

**ANALYSIS OF PEACE EDUCATION CONTENT COVERED IN THE UPPER  
PRIMARY SCHOOL SOCIAL STUDIES CURRICULUM IN KENYA**

**MARGARET SALLYNE KONGERE ONYANGO**

**A Thesis Submitted to the Graduate School in Partial Fulfilment of the Requirements  
for the Award of the Degree of Master of Education (Curriculum and Instruction) of  
Egerton University**

**EGERTON UNIVERSITY**

**MARCH, 2016**

## DECLARATION AND RECOMMENDATION

### DECLARATION

This thesis is my original work and has not been presented for an award of degree in this or any other university.

Signature..... Date.....

**Margaret S. Kongere Onyango**

**EM 13/2362/09**

### RECOMMENDATION

This thesis has been submitted for examination with our approval as university supervisors.

Signature..... Date.....

**Prof. Joseph M. Wamutitu**

**Department of Curriculum, Instruction and Educational Management, Egerton  
University**

Signature..... Date.....

**Dr. Patricia W. Wambugu**

**Department of Curriculum, Instruction and Educational Management, Egerton  
University**

## **COPYRIGHT**

**© 2016 Margaret S. Kongere Onyango**

All rights reserved. No part of this Thesis may be reproduced or transmitted in any form or by any means, mechanical or electronic, including photocopying, recording or any information storage system or retrieval system without prior written permission from the author or Egerton University.

## **DEDICATION**

This work is dedicated with a lot of love and appreciation to my husband Daniel Onyango Opiyo and children Winnie, Philip, Rachael, David and Samwel whose patience, understanding, love and support made it happen.

## **ACKNOWLEDGEMENT**

Many people contributed and assisted in one way or another to the completion of this work. It would not have been possible to get this far without support and contributions from them. Their patient, help, support and encouragement have made this study a reality. To all of them, I wish to extend my sincere gratitude. I would in particular, like to thank my supervisors Prof. Joseph Wamutitu and Dr. Patriciah Wambugu, for the guidance they accorded me during the entire study. This study would have never materialised without the constant support, encouragement and criticism of my supervisors. They were patient and always spent time with me discussing several aspect of the study. I would like to express my deep appreciation and gratitude to them.

I also appreciate the support given by Graduate School and the Faculty of Education and Community Studies for handling the administrative procedures which contributed to the success of this work. Many thanks go to the National Commission for Science, Technology and Innovation for granting me permission to carry out this research. I am deeply thankful to Mr Ogolla, in the Faculty of Education and Community Studies, Egerton University who assisted me with data analysis, staff of Egerton University library who always availed themselves and the relevant materials throughout the research period. I cannot forget to thank my head teacher Mrs. Florence Kimani of Egerton Primary School for giving me ample time in the school during this period of research.

Special thanks go to my husband Mr Daniel Onyango and my children for the encouragement and support they gave me throughout this time. I extend my thanks to my parents Mr and Mrs Otieno whose blessings, support and inspiration were always with me. Finally, I thank God Almighty for the care and wisdom He bestowed upon me during the entire period of my study.

