot bear. Learners had experienced various forms of conflicts which include; aggression, harassment, bullying, anti-social behaviour, sexual violence, ethnicity, vandalism both within and outside school premises, corporal punishment, riotous behaviour and intra-conflicts of various nature. Any forms of physical or mental, injury and abuse, neglect or

negligent treatment, maltreatment or exploitation was traumatic and dangerous to human development (Wright and Keetley 2003). Learners also became volatile over bad diet, bad state of sanitation, corporal punishment and other bad conditions that hamper their learning. The use of weapons such as guns and knives are associated with incidence of violence. Violence in school settings had become an issue of national concern because it gave a reflection of the health situation of the nation. Since violence affects the learners' psychological mind, most learners tend to conflict with others and their teachers, hence the need for Peace Education (Balali 2013).

Various cults of delinquent associates had turned schools into a hazardous place where learners become devils of their own societies as reported by Banja (2002). Schools in Mansa district have had their own conflicts to bear. The 2014 scum at Mabumba secondary school saw the school infrastructure badly vandalized over an allegation of a male teacher practicing occultism over the pupils. The grave evil took four days of police service intervention to stop further vandalism. Saint Clement, a faith based secondary school was also known for riotous behaviours every time the grades 12s and 9s completed their exams. The delinquency behaviour of 2014 and 2015 end of year events saw the vandalism of the school infrastructure worth undisclosed amount of money. Every time the grade twelve's exited into the communities after the completion of their schooling age, they do misbehave. They also rioted against the administration over the confiscation of cell phones from the pupils, citing the inclusion of Information Communication Technology subject in the curriculum for which they stated the importance of them having access to the gargets. This issue took to task the office of the District Educational Board Secretary to settle, and so disappointing to the learner. Another incident of violence was during the inter-schools sporting games of 18th June 2016, pupils from Saint Clement acting on their home ground picked up a quarrel with teachers from Mansa secondary school. This quarrel became a grudge for Saint Clement and on the 25th when their time came to take up the ball games from Mansa secondary school football grounds, a fight erupted to pay them back for their misconduct while at their home ground. It was a heavy fight that attracted the presence of the army to quench (DEBS, Mansa 2016).

ZANIS (2008) reported that the police in Monze arresting 48 pupils of Monze Boarding High school for riotous behaviour and causing damage to school property and infrastructure, Deputy Manager's office, School Manager's home and staff houses. In the same vein, ZANIS (2008)

also reported the vandalism of Chikankata high school and setting of a staff house ablaze in Mazabuka district. The pupils rioted over reports of revelations of an admitted pupil to Chikankata hospital who allegedly was seeing a human face of the teacher in his sleep giving him fresh meat to eat. The pupils of Kenneth Kaunda secondary school in Chinsali district ran amok destroying school property and damaged a personal vehicle for a staff whose worth was not disclosed. They also attempted to attack Chinsali Girls secondary school but the police's quick action prevented them from entering the school premises. Times of Zambia (2007) carried a report of Mpika Boys High school where a pupil's riot resulted in the death of a pupil. Times of Zambia (2008) pointed out that more than ten high schools had rioted in 2008 academic year alone (<https://www.lusakatimes.com>). The question that arose was why secondary schools experienced a good number of violence when peace education was within their reach.

2.7 Inclusion and scope of Peace Education in the School Curriculum

A rich diversity of peace education is promoted by the numerous contexts in which it is practiced. Davies (2005) extols the incorporation of peace education into the whole aspect of the school curriculum that reflects the diverse groups and their issues within the society that needs attention. There are many different paths to peace that are being explained in peace education classes. Peace education programs take different forms because of the wide variety of violent conflicts that plague human existence. Peace education is dependent upon the issues of need, interests, conditions, and culture, as well as views and creativity of the educators (Bar-Tal 2002: 35).

The scope of peace education is guided by the entire curriculum of an independent nation sending a message of peace in schools so as to equip the learners for tomorrow's security and safety. This means that all the subjects taught in a particular school institution are capable of delivering peace values to the learners and how it is done is very vital. The humanists' view of Peace education is more concerned about civil, domestic, cultural, and ethnic forms of violence, trying to heal the traumas of violent cultures. It includes skills as anger management, impulse control, emotional awareness, empathy development, assertiveness, and problem solving widely known as human relations skills. These basic communications skills are necessary for survival because they help disputing parties resolve problems amicably and 60% of schools globally have

some sort of peer mediation programs but how they benefit the learners is a question one needs to ask, because violence is still rampant (Balili 2013).

2.8 Effectiveness of Peace Education in Secondary Schools

Davies (2005) stressed the growing public concern for the safety of children at school which is unfounded because there are quite much systematic evidence to determine the rates and magnitude of aggression, bullying and harassment among school aged learners. Figures about the nature and extent of crime and youth violence remain imperfect and programs to counter youth violence are difficult to assess. Therefore, in today's contemporary school settings, managing youth violence is no longer considered the sole responsibility of teachers and school administrators, but an issue that extends beyond the boundaries of individual schools into whole communities. Thus, facilitators' across the world are concerned about an overall increase in the incidence of violent confrontations among students and especially between students of different cultural backgrounds. There are no "quick fix" solutions and no easy answers to reducing school violence and the alarming trends towards intimidation.

Despite these shortcomings, Davies (2004) reported that some countries have worked hard to find solutions to altering the problem of violence as a need to create safer and secure teaching and learning environments capable of producing a dependable and fruitful person the world can ever have. In the same line, schools have sought out innovative strategies and adopted a hands-on approach to counteract the increasing incidences of violence. The critical task of educators is to teach alternative ways of handling conflicts, offering them a chance to be inventive, creative, and to develop new ways of prevention and mitigation. These programs include peer mediation, violence prevention, cooperative discipline, anti-bullying and anti-social campaigns and discipline with distinction. These programs may reduce the levels of hostility and tension in schools and promote peaceful and cooperative behaviour among students. The combination of creative policies, training to enhance students' skills in understanding conflict, and efforts to create a safer and secure school environment that can bring the issue of youth violence out from the shadows and into the spotlight.

Davies (2005) commended the incorporation of peace education into the whole aspect of the school curriculum that reflects the diverse groups within the society. There are different forms of

violence and each requires a unique form of peace education strategy that could resolve it. Thus, teachers in secondary schools are dealing with collective physical and psychological violence which is the cause of domestic and civil violence. They also try to develop an interest in global issues, poverty, environmental sustainability, and the power of non-violence. Their concern too is about problems of underdevelopment, starvation, poverty, illiteracy, and lack of human rights that seeks an understanding of the crises that exist in poorer countries and solutions underlying them. Development studies provide insights into the various aspects of structural violence, focusing on social institutions with their hierarchies and tendency for dominance and oppression. Such studies emphasize peace-building strategies that improve human development and communities. Civic and 'political' education supports peace building by educating members of society about their rights and responsibilities and their relationship to the nation as citizens. Education models participatory behaviours in decision-making forums.

A current trend from educators and researchers is the importance of consulting with students and including them in the anti-violence solutions. To quote one expert, "adult-imposed policy solutions push away, frustrate and "turnoff" the very minds that schools are supposed to engage and inspire" (Salomon 2004). This combination of efforts should be viewed as a commitment to peace-building at a national level. Schools have a mandate to teach young people how to better understand themselves and others so that all persons may live in a more tolerant society. Schools instruct the learners on citizenship and democratic values that makes our society more peaceful. That is why education for peace is cardinal for peace-building initiatives because it aims at developing a peaceful world that requires a social pedagogy based on the framework of social-constructivism (Verwimp 2009:309).

2. 9 Peace Education Teaching Methods

Giroux (2009) commended education for its neutral stand, but many educators indoctrinate learners through education for capitalism and market ideology, competition and violence and neo-liberalism and greed without allowing students to questions on the masked agenda. Peace education is overt with its intentions to confront, understand and resist violence. It is clear with its own objectives. It is not a process of indoctrination but that which has a transformational element (Mayor 2005). Peace education does not pour knowledge into the minds of the learners or tell them what to do; nor does it utilize a system of experts who come into a classroom and tell

what to think. Peace education has the mandate of helping learners to begin raising questions and giving them tools they need to direct their learning. It is an education about how to learn; to learn and not what to learn. Montessori (1949) a proponent of Peace Education urged teachers to adopt a dynamic curriculum that would allow pupils to choose what to learn. She understands that the construction of peace depends upon an education that would free the child's spirit, promote love of others, and remove blind obedience to authority. The whole school should reflect the nurturing characteristics of a healthy family. She emphasized a teacher method that could contribute towards building a peaceful world. She articulated that children who refuse to automatically follow authoritarian teachers would not necessarily obey rulers urging them to war.

The Canadian Centres for Teaching Peace Education (2009) concurred that, Peace Education aims at developing skills, attitudes and knowledge under the co-operative and participatory learning methods. The Collaborative and participatory learning techniques or learner centred approaches aims at reducing the negative aspect of competition, thus helping learners to regulate skills required for the development of the culture of peace in them. Participatory methods and dialogue reflects the intended outcome of education for peace. In other words, education for peace seeks to foster peaceful personal attitudes, behaviours, skills and capacities. This education is not indoctrinating but is honest about its values of creating agency, respect and non-violence. The most appropriate path towards this democratic objective is through learner-centred inquiry and democratic methods. Inquiry-led approaches motivate learners to raise questions themselves and become reflective and active learners. Engaging with issues at the core of contemporary society is the message learners receive as they begin to ask critical questions in the classroom and participate actively in their communities. Learners come to understand that the medium of learning is the message that value a variety of points of view such as being confident, speak up, share opinions in a respectful way, resolve conflicts dialogically, and reflect. Through the inquiry-based method of learning, learners share their personal knowledge and experiences, ask critical questions, and listen actively to others, experience a range of thoughts and perspectives for cultural understanding, non-violent communication and conflict management. Learners begin to see old events, people, experiences and structures in a new light. They begin to question their assumptions and values. This is known as transformative education, where reflections and dialogue transforms the way learners see themselves, their communities and the world at large (Freire 1974).

Kester (2007) supported the above view by stating that classrooms must be spaces of multi-way, inter-generational, inter-cultural, pan-economic dialogue that introduces learners to new modes of thought rather than sites of superficial discussions, memorization and information absorption. Therefore, the classroom's relationship between learning and socialization, culture and conflict, and the use of specific value-laden methods to achieve a desired result is central in cultivating an informed and engaged citizenry. Through dialogue and exploration, teachers and students are to engage in a journey of shared learning, where students are empowered to take responsibility for their own growth and achievement. The skills for peace and non-violence can only be learned and perfected through practice. Active listening, dialogue, mediation and cooperative learning are delicate skills to develop. This is education in the widest sense, a dynamic, long term: a life-time experience. It provides an understanding of and respect for universal values and rights (Wade 2001).