## **ABSTRACT**

Peace Education in Kenya is one of the programmes in the primary school curriculum initiated by the Ministry of Education in February 2008. Peace Education is aimed at preparing learners to deal with contemporary social challenges in society. Peace Education Programme (PEP) is integrated into a comprehensive programme of substantive peace education content and pedagogy. PEP consists of basic principles and their application to real life. Peace Education aims at empowering learners with problem solving skills, ability to address conflicts peacefully, and thus promote tolerance for diversity, cultural differences and human dignity. Although pupils in Kenyan primary schools are expected to receive their Peace Education through primary school social studies curriculum but the approach seems not to provide pupils with necessary knowledge, skills and development of attitude and values conducive for social transformation. This implies that promoting peace is a major challenge in Kenyan primary schools through the carrier subjects such as social studies. This study therefore sought to analyse Peace Education content covered through the School Social Studies Curriculum (SSC) in terms of objectives of Peace Education and Citizenship Skills in order to find its status. The study adopted exploratory research design. Data was collected through content analysis using two tools, namely Peace Education objective analysis matrix (PEOAM) and citizenship skills analysis matrix (CSAM). Experts from Faculty of Education and Community Studies (FEDCOS) of Egerton University validated the instruments. Reliability of data analysis was done through inter-coder agreement by different research experts. Their comments were incorporated by the researcher after sufficient coding consistency was achieved. Descriptive Statistics such as frequency mean and percentage were used to analyse data with the help of Statistical Package for Social Science (SPSS). The study revealed that Peace Education content covered through the primary school SSC in terms of objectives of peace education and citizenship skills for peace education is of average status. The findings of the study will be of great value to all stakeholders in the education sector namely; the school administrators and teachers since they will be aware of how much peace education are covered in the curriculum. It will also benefit curriculum developers at Kenya Institute of Curriculum Development (KICD) in ensuring Peace Education contents are adequate and well infused in Social Studies Curriculum. Eventually, pupils having been imparted with adequate peace education knowledge and citizenship skills will become peaceful members of the society.

## TABLE OF CONTENTS

<b>TITLE PAGE.....</b>	<b>i</b>
<b>DECLARATION AND RECOMENDATION.....</b>	<b>ii</b>
<b>COPYRIGHT.....</b>	<b>iii</b>
<b>DEDICATION.....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>v</b>
<b>ABSTRACT.....</b>	<b>vi</b>
<b>TABLE OF CONTENTS.....</b>	<b>vii</b>
<b>LIST OF TABLES.....</b>	<b>x</b>
<b>LIST OF FIGURES.....</b>	<b>xi</b>
<b>LIST OF ABBREVIATIONS AND ACRONYMS.....</b>	<b>xii</b>
<b>CHAPTER ONE: INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study.....	5
1.4 Objectives of the Study.....	5
1.5 Research Questions.....	5
1.6 Significance of the Study.....	5
1.7 The Scope of the Study.....	6
1.8 Limitations of the study.....	6
1.9 Assumptions of the Study.....	6
1.10 Definition of Terms.....	7
<b>CHAPTER TWO: LITERATURE REVIEW.....</b>	<b>9</b>
2.1 Introduction.....	9
2.2 Global Peace Education.....	9
2.3 The Kenyan Context of Peace Education.....	13
2.4 Approaches of Peace Education and Social Studies.....	15
2.5 Peace Education and Social Studies Curriculum in Kenyan Primary Schools.....	17
2.6 Education for Peace and Citizenship Skills.....	20
2.7 Social Studies Curriculum in Teaching Peace Education.....	22
2.8 Theoretical Framework.....	24

2.9	Conceptual Framework.....	25
<b>CHAPTER THREE: RESEARCH METHODOLOGY.....</b>		<b>27</b>
3.1	Introduction.....	27
3.2	Research Design.....	27
3.3	Materials of the Study.....	27
3.4	Instrumentation.....	27
3.4.1	Coding Dimensions and Procedures for Content Analysis.....	28
3.4.2	Peace Education Objectives Analysis Matrix (PEOAM).....	28
3.4.3	Citizenship Skills Analysis Matrix (CSAM).....	29
3.5	Validity of the Instrument.....	31
3.6	Coding Reliability.....	31
3.7	Data Collection Procedures.....	31
3.8	Data Analysis.....	32
<b>CHAPTER FOUR: RESULTS AND DISCUSSION.....</b>		<b>33</b>
4.1	Introduction.....	33
4.2	Peace Education Content Coverage in Terms of Objectives of Peace Education in the Upper Primary School Social Studies Curriculum.....	33
4.2.1	Peace Education Content Coverage for Class 6.....	34
4.2.2	Peace Education Content Coverage for Class 7.....	37
4.2.3	Peace Education Content Coverage for Class 8.....	39
4.2.4	Overall Peace Education Content Coverage in Terms of Objectives of Peace Education for Classes 6, 7 and 8 in the Social Studies Curriculum.....	42
4.3	Peace Education Content Coverage in Terms of Citizenship Skills in the Upper Primary School Social Studies Curriculum.....	44
4.3.1	Peace Education Content Coverage in terms of Citizenship Skills for Class 6 .....	44
4.3.2	Peace Education Content Coverage in terms of Citizenship Skills for Class 7.....	47
4.3.3	Peace Education Content Coverage in terms of Citizenship Skills for Class 8.....	51
4.3.4	Overall Objectives of Citizenship skills Covered in Classes 6, 7 and 8 Social	

Studies Curriculum.....	55
<b>CHAPTER FIVE: SUMMARY, CONCLUSION, IMPLICATION AND RECOMMENDATIONS.....</b>	<b>57</b>
5.1 Introduction.....	57
5.2 Summary of the Study.....	57
5.3 Conclusion of the Study.....	59
5.4 Implications of the Study.....	59
5.5 Recommendation.....	59
5.6 Suggestion for Further Research.....	60
<b>REFERENCES.....</b>	<b>61</b>
<b>APPENDICES.....</b>	<b>69</b>
<b>APPENDIX A: PEACE EDUCATION OBJECTIVES ANALYSIS MATRIX (PEOAM).....</b>	<b>69</b>
<b>APPENDIX B: CITIZENSHIP SKILLS ANALYSIS MATRIX (CSAM).....</b>	<b>79</b>
<b>APPENDIX C: UPPER CLASSES SOCIAL STUDIES PRIMARY SYLLABUS.....</b>	<b>89</b>
<b>APPENDIX D: LETTER OF RESEARCH AUTHORIZATION.....</b>	<b>114</b>
<b>APPENDIX E: RESEARCH PERMIT.....</b>	<b>115</b>

## LIST OF TABLES

Table 1: Peace Education Objectives Coding Key .....	29
Table 2: Citizenship Skills Coding Key.....	30
Table 3: Peace Education Content Analysis Matrix for Class 6.....	34
Table 4: Peace Education Content Analysis Matrix for Class 7.....	37
Table 5: Peace Education Content Analysis Matrix for Class 8.....	40
Table 6: Peace Education Content Coverage in Terms of Objectives of Peace Education Analysis Matrix.....	42
Table 7: Peace Education Content Coverage in Terms of Citizenship Skills for Class 6.....	45
Table 8: Peace Education Content Coverage in Terms of Citizenship Skills for Class 7 .....	48
Table 9: Peace Education Content Coverage in Terms of Citizenship Skills for Class 8 .....	52
Table 10: Summary of Objectives of Citizenship Skills Coverage .....	55

## **LIST OF FIGURES**

Figure 1: A Model Showing Impartation of Peace Education Content Covered in the Upper Primary School Social Studies Curriculum in Kenya.....	26
---	----

## **LIST OF ABBREVIATIONS AND ACRONYMS**

COPA	Coalition for Peace in Africa
CS	Citizenship Skills
CSAM	Citizenship Skills Analysis Matrix
FEDCOS	Faculty of Education and Community Studies
HAP	Hague Appeal for Peace
INEE	Inter-Agency Network for Education in Emergencies
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examinations Council
MOEST	Ministry of Education, Science and Technology
NACOSTI	National Commission for Science, Technology and Innovation
NCSS	National Council of the Social Studies
NGO	Non-Governmental Organization
PEA	Peace Education Attitude
PEK	Peace Education Knowledge
PEOAM	Peace Education Objectives Analysis Matrix
PEP	Peace Education Programme
PES	Peace Education Skills
SPSS	Statistical Package for Social Science
SSC	Social Studies Curriculum
TESSA	Teacher Education in Sub-Saharan Africa
UNESCO	United Nations Educational Scientific and Cultural Organization
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations International Cooperative Educational Fund