Ministry of Education (2010) explained that the methods of teaching for social justice allow learners to question the status quo, examine the underlying values and assumptions, and explore their own roles in relation to societal and global problems. A focus on analyzing the roots of inequality in the society and the world is seen as the first important step in creating social change (Bigelow 1994). A classroom informed by social justice provides learners with opportunities to act and advocate for tangible changes concerning issues that have been analyzed and critiqued in the learning environment. Facilitators promoting social justice pedagogy encourage students to consider the wide range of possible actions that could make a difference, from working with individuals in the school community to efforts aimed at changing policies, laws or treaties outside learning environment (Wade 2000).

On the contrary, Akintunde (2008) castigated the teacher centred or lecture methods widely used by teachers in most secondary schools today. These have been found ineffective for the development of the peace values that are cardinal for building the culture of peace in the learners. This method encourages cognitive achievements than affective and psychomotor development and does not quite agree with a democratic culture. It does not favour mutual respect for others opinion, cooperation, positive leadership, followership spirit and inquiring attitudes. Apart from memorizing and reciting peaceful concepts, learners do not develop and demonstrate the skills, values and create attitudes of peace.

Bordering on peace education, schools have the power to shape the attitudes and skills of young people towards peaceful human relations. The teaching of values for respect, tolerance, and empathy, and equipping them with the necessary skills to resolve conflict in a non-violent manner, provides learners with the tools needed now and in the future, to foster peaceful relations at home, at school and around the world. Harris (2008) concluded that participatory methods build the foundations for good citizenship, respect for self and others, democratic values and tolerance of opinions. There is need therefore, for school-based management plans to address violence and unwanted aggression through social constructivism. Education has the role to re-develop social relations. If learners' attitudes towards the other groups change or become more tolerant, conflict can be prevented. The personal attitudes may only change if structural inequalities are also in a way that deals with conflict in a transformative manner. Education has an important role to play in identifying underlying causes for conflict related to social justice and in helping new generations understand why conflict take place and in dealing with its legacies. It is on this basis that the research is so crucial, if peace education initiatives must achieve its intended goals.

2.10 Research Gap

The gap that informed this study was that although Peace Education was highly espoused in the reviews not much has been done to educate the educators on this concept, hence they do not know much about the peace values behind the curricula tabled before them. Although studies on Peace Education as a concept have been done in other countries like Kenya and other countries, no similar study has been done in Zambia and not even on peace education as a way of mitigating conflicts in secondary schools in other countries and not even in Zambia. This research focused on exploring peace education as a way of mitigating violent conflicts in Public or Faith Based secondary schools in Mansa district and had not been done by any researcher. It was against this backdrop that this study was deemed necessary. And although Peace Education is highly espoused in the reviews, not much had been done to educate the educators on this concept, hence have not known much about peace values behind the curricula tabled before them. Despite the teaching of peace education in schools, violent conflicts are still rampant.

Summary

The review of related literature had a focus on historical perspectives of peace education, peace education at global, regional, and finally as a nation. It also presented the inclusion and the scope of peace education on the school curriculum, the methodologies that translate to its effectiveness. The reviewed literature on peace education was done outside Zambia. The next chapter deals with the methodology of this study.

CHAPTER THREE

METHODOLOGY

Overview

This chapter presents the methodology employed in this study which includes the research design target population, sample size, sampling procedure and research instruments. It further explains the data collection procedure, data analysis, reliability and validity, ethical considerations and finally a summary of the chapter will be given.

3.1 Qualitative Research

A research methodology entails a systematic way of resolving a problem. The methodology of this study refers to the various steps that pertain with the rationale to data collection and also outlines the steps or sequence that are followed in this research study (Best and Kaln 2008; Cooper and Schindler 2014).

This study employed the qualitative paradigm because it was an inquiry that focused on a descriptive and inductive study of peoples' meanings and understanding of their own realities, it emphasized grounded practice derived from a rich descriptive data that does not use statistical procedures regularly (Bui 2009). The qualitative research method aimed at gathering in depth understanding of human behaviour. Qualitative studies tend to work with small sample sizes in depth, which means they can generate insights about dynamics of particular cases and tends to be holistic and explanatory rather than reductionist and predictive. The research aimed at exploring how Peace Education could be effectively taught in order to mitigate violent conflicts in secondary schools.

3.2 Research Design

The descriptive survey design was used because this research was qualitative in nature. (Tuckman 2006). A descriptive survey method collects information by interviewing or administering questionnaires to a sample of individuals. It has an advantage of not only collecting people's attitudes, opinions, habits or any of the variety of education or social sciences, but it also assisted the researcher in the formulation of important principles of knowledge and solutions to significant problems (Orodho 2009, Kombo and Tromp, 2006). In addition, in line with the observation of Best and Kaln (2008) a descriptive design was used

because the researcher was unsure of what answers to expect and also to maintain an open realm of responses.

3.3 Target population

Target population entails the total number of people, objects, situations or events that the researcher wishes to investigate and from which a sample is drawn (Kombo and Tromp 2014). The population of this study comprised of all government and grant-aided secondary schools in Mansa district. The target population consisted all pupils, all teachers, all head teachers, and all standards education officers, inclusive of the District Education Board Secretary (DEBS) and Provincial Education Officer (PEO)

3.4 Sample and Sample Size

According to Best and Kaln (2008) a sample is a subset of the whole population which is under investigation by a researcher and whose characteristics are generalized to the population. The study sampled the following secondary schools; Mabumba, Don Bosco, Mansa and Saint Clements. The study sampled 20 pupils, 12 teachers, 4 head teachers, 4 standard officers, the DEBS and PEO. The total sample was 42 respondents. The sample was determined by the research instruments used. The semi-structured interview allowed a face to face interview that could only attract enough time to have all the questions and responses clarified, also inclusive the focus group discussions. Therefore this could only allow a minimal number of respondents to be attended to within the time limit.

3.5 Sampling Procedure

Sampling procedure outlines the process of how subjects to be studied are chosen from a large population. It helps the researcher to focus on a smaller population; more manageable than the whole population. This is achieved by selecting a representative group called a sample (Orodho 2009).

This study employed purposive sampling for secondary schools for their nature of being public and faith-based, single and mixed, the choice of the 4 head teachers, 12 teachers, 4 Standard Officers, the DEBS, the PEO and the grade twelve classes were informed by purposive sampling technique too because of their status and the expert judgment based on available key information

for the study and it saved on time. 20 pupils were sampled because they had been long in school and may have had encountered violent conflicts than other grades in school. Their longer stay in school qualifies their experience of so many acts and might have much knowledge on peace education content in the school syllabi. 12 teachers were purposively they are likely to be key informants and are the most immediate and convenient guardians that have had close contact, sundry knowledge of the pupils' behaviour and academic performance in school. The head teachers, standards education officers, the DEBS and the PEO's by their nature of being in governance positions, are likely to knowledge of violence acts in various schools, of peace education and an understanding of how peace may override violence. 12 teachers and 20 grades 12s were conveniently sampled as a result of their presence in school at a time of data collection. A total number of 42 respondents were sampled in line with O'Leary (2012) argued that qualitative studies tend to work with small sample sizes in depth, which means they can generate insights about dynamics of particular cases. The respondents chosen were able to give the needed information since they were either at the heart of violent conflicts or the educators of and recipients of peace education knowledge.

3.6 Description of Research Instruments

The research instruments used in this study were semi-structured interview guides; focus group discussion guides and observations schedules because the study was explanatory in nature and in most cases respondents were asked the same type of questions in order to triangulate the data collected and validate their responses. The three instruments were used to collect qualitative data to answer questions that were raised by this study interview schedules and focus group discussions were used to collect data that gave answers to each of the evaluation questions. They were also used to collect background information about the respondents. Observation schedules were used to triangulate so that so as to supplement information that was given in interviews and focus group discussions available on the peace education, a method of mitigating violent conflicts in secondary schools.

3.6.1 Focus Group Discussion (FGD)

Primary data was collected using focus group schedule for pupils (see Appendix). This instrument was used to collect data about an understanding of peace education as a method of

the first administration in the pilot study that was done in two places were the research study was not administered. In both test the instruments gave out the same information with a very minimal difference and this meant that the instruments were much reliable to obtain data needed for this study.

3.7.2 Validity

Validity refers to the degree to which a sample of the test represents the content that the test is designed to measure (Orodho 2009). It's a must that it gives out the information the researcher intends to get. In order to maintain the consistency and relevance of the problem, interview guides and focus group discussions items or instruments were designed around aspects of the problem being investigated upon. The instruments were validated by two lecturers at Mansa College of Education, a Standards Education Officer at Provincial Education Offices and a Statistician at the Statistical office in Mansa district, to confirm if the items were going to solicit the required information and based on their suggestions, necessary corrections were made to improve the validity of the instruments.

Content validity of the tools was checked on face validity by ascertaining whether at face value, the questions appeared to be measuring the research objectives. This largely was a common sense assessment, but also relied on knowledge of the way people respond to survey questions. The researcher too validated the content of the research instruments by checking whether all important aspects of the objectives were covered. Similarly a predictive and concurrent validity was also done to check whether the scores produced by the first instrument are consistent with results of the established measures and match the criterion of the objectives set. The validity test was done to check the accuracy and meaningfulness of the research tools (Orodho 2009).

3.8 Data Collection Procedure

With permission from the University of Zambia, the researcher further sought for permission from DEBS office to collect data from the targeted respondents (see Refer to appendix H). The researcher booked appointments with various respondents and agreed on the dates when to meet for interviews and these include: the PEO, the DEBS, Standards Officers, head teachers, teachers and consent for pupils to be met in focus group discussion was sought from the school administration.

Secondary data reviewed for this study were obtained from books, journal articles and reports relating to Peace Education. Primary data were collected by way of personal interviews using semi-structured interview guides and focus group discussion guide. The key informants that included the Provincial and District Education Officers, Standard officers, Head teachers and Teachers, were interviewed using semi-structured interview guides. Focus group discussions were used for the pupils. Note-taking and a recording device was utilized in collecting data.

3.9 Data Analysis

Data analysis was based on transcriptions and research notes. During and after each interview, elaborated notes were made. A while after every interview, research notes were worked out, always within the same day. All interviews were transcribed. The observational data of lessons and the environment were written down by using an observation form and by way of elaborate notes. In focus group discussions, the researcher provided to the pupils specific topics to be discussed in advance. During the focus group discussions, the topics and perceptions cited during the discussion were summarized on the chalkboard, always consulting with the respondents if the indications written down on the chalkboard were the correct reflections of what they had said. An audio recorder was used to keep the record responses so as to refer back in case the researcher was not very sure of the responses during the presentation. The information gathered by the researcher was valuable because the researcher used semi structured interviews and focus group discussions so that the two research instruments were able to complement each other because they solicited detailed information, allow clarity of responses which attracts follow up questions.

The analysis of the written data, collected from semi-structure interviews, focus group discussions, and observations and documentation were qualitatively analyzed, using the data analysis software X-sight. With the help of this program, data was compiled, compared and made sense of the information. It enabled the researcher to code and categorise data into the main themes. By using the X-sight a function of "Computer Assisted Qualitative Data Analysis" the relationship between the different codes were visualized to better and report thoughts and findings of the data. Moreover, X-sight reviewed and reflected processes, looked for patterns, made comparisons and interrogated the data in the research final dissertation. Moreover "Excerpts" function in X-sight to link the codes and categories back to the original data material,

which could be used as quotes in the final thesis were used. To guarantee anonymity of respondents, referencing to specific interviews was done by “(letter: number) 4”. Therefore, data was analyzed thematically and contently and presented in narratives, verbatim, and frequency and percentage tables.

3.10 Ethical Considerations

Permission to conduct this study was authorised by the University Ethics Committee. (See Appendix F).Semi-structured interviews were used among governance actors, and teachers, while focus group discussions were used among pupils in their respective environments. Permission was also sought from the MoE through DEBS office and later from Head teachers of schools involved in the study and it was granted. All the respondents were provided with the consent form and signed except for those who did not want to append a signature.

3.10.1 Researcher and participant Relationship

Relevant permission was sought from relevant authorities before administering the instruments of research. Respondent were assured that the study was purely academic and that no respondents would be subjected to any harm emotionally or physically resulting from the research. All the respondents were provided with the consent form and signed except for those who could not mind but agreed to participate in the research. Participants were guaranteed anonymity and that the information gathered from them would be kept confidential and only be used purely for academic purposes and that no respondents were to be subjected to any harm emotionally or physically resulting from the research. Since the learners were minors, informed consent was sought from the school managers before they were involved in the study.

3.10.2 Time and Validity

Time is very cardinal were a research is concerned. A research has to be done within a stipulated time frame. Therefore, to have gathered data within time, the researcher allocated time limit when semi- structured interviews and focus group discussions were done. Of course an agreement with respondents was made on the time to spend when engaged in an interview or discussions and that allowed for adequate preparations for the set dates and saved on time.

3.10.3 Assurance of Confidentiality

Privacy guarantee was very vital in protecting the participants. Therefore, in protecting the participants from harm that could be caused by releasing information on the viewing habits of certain citizens, the researcher assured participant confidentiality. And that the data collected was purely for academic purpose. The researcher informed participants of their right to anonymity in any way and that participation was voluntarily. A consent form was provided as a way of commitment to confidentiality as demanded by respondents.

3.10.4 Reciprocity

The researcher –participate relationship in which each contribute something the other needs or desires. Participates devotes their time, effort, experiences, and wisdom to inform and Shape the research study. The research’s scope, depth and nature of inquiry introduce vulnerability to participate. In turn susceptible to variable involvement and apathy from participate

Because participants were kept for a longer period of time, soft drinks and snacks were given to them at the very end of data collection exercises at any venue and time so that data is not compromised.

Summary

In this chapter the methodology used was discussed. The research paradigm used was qualitative in nature that utilized the descriptive survey research design. It further discussed the target population, sample size, sampling procedure, research instruments, ethical consideration, reliability and validity of the study. Data collection procedure and data analysis was also presented in this chapter. The next chapter is presentation of findings.

CHAPTER FOUR

PRESENTATION OF FINDINGS

Overview

This chapter presents the findings of this study whose purpose was to explore Peace Education as a method of mitigating violent conflicts in selected secondary schools of Mansa district in Zambia. In line with this purpose, this study sought to achieve the following objectives: to establish the causes of violence in secondary schools in Mansa district; to determine the inclusion and the scope of peace education on the secondary school curriculum; to identify the methods used to teach peace education in secondary schools in Mansa district; and to evaluate the effectiveness of the implementation of peace education in mitigating violence conflicts in Mansa district.

This chapter presents findings of the study relating to all the respondents in this study, namely: 20 pupils, 12 teachers, 4 head teachers, 4 standard education officers, the DEBS and PEO. In presenting the findings, the demographics of the respondents were given before considering the research questions. The research questions were addressed under the four major themes that include: types of violent conflicts in secondary schools, inclusion and scope of peace education in the secondary school curriculum, methods used to teach peace education in secondary schools and the effectiveness of peace education in mitigating violence conflicts in secondary schools.

4.1 Demographics of Respondents

There were four secondary schools from where data was gathered and three categories of respondents namely head teachers, subject teachers and pupils. The other respondents are the Standard Education Officers, the DEBS and the PEO. These were sampled because they were seen to be key informants needed for the research. This is presented in table 4.1.

Table 4.1. Frequency and percentage distribution of the number of the respondents

Types of Respondents	<i>f</i>	%
Pupils	20	47.6
Teachers	12	28.6
Head teachers	4	9.5
Standard education officers	4	9.5
DEBS	1	2.4
PEO	1	2.4
TOTAL	42	100

Table. 4.1. Shows the frequency and percentage distribution of respondents. It shows that pupils were 20 representing 47.6%, teachers were 12 representing 28.6%, head teachers were 4 representing 9.5%, as well as the 4 standards education officers who also represented 9.5%. DEBS and the PEO represented 2.4% each.

The respondents of this research were of varying years of experience in their present schools and positions. These respondents include pupils and teachers. Therefore, Table 4.2 shows the frequency and percentage distribution of pupils and teachers according to number of years spent in a school.

Table 4.2: Frequency and percentage distribution of pupils and teachers according to number of years spent in a school.

Variables	<i>f</i>	%
Pupils (n=20)		
1 - 3	12	60
4 - 5	8	40
Teachers (n=12)		
10 - 15	3	25
15 - 20	6	50
20 - 30	3	25

Table: 4. 2. indicates that 12 (60%) out of the 20 pupils had spent 1 to 3 years of experience in their schools while the other 8 (40%) pupils had spent 4 to 5years. Similarly, of the total number of 12 teachers, 3(23%) had had an experience of 10 to 15years, 6 (50 %) others had an experience of 15 to 20 years and the remaining 3 (25 %) teachers had an experience of 20- 30 years

This section shows the varying years of professional experience of respondents of this research which include head teachers, SEOs, the DEBS and the PEO. Table 4.3. Shows the frequency and percentage distribution of the Head teachers, SEOS, the DEBS, and the PEO according to number of professional years of experience.

Table 4.3 : Frequency and percentage distribution of respondents according to years of experience.

Years in experience	1-5 yrs		6-10yrs		11-15yrs	
Respondents	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Head teachers	1	0	1	0	2	0
Standard officers	2	0	1	0	1	0
DEBS					1	0
PEO					1	0
TOTAL	3	(10 %)	2	(20 %)	5	(50 %)

Table 4.3, indicates that out of the total number of 10 education governance actors, 3 (30 %) had had profession experience of 1 to 5 years, 2 (20 %) had an experience of 6 to 10years and 5 (50 %) had an experience of 11 to 15 years.

Table shows the frequency and distribution of respondents according to academic qualifications of 4 head teachers, the PEO and the, the DEBs.

Table 4.4. Frequency and percentage distribution of respondents according to academic qualifications.

Respondents	Doctorate		Masters		Degree		Diploma	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Teachers	0	0	1	8.3	4	33.3	7	58.3
Head teachers	0	0	0	0	4	100	0	0
SE O	0	0	2	50	2	50	0	0
DEBS	0	0	0	0	1	100	0	0
PEO	1	100	0	0	0	0	0	0
TOTAL	1	4.5	3	13.6	11	50	7	31.8

Table 4.4, shows that there were 7 (58.3 %) teachers with diplomas, 4 (33.3%) teachers had bachelors' degree, 1 (8.3%) teacher with a masters degree, and no teacher had a PhD certificate was involved in the study. Likewise 4 (100 %) of the head teachers had bachelor's degrees, 2 (50%) standard education officers had Masters degrees, and the other 2 (50%) had bachelor's degrees. Similarly, no head teacher had a Masters or PhD and not even standard education officers had a PhD. Additionally, the DEBS had a Bachelors degree while the PEO had a PhD. It can therefore be inferred that the majority of the education Governance Actors and educators involved in the sample had maximum qualifications that enabled a wide and deep understanding of how peace Education can be used to mitigate violent conflicts.

4.2 Findings of Research Question one.

This section summarizes the major types of violent conflicts in four selected secondary schools whose first objective was to establish the major types of violent conflicts in four selected secondary schools in Mansa district. This sample was based on the pupils', teachers', head teachers', standard education officers', the DEBS' and the PEO's views. Personal observations were also made. Since these types of violent conflicts were mostly common to all the schools studied, no attempt has been made to discuss them according to each school. However, in some instances distinctions were made regarding some schools with peculiar types of conflicts.

IN this section research question one was discussed. The question was stated as follows: what were the types of violent conflicts in selected secondary schools in Mansa district. All the respondents who were interviewed agreed here were violent conflicts in schools. The following were the main reasons attributed to violent conflicts.

4.2.1 Misunderstandings over differences in ideas or opinions

In answering to the question that required stating the types of violent conflicts in secondary schools, in the focus group discussions, the following were cited as some of the reasons for violence in secondary schools. From the teacher's perspective, one of the teachers from SCH 1 observed that:

Teachers and administrators do not know what should be done first in order for the school to run well. The variation in ideas and opinions frustrates some of the administrators when their ideas and opinions are not considered. For example, our former head could not handle school matters well. He could always overrun over matters and his word was always final. He could also shout at teachers most of the times in the presences of pupils. And one day a certain teacher got annoyed and fought him. So this led to the teacher's transfer. Now all the pupils were annoyed and demonstrated because he was the best mathematics teacher in school. So pupils had to vandalise classroom window panes during the demonstrations. The teachers also incited pupils to

rise against the administration just because they were against the administration's management system.