# CHAPTER ONE

## INTRODUCTION

### **1.1 Background of the Study**

Education at all levels and in all its forms constitutes a vital tool for addressing virtually all global problems. Kenya has experienced some problems such as poverty, environmental degradation, social conflicts, diseases and ignorance that result into underdevelopment (Mbatha, 2009). Education is widely recognised as key to national and social economic development. It is the world's single and most powerful weapon against problems which all the people of the world are waging now (Education for All [EFA], 2004). Thus, Education sector plays a central role in promoting a peaceful coexistence among the people hence reduces the possibility of using violence as a means of resolving conflicts.

Education plays a critical role in the long-term societal transformation and in preventing violence. The role of education in enhancing peace is expounded in the United Nations Educational Scientific and Cultural Organization [UNESCO] constitution which states that “wars begin in the minds of men, and it is in the minds of men that defences of peace must be constructed” (UNESCO, 2001). This translates to educating people about peace, and the youths must be given priority because they can create a more safe society to develop a sustainable world. Through peace education, human beings can be taught to suppress their inherent nature of violence and strengthen their positive spirit-oriented nature patterned towards peace (Gumut, 2006). Children and youth are peace builders. When most young persons are oriented, tailored towards peace skills and peace knowledge, they become an enduring tool in enhancing long lasting peace (Kester, 2008).

Falade, Adeyemi & Olowos, (2011) defines peace as the existence of harmony either in an individual or in the society, community and nation or between nations. It is the absence of conflicts, belligerence, instability, strife, hostilities, negative propaganda and insecurity. Peace Education is the process of instilling knowledge, imparting skills, inculcating attitudes and values necessary to foster behaviour change that would enhance peaceful coexistence (UNESCO, 2009). This should start with the family, the school, the church and public institutions. Peace Education is taught to empower learners with problem solving skills, ability to address conflicts peacefully, and hence promote tolerance for diversity, cultural differences and human dignity (Ongeri, 2008; Chelule, 2014). Peace education was implemented on the assumption that young minds at the formative stage, need to be

effectively equipped with values and attitudes that promote interdependence and respect for the human life and appreciation of the environment (Mutai, 2008). Thus, its basic learning content was required by pupils to enable them survive, develop their full capacities, live and work in dignity, participate fully in social-economic development activities, improve the quality of their lives and create a more safe society to develop a sustainable world.

Peace education is evidently an essential component of quality basic education. It adds value to the existing systems of education in order to ensure that it becomes relevant to real life experiences of the pupils to create an equitable society (Ardizzoni, 2003). World over; there has been a general emphasis on the need to implement Peace Education in the school curriculum as a way of establishing lasting peace. Education for peace is the best vehicle to ensure that children have the skills, knowledge, attitude and the motivation to create truly peaceful environment (Chelule, 2014). The school curriculum should empower learners with the ability to live in peace with their neighbours. Children should be provided with the skills to live in peace and to create mutual respect and understanding that may enable them to transform their lives and of the region into one of cooperation, prosperity and freedom (Ministry of Education [MOE], 2008a).

Despite its importance, Peace Education has not really taken hold in the school systems around the world (Harris & Morrison, 2003). The search for global peace has continued to task human civilization beyond their understanding. The degree of conflict in the world seems to be at disequilibrium with peace while the human value is threatened and the fear of human extinction questions some of the actions (Albert & Oloyede, 2010). During the 2000 World Education Forum in Dakar, governments identified conflicts as a major barrier towards attaining Education for All (UNESCO, 2009). Subsequently many countries were encouraged to take actions that would foster a culture of peace through education. A few countries such as Philippines and Cuba have used United Nations mandates to stimulate formal school- based Peace Education activities, but lack resources for training teachers in the various complexities of peace education (Salomon, 2002).