4.2.2 Poor communication and inappropriate expression of Emotions

Even if the Standard Officers, DEBS' and PEO's offices are likely not informed of the types of violent conflicts schools, they are likely to be informed through reports received from different schools. And sometimes they are called upon to resolve these violent conflicts happening in schools. To address the question demanding for the types of violent conflicts common in schools, the PEO noted that;

Conflicts between learners and teachers are certain times a result of poor communication and misunderstanding of ideas. Poor communication sends wrong messages which are a cause of conflicts especially among pupils and teachers. Communication break down between the school authority and the learners hinders the transference of information and the relapse in deliverance of information affects peace and harmony.

In trying to answer to the same question above, one of the pupils from SCH -3 indicated that;

Poor communication between the teachers and the pupils was also the cause of violence. I detest the manner in which the English teacher would embarrass the members of our class when they give wrong answers. We do not like him.

Like the PEO and the pupil, the head teacher from SCH-3 noted that:

Some teachers are lacking the necessary skills to tolerate and respect pupils. Such skills enable the reduction in violence. But some teachers are sarcastic and pompous which are causes of conflicts. Most of them cannot even be role models of their pupils due to the misbehaviour.

4.2.3 Misunderstandings over failure to meet pupils' needs

Answering to the same questions in appendix C and A in the interview and focus group discussion for both the head teachers and pupils about peace education as a method of mitigating violent conflict in schools, misunderstandings over failure to meet pupils' needs by some head

teachers and teachers was established by head teachers and pupils as another type of violent conflicts in schools. Pupils quarrel over the use of limited school furniture, little space in the classrooms, less food, learning material and boarding facilities. All the head teachers are interviewed observed that most schools have problems to meet up the needs for pupils and that could escalate conflicts in school. Echoing the incidence that had happened earlier in SCH-3, in an interview with the head teacher, he explained that;

Some violence emerge because of huge numbers of pupils in boarding schools against less food, less furniture, less learning material and boarding facilities: As a school, we experience problems because sometimes we have few teachers in certain subjects against huge numbers of pupils. The school lacks facilities like laboratories, good sanitation, water, good food among others and they are not making efforts to address these issues. That is the more reason why pupils demonstrate to draw the attention of the administration to their needs to be met. In the absence of water, toilets become bad, structures are also dilapidated and how pupils learn?

Similarly a pupil from SCH-4 remarked that;

None provision or insufficient school facilities more especially in boarding schools and failure by teachers and administration to attend to our needs causes conflicts. We do not like it when we are fed on cabbages and beans every time. We make noise for the purpose of being heard and attract improvements.

In trying to explain the agony being experienced in secondary schools, another pupil noted that;

Our diet is very bad because in most cases the administrators' do not consult us on this issue. We are given very bad meals. That is why we even demonstrate because it is our right to good food and we pay for it. We do not like it when we are fed on cabbage and beans most of the times. We make noise so that the standards are improved.

4.2.4 Misuse of power by the teachers

To the demands of question one of this research, an interview with the PEO revealed that unfairness towards learners by some school administrators and teachers was yet another reason that was noted to be responsible for causing violent conflicts in schools. During the interview, the PEO like any other administrators said that;

Some head teachers and their teachers treat the pupils unfairly. They favour those that come from well to do families differently as compared to those that are poor. Such teachers are not liked by the learners. They consider the poor learners in unprofessional manner. Pupils from well to do families are spared from punishments, awarded free marks, accorded respect and these educators would want to be close their parents at all costs so that they can be receiving help from them in case of problems.

Similarly, in an attempt to make their problems known to the researcher who gave them a listening ear, one pupil just like others observed that;

Lack of tolerance, respect and bullying of pupils by some teachers in pursuit of implementing school discipline escalates violence in schools. Some teachers use abusive language on us and sometimes they even beat us. Others would still punish you by chasing you out of their lessons while they would give too much attention to some pupils even if they misbehave because they are children to some big people in the society..

Like the PEO and some pupils, some standard education officers and head teachers had the same sentiments and had this to say:

Some teachers would like to treat learners especially girls as their wives. They would live their wives and fall for these young girls who are of their daughters' age. These have brought conflicts between their boyfriends and certain teachers, to an extent that a teacher was badly beaten by a gang in school. It was really shameful. They take advantage of the girls because of their position in school and girls accept their proposals in exchange for academic marks.

In the same vein the DEBS reported that:

Lack of respect for learners is another cause of violence in school. Some teachers do not consider that pupils need to be respected as human beings like them. Everyone needs to be respect at every cost. Some teachers annoy pupils by using abusive language on them. And this creates conflicts.

4.2.5 Misunderstandings over Teachers' Negligence of their duties.

Many students felt that conflicts arose between teachers and pupils as a result of some teacher ' negligence of their duties. One of the students just like other students in the schools cited that;

When teachers come to our class room to teach, they do not teach effectively. So the students decide to make fun of them. The teachers become angry and decide to leave the classroom. The students hate these teachers for wasting their time and tuition fees. So they look for chances to misbehave to show their anger.

Another pupil noted that:

Some teachers always come to class late and by the time they state to teach, just few minutes , the bell rings for a change of class, and others spend little time in to prepare note and so they resort to copy notes from textbooks without having time to explain them.

4.3 Findings of Research Question Two

The second objective of this study was to determine the inclusion and the scope of peace education in the secondary school curriculum in Mansa district. The research question which stated that: what subjects on the school curriculum had peace education content was formulated to address the question. Respondents were requested to mention subjects from the school curriculum in which peace value contents are integrated.

This area of the research concerned mainly the educators and administrators, these are: teachers, head teachers, the DEBS and the PEO, inclusive are the standards officers. During an interview respondents were drawn to the aspects of inclusion of Peace Education in the secondary school curriculum.

4.3.1 Inclusion of Peace Education in the Secondary School Curriculum

In trying to answer to research question two, the researcher asked the respondents to express their views regarding the inclusion of peace education in the school curriculum. To this the researcher's question, the following sub-questions were raised. These stated that: what is peace, and peace education?; In what subjects of the curriculum are peace values contained?; and what types of peace values are taught in the subjects mentioned?

Of the various definitions of peace raised on the positive note, one teacher just like other teachers noted that;

Peace is the freedom from war and violence, tranquillity, mental calm, existence of harmony among people and peace could be also attained when there was law and order in the society. It is also the state of harmony with the environment and the planet or the state of love, when people are able to resolve their conflicts without violence and can work together to improve the quality of their lives. Peace is the absence of violence and creation of an environment that allows social justice at different levels of human endeavour.

On the other hand, Peace education was understood by teacher 4 from SCH-2 as;

Peace Education is the type of education that teaches about how people can co-exist in a society where they lived with divergent views. It is the smoothness of education without discriminatory forms and injustice in an education system. Peace education is explained as inculcating ideas of law and order in people encourage people to cultivate the position of forgiveness and freedom from conflicts;

Similarly another teacher-2 from SCH-3, remarked that;

It is an education that plays a vital role in raising our awareness of social issues, political, economic health education of issues that affect our personal lives. Is the study of peace and looking at factors leading to conflict and how to receive it, safe guard harmony, order and tranquillity in the society; This is the teaching about how people resolve their personal conflicts, promote good

learning atmosphere, and delivery of knowledge that create peace within individuals to help them go about their day to day activities without regret.”

To the requirements of the same questions, the PEO stated that;

Peace education was education aimed at equipping learners on how to resolve inter and intra-conflicts. It is an observance of life premised on principles or a process of instilling predictable character built on principles, the moulding of a learner through deliberate topics covered in the various subjects to be ambassadors of peace and champions of peaceful co-existence.

4.3.1.1 The Scope of Peace Education in Secondary School curriculum

Referring to the term scope, the researcher meant the extent to which Peace Education had been integrated in the secondary school curriculum. This entails bringing awareness to the stake holders (pupils, teachers and education administrators) of the presence of Peace Education in our schools either directly as a subject on its own or components of the subject taught through another subject.

Answering to section B of objective Two, the following research question was asked. Have teachers been made aware or trained to teach peace education and why? To determine the scopes of peace education on the curriculum in the research question two, there was a request for subjects in the curriculum that teach peace values and if the teachers are trained to teach these particular subjects?

Considering the research question above, during the focus group discussions three of the total sampled number of pupils agreed to the awareness of peace education. One pupil just like others indicated that:

We are aware of Peace Education in our schools. Peace values are taught through established subjects such as Civic Education, Religious Education, and Guidance and Counselling. These named subjects offer us opportunities to learn spiritual and moral values of self-respect and respect for others, respect of

human rights and to lead by example. In conclusion, the pupil specified that if Peace Education is to be taught as a distinct subject, it will be good to include topics to do with moral values, moral principles, environment, weather, population, human rights, elections and voting, democratic rights and awareness, constitution (rights and obligations), conflict resolution, negotiation, mediation, guidance and counselling.

On whether all the teachers in their schools were aware of Peace Education, only 1 Head teacher was in agreement that;

Teachers are trained to teach Civic Education, History, and Religious Education, Social Studies, Guidance and counselling, Civics, Art and Dram, English and not peace education inclusive of Co-curricular activities. There were no much awareness of PE but teachers are able to teach if they made aware. At this moment teachers only handle their subject specialisations. Especially topics dealing with political science

Concerning teachers' awareness of Peace Education in schools, one of the SEO interviewed revealed that teachers are not likely to be aware of peace education that is taught through their curriculum. He emphasized that;

Apart from the Civic Education and Religious Education teachers, other teachers might not be aware of PE since the curriculum does not have this specific area of teaching to cater for all the teachers.

On the contrarily, one teacher from SCH-2 just like many others said that,

Teachers are not aware or trained in peace education because the curriculum in teacher colleges does not cover nor teach peace and the curriculum was not directly designed for such education. On the contrary, the other one said that: `` almost all the teachers are trained to such an extent that they are able to teach the content related to PE embedded in subjects through civic education topics, especially topics dealing into political parties; a component of Social studies,

Guidance, Civic Education, Religious Education, History, Art and Drama, and even through co-curricular activities.

4.4 Findings of Research Question Three

Research question read as follows: What methods were used in teaching and learning peace education in secondary school in Mansa district?

During the interviews and focus group discussions (see appendix B, C, and D) educators and education governance actors were positive about the methods they used to teach PE in secondary schools in Mansa district to be those that promoted the involvement of pupils during the learning process.

4.4.1 Methods of teaching peace education in secondary schools in Mansa district

In trying to answer to research question three, the researcher asked the pupils, teachers and educational governance actors to express their views regarding the methods used in teaching and learning peace education in secondary schools. In response, it was revealed that both learner centred methods and lecture methods were used to teach and learn peace education. For instance during the FGD, the question requesting pupils to explain how their teachers taught them was asked. In response one pupil from SCH-3 expressed that;

Our History teacher would always stand in front of the classroom and explain the content, but he does not like being asked questions. He could even let us out of the classroom”

A teacher from SCH -2 echoed the same sentiments given by the pupils and had this to say;

The methods of teaching peace education are always dependant on the content to be taught. Certain content allows the teacher to lecture but the most fruitful methods are those that promotes the involvement of pupils during the learning process”.

The PEO just like the DEBS recommended that the methods could impart Peace education in schools. He stated that:

More learner-centred approach strategy; clubs and societies-drama/debates and conscientization through guest speakers; role models and outreach sensitizations and child rights clubs in schools should be encouraged. Learners are able to apply the skills and knowledge acquired through learner-centred approach such as role play, drama, demonstration, and assignments. These strategies/approaches provide practical learning and exposure,; role plays depict real message and outreach programmes would find the respondents /people to counsel".

4.4.2 Findings from Lesson Observation

In this last section of the above research question, the researcher sought to observe lessons that were taught in schools, in order to determine the presence of peace values in the school curriculum. Examples of peace education values like ecology awareness, self-awareness, tolerance, participation, cooperation, communication, active listening and reflections, cooperation, critical thinking, empathy and comparison, mediation and negotiating, problem solving, patience and self-control, responsible citizen, imagination, leadership and vision should be observed. Also the elements of peace education such as international relations, diplomacy, conflict resolution strategies, self-respect, tolerance, respect for others, respect for difference of opinion, inter-cultural understanding, non-violence and reconciliation, social responsibility, solidarity and world mindness resolution should be noted. Additionally, recognition of prejudices, human rights education, international education, Peace and non- violence and environmental education should be of importance.

Of the two lessons observed, peace education values were noted in the lessons observation. Of the two lessons, one was in History while the other one was in Geography.

History

The lesson was taught to one of the Grade 12 classes in SCH-1. The main topic of the lesson was Berlin Conference of 1884 to 1885 and the subtopic was Partitioning of Africa whose objective was to understand how and why Africa was partitioned. In this lesson, the teacher was very skilful in the manner she presented the lesson. She had the gist of the whole lesson at hand. From

the observed lesson, pupils' participation was noted and they sought clarity on points where they did not understand.

Geography

This lesson was observed from SCH -4. A Geography lesson was presented covering Tourism and the subtopic was Impact of tourism on the environment. The objective of the lesson was to identify the importance of preserving the environment.

Pupils' participation was very good and they contributed freely. On the other hand, the teacher displayed mastery of the content matter through which the learners obtained the understanding of the content that was relevant to the subject matter.

4.5 Findings of Research Question Four

This section discusses the research question four which read as; how effective was peace education in mitigating violent conflicts in Mansa district? All the respondents who were interviewed had mixed feelings over this question. The following sentiments were given.

4.5. 1 Effectiveness of Peace Education in mitigating Violence

Apart from finding out whether peace education was being taught in secondary schools under the study, the researcher sought also to find out the effectiveness of the Peace Education in mitigating violence in secondary schools.

In answering to research four of this study, one of the interviewed SEO just like other education governance actors had this to say;

If peace education has to be very effective, the concerned stakeholders have to make efforts to do the following; respecting other people's rights – both teachers and pupils should respect other people's opinions and rights. This would include teachers not underrating their fellow teachers either through words or conduct; promote team spirit thereby working together as a team;

promote and encouraging dialogue in any misunderstanding, teach and learn of peace through teaching peace among pupils and the entire community.

A teacher from SCH-2 expressed that;

Peace education is not that effective because there are still violent conflicts in schools. Though they cannot be stopped completely, at least their occurrence must not be concurrently. Encouraging tolerance and respect between teachers and pupils as well as the administration would help in promoting the culture of peace.

Similarly, in evaluating the role of the teacher in executing their duties, the DEBS stated that

If the teacher urgency would take it up and preach peace tirelessly in every community and through the use of appropriate methods of delivery, taking advantage of their role in society and if learners could follow the school rules and observe education ethos then peace education could be very effective in mitigating violence in secondary schools.

The researcher noted that it was very difficult to get the exact answers for the question from the respondents. They also seemed to have had problems noting which subject on the curriculum had peace education values in them. Additionally, they seemed not to be aware of what concept of discussion they were dealing with because the respondents could not state the exact peace values they could help the learners acquire from their lessons. Furthermore, some respondents spoke were frank to mention that peace education was not taught through the curriculum because teachers are never trained to teach peace education and there is not such in the school curriculum.

Summary

This section presents the findings of the study. The findings of the research helped the researcher to establish whether the research objectives of the study were achieved or not. The information collected in this study related to all the participants in this study, namely: 20 pupils, 12 teachers, 4 head teachers, 4 standard officers, the DEBS and PEO. Data of the study were presented under headings which were in line with the four objectives of the study, namely: types

of violence in secondary schools in Mansa district, inclusion and scope of peace education in the secondary school curriculum, methods used to teach peace education in secondary schools in Mansa district and the effectiveness of peace education in mitigating violent conflicts in secondary schools in Mansa district. The findings in this section indicated that peace education was taught in secondary schools but this happened at a minimal scale because most teachers and education governance actors have little knowledge about it though all education was meant to transform peoples' lives to that which could bring about fulfilment.

CHAPTER FIVE

DISCUSSION OF FINDINGS

Overview

In this chapter the findings on Peace Education as a method of mitigating violent conflicts in selected secondary schools of Mansa district were discussed. The chapter is centred on four main themes which are; types of violent conflicts in secondary schools; the inclusion and scope of Peace Education in the secondary school curriculum; methods used to teach peace education and the effectiveness of peace education in mitigating violence conflicts in secondary schools.

Four questions guided this study. The first one was; what were the types of violence in secondary schools in Mansa district? The second was, what subjects on the school curriculum had peace education content? The third was, what methods were used to teach peace education in secondary schools in Mansa district and the last one was how effective was peace education in mitigating violence conflicts in Mansa district? This discussion helped to bring about similar views, variations, and interpretations.

5.1 Types of violent conflicts in secondary schools in Mansa district

Four themes emerged on the types of violent conflicts in secondary schools. The first question that sought to explore the types of violent conflicts in secondary schools read: what were the types of violent conflicts in secondary schools in Mansa district?

During the interviews with teachers, head teachers, SEOs, DEBS and the PEO, as well as the FGD the findings seemed to indicate that the types of violent conflict were given according to the perspective of the respondent. They were influenced by who was responding to the question: be it a pupil, teacher, head teacher or the educational governance actors at district or provincial level.

5.1.1 Misunderstandings over differences in Ideas and Opinions

The PEO, the DEBS, the head teachers, teachers and pupils during the semi-structured interview and focus group discussions reviewed that many misunderstanding over differences in ideas and opinions bred violence. It is true that violent conflicts could erupt when people are not able to meet in thought and indeed due to varying ideas and opinions. Recognition of other peoples'

ideas and opinions portrays respect for such parties. Lack of consideration of ideas and opinions especially if they are brilliant, shows disrespect for such people, breeding tension and frustrations that leads to violent conflicts. Misunderstandings of ideas and varying opinions among head teachers, teachers and pupils results in violence. Tufon (2011:38) also asserted that misunderstandings can cause conflicts.

5.1.2 Poor Communication and inappropriate Expressions of Emotions

From the excerpts from some learners, some teachers, some head teachers and education governance actors the findings seemed to indicate that poor communication and in appropriate expressions of emotions in most cases sends people like pupils, teachers, head teachers, and the education governance actors into aggression. Aggression leads into misunderstanding of ideas and opinions that result into violent conflicts among learners, teachers, head teachers as well as the education governance actors. Poor communication sends wrong messages which are a cause of conflicts especially among pupils and teachers. This was especially true for pupils and some teachers who may not know how to articulate their interests effectively. It also applied to teachers and pupils who could not listen to others and lack the skills to observe carefully.

It was also found that poor communication also existed among pupils and teachers as well as head teachers and education governance actors who could not have been availed a forum to express their feelings, interests, fears and concerns. Similarly inappropriate expression of emotions could escalate conflicts when they are suppressed. Individuals could also inappropriately express their emotions if they did not know non-aggressive alternatives to expressing anger and frustrations or lack of self-control. Communication break down between the school authority and the learners hinders the transference of and there is a relapse in deliverance of information that affects peace and harmony. Some teachers are sarcastic and pompous which are causes of conflicts.

5.1.3 Misunderstandings over failure to meet pupils' needs

From all the respondents' perspective in the findings, the results seemed to indicate that the misunderstanding over failure to meet pupils' needs leads to violent conflicts. Pupil's needs such as boarding space and good quality services such as water and food and other services required within the school should be provided These facilities are more on demand in boarding

schools. These findings are in line with those of Stewart and Dangelo (1980) that conflicts in institutions are associated with conflict over basic values. This explains the reason why violent conflicts are more frequent in boarding than in day schools. Once these were done, it would create a conducive learning and teaching environment that promotes a culture of peace.

Additionally, the findings seemed to support that respect is a need as well as a cardinal aspect of peace education and a remedy of non-violence. Most of the respondents attested to the fact that violent conflicts arose due to stakeholders disrespecting each other. Pupils interviewed explained that they detested teachers who disrespected and embarrassed them in front of others. They said that they hated such teachers a lot because respect is double sided like that of the coin, not only should pupils have respect for teachers and head teachers but that teachers should also have respect for their pupils. This should also be portrayed by education administrators and governance actors. It was also found that respect was very important in a learning environment because it created a harmonious environment that promoted a culture of peace through the smooth acquiring of knowledge, skills and attitudes. Pianta, La Paro & Hamre (2006) were in agreement with the findings that lack of respect between the teacher and the pupil caused conflict. They revealed that in classrooms with delinquent learners, teachers resorted to sarcasm and harsh punitive control, pupil victimization or bullying. This lack of respect for other people such as learners breeds frustrations, which lead into aggression resulting into violence. There was a growing consensus from the respondents that a peaceful learning environment was critical in determining effective learning and teaching in any given learning institution. Dunleavy, et al (2011) revealed those students' perceptions of the emotional climate of the classroom or school and respect for stakeholders was integral of their perceptions of a mastery goal structure in the classroom hence creating a culture of peace.

5.1.4 Misuse of Power by the Teachers

Head teachers, teachers, pupils and governance education actors in the findings attested that administrators can also escalate school conflicts by misusing their power. Challis (1995: 5) agreed that when teachers, head teacher and administrators overuse traditional authoritarian responses, student conflicts sometimes escalate resulting into anger, resentment, damaged relationships and further violent teachers and administrators are at the centre of conflicts in schools. Head teachers and teachers who manage their schools and classrooms respectively with

inflexible rules, fear, mistrust and authoritarianism are potential sources of destructive conflicts. Challis (1995) further explained that most educators misuse their powers by excessively using corporal punishment and sexually harassing their students. Pupils interviewed explained that they detested teachers who did not respect them and would embarrass them in front of others. It was found that respect was very cardinal in a learning environment because it created a harmonious environment that could revamp effective learning and teaching if peace education was to create a culture of peace. Pianta, La Paro & Hamre (2006) were in agreement with the findings that lack of respect among stakeholders was a cause violent conflict.

5.1.5 Misunderstandings over Teachers' Negligence of their duties

Concerning some teachers' negligence of their duties, it was found that conflicts arose between teachers and pupils as a result of some teachers' negligence of their duties and that learner did not like teachers who wasted learners' time and tuition fees. Teachers who lacked commitment to work are likely to be frustrated, and could not be accorded any chances to misbehave and show their anger. Negligence of duty by some teachers developed rebellious attitudes against some teachers who did not teach for reason known to themselves. Such rebellion works against the attainment of better results by the pupil. This finding was in conformity with Ames (1992) who held that a teacher should emphasize student performance and have instructional practices that emphasized effort and improvement and development of competences and the students' intrinsic motivation. When pupils saw the effort the teacher made for them to achieve their academic goals, they were mostly likely not to have conflict with the teacher because they would know that the teacher cared for them. Accordingly, the findings were also in line with those of Stewart and Dangelo (1980) who stated that conflicts in institutions are associated with conflict over basic values.

5.2 Inclusion and scope of Peace Education in the secondary school curriculum

The findings of this study indicated that the inclusion and scope of peace education in the secondary school curriculum were both positive and negative on its integration. In the quest to determine the inclusion and scope of peace education in the school curriculum, the findings have been elaborated below.

From the findings in this study, it was evident that Peace Education has been integrated into the already existing approved education curriculum. It has a less structure as selected subjects are expanded to include topics on Peace Education (Harris 2004). These strides were made to invest the values of peace in the learners and that would harness the generative minds as agents of change to their communities and environments. Peace Education is not taught directly as a subject say Geography, it was taught through other subjects that are carriers of peace values. In this study the researcher observed subjects such as History and Geography, and noted a number of peace education skills and values that the teacher reviewed through the observed lessons.

In the History lesson, many skills and values of peace were reviewed. The teacher availed to the learners the skills of communication, active listening and reflections, cooperation, critical thinking, empathy and comparison, mediation and negotiating, problem solving, patience and self-control, responsible citizen, imagination, leadership and vision. These elements of peace education are seemed to be delivering to the pupils without the teacher's consciousness. In the History lesson titled " The Partitioning of Africa" elements of peace education such as international relations, diplomacy, conflict resolution strategies, self-respect, tolerance, respect for others, respect for difference of opinion, inter-cultural understanding, nonviolence and reconciliation, social responsibility, solidarity and world mindness resolution were eminent. Even if the teacher communicated all the components of peace education, she did so inadvertently. Her main concern was to achieve the lesson objectives and even the questioning techniques were directed towards such.

The same scenario was also noted in the Geography observed lesson. Under the topic, "Conservation of the environment", the teacher made use of a number of skills that pertain to peace education. Such skills and values the lesson reviewed were almost a replica of the ones observed in a History lesson. This means that peace values may differ depending upon the subject and the theme under study. To this lesson, ecology awareness was one of the added up skills. Self-awareness, recognition of prejudices, human rights education, international education, Peace and non- violence and environmental education were some of the elements depicted in the lesson. The lesson was successful as it presented a number of peace values that were imparted into the pupils and objectives were met. However, the teacher too seemed challenged in identifying the peace values that were imparted in the learners during the lesson. The peace

values learnt from any subject could be applied to various situations in order to maintain the culture of peace.

Therefore, considering the observed lessons, the education governance actors were correct to indicate that peace education was not directly included in the school curriculum as a subject, but it took an integrative model. They further stressed that teachers must ensure that peace values came out in the process of teaching. Harris (2004) commended an additional capacity building for the respective teachers of the subjects depending on the recommended one; these may be part of an examinations process or character moulding and behavioural change. Therefore, the integration of peace education in the school curriculum seems evident and it can be practiced through every subject. Nevertheless, it seemed not known to some educators that their subject content contained the peace values that informed social justice to every individual learner translating to the culture of peace.

5.3 Methods of Teaching and Learning Peace Education in Secondary Schools

From the interview conducted with all the respondents in this study, it could be concluded that the methods used to teach Peace Education in secondary schools in Mansa district encouraged pupils' involvement in their own learning. Therefore, learner-centred approaches were better positioned for this task. Respondents suggested that activities that could be accomplished through the participatory approaches were the use of clubs and societies such as drama club, the debate club and use of visiting speakers. The use of role models and outreach programs promoted peace awareness among all pupils. An assessment of these activities showed their vitality use for co-curricular activities reflecting that such a respondent seemingly had much knowledge about the assimilation of PE in the informal school curricular.

Drawing from interviews with some SEO respondents, an emphasis of teaching peace education in order to allow the interaction, mutual understanding and a harmonious livelihood between and among pupils as well as teachers and education governance actors in the quest to promote learning from one another was made. They remarked that pupils' participation in such activities, their understanding of the shared material might be increased and their cooperation with one another enhanced. Echoing Freire's (1970) emphasis on raising students' critical consciousness, the education governance actors aspired for the utilization of formal and non-formal education

that inspired both reflections and actions. These learner-centred approaches called for action around peace and justice issues; with attention to conceptions based on in-depth knowledge and investigation of local realities were most akin to the reclaimed critical peace education that was urged necessary for this field of study. The participation in such activities enabled pupils to prepare for future roles in the governance of their country.

Furthermore, a learner-centred approach was seen to be ideal as it would enable pupils apply the acquired skills and acknowledge in other situations outside the school premises. The approach seemed to provide practical learning opportunities in which pupils participated freely. However, most of the subject teachers who happened to be direct implementers of peace education in these secondary schools seemed to be blind about it. To them it meant that peace values were not taught in all subjects apart from Civic education, Social studies, History, Geography and English. It is a fact that, not all subjects mentioned above are taught to all the learners, all classes and all secondary schools because of the difference in their class curricula and they are also optional. This therefore, entailed that very few of the learners had access to peace education hence the rampancy of violence in secondary schools.

Balasoorya (2001) commented that all education in its wholeness informed the transmission of social justice that brought about a culture of peace and every subject was deemed capable of promoting that. This was also evident in the various international curricula of different nations where peace education had been integrated in various subjects as mathematics, biology, chemistry, art, physical education, language, Civic Education, History, and Religious Education. Social studies, Guidance and counselling, Civics, Art and drama, English and not peace education inclusive of Co-curricular activities.

5.4 Effectiveness of Peace Education in mitigating violent conflicts

Effectiveness refers to the ability for something to produce the desired or intended results. In this study, the implementation of Peace Education seemed not to have had an impact on mitigating violent conflicts in some selected secondary schools in Mansa district. From the findings people are likely to conclude that though peace education was being implemented through the integrative curriculum and an on-going activity, its effectiveness in mitigating violence was less workable because the teacher agency seemed not to have had much awareness of the peace

values that might be taught to the learners. Thus, it proved impossible for a learner to have insights, if most of the educators are not in any way nearer to the truth because every child or learner learns from the immediate environment. Echoing a teacher from Mansa secondary school, he stated that Peace education never appeared in the school curriculum and he never taught it. And another Teacher from Mabumba secondary school complained that it was too much of the education governance actors coming up with programs without consultations with the teachers. That they are not machines for them to be pushed into any programs that would come up without any awareness. That, they got tired, knocking-off with their work and came back with it, no time did they rest while leisure with their families to their detriment.

These sentiments from the teacher respondents rhyme with Giroux (2009:47) on the global crisis in the teaching profession as a response to the reductionist education policies, which reduced teachers to status of specialized technicians within the school bureaucracy. This was why WAPEN (2001) in its report recommended the Canadian-based international cooperation agency, for residing in Peru to contribute to the work of EDUCA's Peace Team in the areas of teacher training, research and project evaluation in the quest to instil a culture of peace in the educators so that in turn they could equip the learners with the mantle of peace. The Ghanaian government too, took responsibility and revised the syllabuses of five subject areas at primary and post primary in order to help teachers to stabilise the program in the country which led to ownership and sustainability (UNESCO 2009).

Similar sentiments from pupils reviewed that, teachers did not practise what they taught and as such they could not be emulated because of their attitudinal being, others too came to class already frustrated giving no room for lesson clarifications too. Those behaviours were detrimental to educational progress and led to failure. Seemingly, the sentiments from the learners could be likened to the exclusive methods espoused by Akitunde (2008) that teaching that does not promote participatory and learner-inquiry approaches never impacts the learner. A critical peace educator works to localise and historicise knowledge that informed strategies to revise textbooks, promote respect for differences through the media and popular culture, also engaging in a comprehensive search for peace values that informed social justice. Teachers may do well to consider examining local practices and mean-making around them, that are informed by local types of peace education in order to better understand values and beliefs that can inform

peace education from the bottom- up, which the Gandhian education in India resonated profoundly with the tenets of peace education though not always recognized as such. Such investigation of the localized context echoed the participatory research that Freire(1970) employed educators to develop generative themes that enabled dialogue and raised students' critical consciousness.

5.5 Challenges of teaching Peace Education in Secondary Schools in Mansa district

A number of challenges existed in the implementation of peace education as a method of mitigating violent conflicts in schools. The importance of learning peace education was that in whatever engagement in human activities, none could succeed without peace. Therefore, peace education in schools was of great concern so that learning takes place in a conducive atmosphere. Although the respondents meant a total free of conflict environment that was impossible, but bordering on the contextual meaning of their responses meant one that was without violent conflict because conflicts are inevitable.

As regards the challenges of implementing peace education as a method of mitigating violent conflicting schools, a Kenyan researcher, Kaneba (2012: 35) declared that the introduction of Peace Education in schools was seen as an extra load to teachers since majority of the schools did not have enough teachers and therefore the few who were there were overloaded with another subject. Similarly WANEP (2001:44) added that there was lack of proper understanding and interest in peace education by some stakeholders. The stakeholders included teachers, Head teachers and other education governance actors at various levels. Rooted in a neo-Marxist analysis of schooling, school were seen as apparatus that reproduced social control by the dominant class (Althusser 1979), and considered all curriculums to be partial to the interests of those in power because of the social and cultural reproduction that occurred in schools. From this perspective, it might be deduced that schools are institutions embodied with violence (Harber 2004) and therefore offered little to promoting peace, hence the rampancy in violence.

Lack of incentives, career perspectives and poor school infrastructure and facilities could undermine teacher agency motivation. As a result, teachers are forced into extra-tuitions and get involved in out -of- school businesses at the expense of the learners. They work very well in tuition centre and rest in regular schools as supported by Parere (2004). These poor infrastructure

and facilities tend to prevent pupils from using activity based and learner-centred teaching and learning methods. Therefore, certain practical subjects are taught as classroom subject, so learners are not given the peace experience they need.

5.6 Training of Teachers in Peace Education

In order to implement Peace Education in secondary schools there was need to make teachers aware through capacity building. Teachers in schools expressed ignorance of peace education and commented that they were not aware or trained in Peace Education because the curriculum in teacher colleges did not teach Peace Education. Training is the most cardinal aspect in the implementation of Peace Education in schools in the quest to mitigate violent conflicts in schools. Fountain (1999: 19) explained the role of the Ministry of Education in upgrading the quality of pre-service teacher education in peace issues so that they get focused on such skills as the use of interactive and participatory methods, organising cooperative group work, and facilitating group discussions. The use of such types of methods are essential to quality basic education, enabled teachers to convey values of cooperation, respect, for the opinion of the others, and appreciation of differences.

The interactive approaches to pre-service teacher education used at the international teacher training colleges designated as the focal point for the development of pre-service training programmes in peace education. For the teachers under study, it was clear that none of the teachers were trained specifically to teach Peace Education. However, it was emphasized that although the teachers were not specifically trained in Peace Education, those who taught subjects such as Religious Education, Civic Education had covered areas of Peace Education content through their course work. However, if peace education was to be treated as a subject in its own right there was need to train teachers of teach Peace Education as a subject. Nevertheless, from time to time, teachers are supposed to be informed either through in-service training by a practitioner of Peace education, workshops or Continuous Professional Developments (CPDs) so that they are made aware of the new concepts and systems in the education sector. The goal of the ministry of general education must be to research on both new concepts in the system and how they seemed to collaborate with already existing polices (Harris 2008).

Summary

This chapter discussed the findings of the research which had been categorized in four themes. The themes indicated the findings relating to types of violence in schools, the inclusion and scope of Peace Education in the school curriculum, the methods used to teach peace education and the effectiveness of peace education in mitigating violence conflicts in schools.

Regarding the types of violence in schools it was found that misunderstandings over differences in ideas and opinions, and poor communication and inappropriate expressions of emotions are the major types of violent conflicts. Misunderstandings over failure to meet pupils demand and misuse of power by the teacher were also cited as one of the major types of violent conflict. Additionally, Misunderstandings over teacher's negligence of their duties caused pupils to hate them thereby threatening conflict.

As regards the inclusion and scope of Peace Education in the school curriculum, it was revealed that peace education has been integrated in the existing school curriculum. Some peace values were embedded in the topics of the certain subject. It has been deduced that every subject qualifies for peace education to be fused into depending on the choice and need of the education system of independent country. Therefore the scope of peace education was as wide as the all stretch of the entire national curriculum.

Concerning the methods used to teach peace education it has been found that the best methods of teaching and learning peace education are through the participatory and inquiry based methods of teaching and learning. These methods motivate learners to get involved in their learning and asked for clarifications of what had been taught. In an exception of the mentioned methods, lecture method too could be used in combination with the participatory method. The findings seemed to deduce that though participatory and inquiry based methods had been recommended and highly used by educators in imparting knowledge; teachers seem to be blind about peace education. Most teachers felt that PE was a new concept and needed time and commitment to tried out, yet in essence it had been in use.

As regards to the effectiveness of peace education in mitigating violence conflicts in schools, seemingly less impact had been noted. From the findings one might be tempted to conclude that though peace education had been implemented through the integrative curriculum and an on-

going activity, its effectiveness in mitigating violence was less achievable because the teacher agency seemed not to have had much awareness of the peace values that might be taught to the learners. Thus, it seemed impossible for a learner to have insights, if most of the teacher agency seemed not understand what peace education was. The effectiveness of peace education also seemed to have had less impact because every child or learner learns from the immediate environment. Echoing a teacher from SCH-2, who stated that Peace education was never present in the school curriculum and he never taught it. Therefore, the education governance actors must come up with programs that would enlighten the teacher agency on peace education so that they are able to spread it to younger generations to come. The implementation of peace education was an on-going activity; therefore, there was need for more efforts towards the promotion of peace education.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

Overview

This study presents a summary, conclusion, the recommendations as well as the suggestions of the future study. The purpose of this study was to explore peace education as a method of mitigating violent conflicts in selected secondary schools. The summary of the four research questions were also represented in this chapter.

6.1 Types of Violent-Conflicts in schools

The main research findings on the types of violent conflicts in secondary schools as given by respondents were; Misunderstandings over differences in ideas and opinions, poor communication and inappropriate expressions of emotions, misunderstandings over failure to meet pupils demand and misuse of power by the teacher. Additionally, misunderstandings over teacher's negligence of their duties were another type.

6.2 Inclusion and Scope of Peace Education in the School Curriculum

The study revealed that peace education seemed to have been partially integrated in the existing school curriculum. Some peace values have been embedded in the topics of the certain subject. It has been deduced that every subject qualified for the integration peace education values. The presence of peace values in the curriculum promotes critical thinking that informs decision making. The study has shown that the scope of peace education were not well defined because the various respondents in this study were not very sure of the subjects through which peace values have been embedded. Therefore, peace education had not been well catered for because its scope had not been well captured on the curriculum.

6.3 Methods used to Teach Peace Education Schools.

Regarding the methods used of teach and learn peace education, the study has shown that the participatory and inquiry based methods are best suited for teaching and learning peace education. Lecture method could only be used in combination of other preceding methods. The participatory and inquiry- based methods motivate learners to become reflective and active learners who are capable of engaging issues at the core of contemporary society. This study had

showed that learners are not full involved in their learning because teachers had to decide and direct what learners had to learn.

6.4 Effectiveness of peace education in mitigating violence conflicts in schools.

Peace education seemed not to have had much impact in mitigating violent conflicts in some selected schools in Mansa district. From the findings it seemed that peace education had not received the attention that it deserved in order to mitigate violent conflicts in schools. From the findings, it can be deduced that though peace education was being implemented through the integrative curriculum and an on-going activity, its effectiveness in mitigating violence was less workable because the teacher agency seemed not to have had much awareness of the peace values that might be taught to the learners. Thus, it proved impossible for a learner to have insights, because most of the teacher agency did not understand what peace education was. Therefore, it seemed impossible for the effectiveness of peace education because every child or learner learns from the immediate environment.

6.5 Conclusion

This study revealed that peace education is the process of promoting knowledge, skills, attitudes and values that are cardinal in preventing conflict and violence. By education, meaning an all-round drawing out of the best in child and man are brought out and experience the hurdles of society non-violently. Owing to excerpts of this study, pupils, teachers, Head teacher, SEO, the DEBS and the PEO seemed to be the perpetrators of violence. Through misunderstandings in many areas of life, this study had shown decisions by stakeholders to be confrontational against each other and in any area on very trivial issues that promoted violent conflicts within the school or work place. Some stakeholders choose to brood violence by practicing favouritism, became sarcastic, pompous, intolerance, disrespectful, negligent and un professional in their duties. Somewhat, teachers or head teachers choose to be harsh or out lightly bullied pupils while favouring others. Though, others found it pleasing to take offence at the slightest mistake from the pupils, such negative attitudes on the part of the teachers brought about friction with the pupils who may feel being unfairly treated. This brought about discordance between the teachers affected and the pupils. Through the misuse of power and authority, violent conflicts might be instigated and jeopardise the peace that stakeholders might have enjoyed.

This study also indicated that most head in schools fuelled violent conflict through breakdown in communication between the administrations, teachers and the pupils. This may emanate from wrong interpretation of school rules on either party. It may also come from vindictive school rules and any other source bringing about misunderstandings between the two parties. Apart from poor communication, violent conflicts may be brought about by the either Head teachers or the DEBS and the PEO through over enrolment issues or follow instructions to enrol a certain number of pupils to which refusal might be an act of insubordination. Such triggered scarcity of resources more especially in boarding schools such as insufficient food and lack of adequate bed spaces for all the pupils resulting in overcrowding and agitation among the pupils.

This study also revealed that teachers were teaching Peace Education through the integrative curriculum and through subjects such as Religious Education, Civic Education, and History.

This was reflected in the responses given by some Pupils, Teachers, Head teachers, Standards officers, the DEBS and PEO officers. By and large the teacher agency had both positive and negative indications in identifying areas in their teaching subjects which directly or indirectly brought out Peace Education themes. Some teachers showed some knowledge of peace education in the curriculum while others refuted its presence. Some themes were identified which included; reconciliation, forgiveness, conflict resolution and many more giving a small margin of Peace Education in the entire curriculum of every school. Apart from identifying Peace Education themes by the teachers, the respondents felt Peace Education was being implemented in the district through activities which involved pupils. Such activities included pupil participation in clubs such as the drama groups, debating societies and Peace Education outreach activities within schools. Not much of peace education had been noted through the formal education but to a larger extent in the informal education because most teachers were not aware of this peace education as a concept. Seemingly, teachers had problems to identify the peace values that were being passed on to the learners and this had been done in only one segment of the school curriculum that is social sciences, meaning that it was applied at a minimal scale, hence, less impact on the school environments .

The study had also revealed that the methods used in teaching Peace Education are those that encouraged pupils' involvement in their own learning. Therefore learner-centred approaches were seen to be better placed to do this. These were accomplished through the use of clubs such

as the drama club, the debate club and use of visiting speakers. The methods of teaching Peace Education emphasised interaction between and among pupils as they learned from one another.

Furthermore, the implementation of Peace Education might have been very effective if teachers were made aware of Peace Education entrenched in the entire school curricula. Coupled with the learner-centred methods that inform critical minds, by and large extent, learners might have been constructed and transformed into self-actualised individuals who could have been capable of maintaining a culture of peace in every environment that they are found in. Although Peace Education had helped in preventing and resolving violent conflicts to a lesser extent, not every pupil, teacher or governance actor had benefited to the knowledge of Peace Education but what had kept schools to be a bit peaceful are the extensive school rules that are put in place by various schools administrators in Mansa district. The implementation, however, is an on-going activity.

The study had taken note of challenges of teaching Peace Education in schools in Mansa district. The challenges included were lack of proper understanding and interest in Peace Education by all stakeholders, limited expertise and capacity building for Peace Education available in the secondary schools, lack of infrastructure and other school facilities required in teaching and learning Peace Education, lack of trained teachers in Peace Education, lack of goodwill and a gap in the educators to understand and facilitate the proper implementation of Peace Education.

6.6 Recommendations

This study had revealed a number of issues regarding the implementation of Peace Education as a method of mitigating violent Conflicts in selected schools of Mansa district in Zambia. In view of the above, the following recommendations were made:

1. The Ministry of General Education should upgrade the quality of pre-service teacher education to equip the teachers with the necessary knowledge in Peace Education and help to act upon its proper implementation. This can also be done through facilitation orientation workshops in Peace Education through Continuous Professional Development (CPDs).
2. The government system should intensify on monitoring and evaluation of the curriculum so that they are able to inform the curriculum on the on-coming contestations of the curriculum

for the purpose of maintaining a culture of peace.

3. Head teachers should pay attention to learners' complaints before their conflicts could escalate to violence and maintain a minimal enrolment numbers per class so that facilities are well distributed among the pupils.

6.7 Suggestions for Further Research

This study explored the implementation of Peace Education as a method of mitigating violent conflicts in selected schools of Mansa district in Zambia.

1. Future research may focus on the whole district of Mansa and establish the trends concerning the implementation of Peace Education.
2. Mansa district is an urban/peri urban district, thus it may be good for future research to focus on a rural district for instance Milenge district and establish the similarities and differences in the implementation of Peace Education.
3. The role of gender in violent conflicts may be another area of research. Future researchers may wish to focus on the impact of gender on violent conflicts in schools. Conversely, future research may focus on the impact of violent conflicts on gender.

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APPENDICES

APPENDIX A

FOCUS GROUP DISCUSSION GUIDE FOR PUPILS

Section One: Background information

1. Your pupil status?

Day scholar () Boarder ()

2. Your school status?

Day school () Boarding school ()

3. How long have you been in this school?

1 () 2 () 3 () 4 () 5 ()

Section Two

TOPICS TO DISCUSS

1. Types of Violent Conflicts in Secondary Schools.
2. Inclusion and scope of peace education in the curriculum.
3. Methods of teaching and learning Peace Education.
4. Effectiveness of Peace education as a method of mitigating Violent Conflicts in secondary schools.

APPENDIX B

INTERVIEW GUIDE FOR TEACHERS

Section 1: Background information

1. Level of the education

PhD () Masters ()

Bachelors degree () Others specify ()

2. Size of the school

Single stream () Double stream () Triple stream ()

Four stream () Over four ()

4. Experience in years your present profession

.....

Section Two

Violent Conflicts in secondary schools

5. What are the causes of violent conflicts in secondary schools?

6. Who are the perpetrators of violence in schools?

7. What are your roles, commitments and motivations with regard to mitigating violent conflicts.

Inclusion of Peace Education in the School Curriculum

8. What is your understanding of peace?

9. How do you understand peace education?

10. What subjects of the curriculum are peace values contained

11 .What types of peace values are taught in the subjects mentioned?

Scope of peace education is taught in secondary schools

12. Have teacher been made aware or trained in teaching peace education and why?

13 . How would you understand and practice peace education if it were an independent subject.

14. What would be the challenges of teaching peace education?

15. What are the requirements of peace education practise?

Peace Education methods

16. What would be the appropriate methods of teaching the peace education values present on the curriculum? Why?

What are your own extra thought, feelings, challenges or needs regarding social cohesion and peace within education.

APPENDIX C

HEAD TEACHER'S INTERVIEW GUIDE

1. For how long have you been in the present position?
2. Do schools experienced violent conflicts? Who are the perpetrators?
3. How does your office resolve such violent conflicts?
4. What is your understanding of peace education?
5. Are there subjects on the curriculum that teach peace values?
6. Are teachers trained to teach the subjects mentioned above?
7. What methods are used to teach and learn peace education? Why?
8. What is the input of ministry of education in implementing peace education in secondary school?
9. How can peace education help in resolving conflicts?
10. What are your extra thoughts, feelings and comments concerning peace education?

APPENDIX D

INTERVIEW GUIDE (DEBS, SEO AND PEO)

1. What are types and perpetrators of violence in secondary schools in Mansa district?
2. What subjects on the school curriculum have peace content ?
3. What methods are used to teach peace education in secondary schools in Mansa district?
4. How effective is peace education in mitigating violence conflicts in Mansa district?
5. How do the educational policies define the role and in service training of teachers in peace education?

APPENDIX E

LESSON OBSERVATION SHEET

Grade:

Subject taught:

Topic:

Sub -Topic:

Objective:.....

.....

SN	Area of concern	Comments
1	A coverage of the syllabus in the school.	-
2	Subject knowledge	
3	Teaching /learning methods Learner- centred methods. Lecture methods.	
4	Peace education: Tick	
a.	-Skills Communication () Active listening and reflections () Cooperation () Empathy and compassion () Critical thinking () Problem solving () Meditation and negotiation () Patience and self control () Responsible citizens () Imagination () Leadership ()	

	Vision ()	
b.	-KNOWLEDGE Self-awareness () Recognition of prejudice () Conflict and war () Culture race, gender and religion () Human rights education () International education () Health care () AIDS () Drug Trade () Peace and non- violence () Justice and power () Environment education () Disarmament () Numeracy ()	
c.	-ATTITUDES Ecology awareness () Self-respect () Tolerance () Respect for human, dignity and difference () Intercultural understanding () Gender sensitivity () Caring and empathy () Non-violence and reconciliation () Social responsibility () Solidarity, world mildness () Resolution ()	
5	Pupil participation	
6	Conclusion	

APPENDIX F

Permission given by the University of Zambia to conduct a Research



THE UNIVERSITY OF ZAMBIA

INSTITUTE OF DISTANCE EDUCATION

Telephone: 260211 251177 FAX: 260211 2512249
Telex: UNZA LUSAKA
Toll free: UNZALUZA 44370
E-mail: 260211 251119
Web Page:
Out Box:

P.O. Box 32270
LUSAKA, ZAMBIA

14th January, 2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: CONFIRMATION OF STUDY - MWAHISHO BEGIRIWE - 714800675

Reference is made to the above subject.

This serves as a confirmation that the above mentioned Shule of NRC Number 129038/2013 and computer number 714800675 is a bonafide student of the University of Zambia in collaboration with the Zimbabwe Open University (UNZA-ZOU).

She is pursuing a Masters of EXERCISE AND PUBLIC LEADERSHIP AND COMMUNITY DEVELOPMENT programme. Any assistance rendered to her will be greatly appreciated.

Prof. Boniface Namangula (PhD)
DIRECTOR
INSTITUTE OF DISTANCE EDUCATION

APPENDIX G

LETTER REQUESTING FOR RESPONDENTS COOPERATION

Mulaisho Beatrice,

THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZOU,

PO BOX 32379,

LUSAKA.

Dear sir/ madam,

REF: RESEARCH ON PEACE EDUCATION: A METHOD OF MITIGATING VIOLENT CONFLICTS IN SELECTED SECONDARY SCHOOLS.

I am a post graduate student in the University of Zambia in collaboration with Zimbabwean Open University, pursuing a Master of Education in the science of Peace, Leadership and Conflict Resolution. I am conducting a research on the above subject matter in Public and Faith Based secondary schools in Mansa district.

I am humbly requesting you to spare some time out of your busy schedule to respond to the questionnaires attached and set aside time to fill it. Confidentiality is assured to every response.

Yours sincerely,

Mulaisho Beatrice.

APPENDIX H
permission from debts to conduct a research

Office of the District Education Board Secretary
P.O. Box 110093
Manisa District
Tel: 0211-021190
Fax: 0211-231180



Office of the District Education Board Secretary
P.O. Box 110093
Manisa District

REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION

OFFICE OF THE DISTRICT EDUCATION BOARD SECRETARY
MANSA DISTRICT EDUCATION BOARD
P.O. BOX 110093
MANSA

1st April 2015

TO: All Secondary school Heads

- Mwaasa Secondary School
- Dwa Secondary School
- Mutunda Secondary School
- St. Cleopatra Secondary School
- Mwanjima Secondary School
- Chawamba Secondary School
- Mwanjima Secondary School
- Mwanjima Secondary School

INTRODUCING MISS MUKLAISHO BEATRICE TS NO. 74112

This serves to introduce the bearer of this letter that she is studying with Zimbabwe Open University in preparation with the University of Zambia.

She is currently collating data from Secondary Schools to be used for his Masters dissertation on Peace Leadership and conflict resolution.

Kindly assist her

Severian M. Masasa
District Education Board Officer
for/District Education Board Secretary
MANSA DISTRICT

APPENDIX I: CONSENT FORM

Title of Research: *Peace Education: A Method of mitigating violent conflicts in selected*

Secondary Schools in Mansa District

Reference to participant information sheet

1. Make sure you read the information shed carefully, or that is has be explained to you to your satisfaction
2. Your permission is required if tape or recording is being asked
3. Your participation in this research is ending voluntarily ,i.e. you do not have to participate if you do not wish to
4. Refusal to take part will involve no penalty or loss of services to which you are otherwise entitled.
5. If you decide to take part, you are still free to withdraw at any time without penalty or loss of services and without giving a reason for your withdraw.
6. You may choose not to answer particular questions that are asked in the study. If there is anything that you would prefer not to discuss, please feel free to say so.
7. The information collected in this interview will be kept strictly confidential.
8. If your choose to participate in this research study ,your signed consent is required below before I proceed with the interview with you

Voluntary Consent

I have read (or have had explained to me) the information about this research as contained in the participant form sheet. I have had the apportioned to ask questions. I have asked have been answered to my satisfaction.

I now consent voluntary to be a participant in this project and understand that I have the right to end the interview at any time and to choose not to answer particular questions that are asked in the study.

My signature below says that I am willing to participate in this research.

Participants name (printed).....

Participate Signature..... Consent Date

Researcher conducting informed Consent (printed

Signature of Researcher Date.....

Signature of Parent /GuardianDate.....