The global Campaign for peace education was supported by the Hague Appeal for Peace (HAP). The HAP encourages the support of education programme that would work towards the creation of a culture of peace. According to HAP, (Reardon & Cabezudo, 2002) a culture of peace would be achieved when citizens of the world understand global problems, have the skills to resolve conflicts and struggle for justice non-violently, lived by international

standards of human rights and equity, appreciate cultural diversity and respect the earth and each other.

In Africa, countries such as Nigeria, South Africa, Uganda, Tanzania and Burundi have developed Peace Education Programs in response to myriad social, cultural, economic and political challenges (Abebe, Gbesso & Nyawalo, 2006). The need for Peace Education in African countries is as real as it is for any conflict or post conflict country anywhere else in the world. The crises are mainly caused by corruption, violence, poverty, environmental degradation, epidemics such as human immunodeficiency virus and acquired immune deficiency syndrome (HIV and AIDS) and Ebola as well as youth's unemployment. Mutai, (2008) further observed that Peace Education should be seen as a basic necessity. Thus, its specific goals such as resolving conflicts and raising consciousness should be targeted at children, families, schooling and the communities.

In Kenya, Peace Education Program (PEP) began as a pilot project in two refugee camps in Kakuma in Turkana County and Dadaab in Garissa County in 1997 (UNESCO, 2005). It was felt that if Peace Education is embedded in broader structural interventions on educational access and quality, it would help and protect refugees and particularly children from the full impact of conflict and violence. For this reason, PEP was designed to incorporate a school aspect and community aspects. The initial program was supported by UNESCO, UNHCR and INEE (Inter-Agency Network for Education in Emergencies) and aimed at initiating PEP for Primary School pupils, so as to allow them practice skills and values associated with peaceful behaviour. The current school social studies curriculum in Kenya addresses issues related to citizenship, patriotism and fostering of national unity, which are aspects of Peace Education as stated in the Education goals of Kenya (Ministry of Education, Science and Technology [MOEST], 2010).

Social Studies is one of the disciplines taught at the primary school level in Kenya. It is an integrated study of social sciences and humanities to promote civic competence (Ondiek, Muraya & Kanjoya, 2010). The National Council of Social Studies (NCSS, 2005) asserts that the primary purpose of social studies is to help children and the youth develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse and democratic society. Social Studies as such play a major role on the teaching of Peace Education and promotion of the development of the society and spirits of self-reliance and

nationalism among school going children (MOEST, 2002). The course also provides learners with opportunity to appreciate the changing environment in which they live and realize their own place, privileges, rights and responsibilities as citizens. Through social studies, pupils learn the relationship between causes and effects of various social issues. However, little is known regarding the status of peace education content included in social studies curriculum in Kenya.

The structure of primary school education is in three sections that is lower primary having classes 1-3, middle classes 4 and 5 and upper primary classes 6-8. The upper primary classes were considered in this study because the pupils have studied some topics of Peace Education in social studies since class one and have developed cognitive and social interpersonal skills that help in processing information. The main purpose of primary education is to prepare pupils to participate in the social, political and economic wellbeing of the country and prepare them to be global citizens ("Education Info Centre," 2006; KICD, 2010). Thus, through peace education pupils are expected to acquire citizenship skills to enhance peaceful co-existence. These skills include; gaining knowledge, process information, examining values and beliefs and actively participate as citizens in society (MOEST, 2002).

The increasing level of indiscipline, conflict and violence in secondary schools is not only worrying but is also casting some doubts on the effectiveness of Peace Education at Primary Schools level (Ongeri, 2008). The reality is that the coverage of Peace Education in Primary Schools through carrier subjects such as social studies needs serious and urgent attention in order to benefit our young people and make them become responsible adults and free from violence. This study therefore analysed the upper primary school SSC with a view of establishing the status of peace education coverage in the curriculum.

## **1.2 Statement of the Problem**

Kenya has been making progress in the area of curriculum change and innovation, program development and work related to NGO's in addressing issues related to peace building. Peace is one of the core values that enhance the acquisitions of life skills and mutual co-existence of human beings. The Kenya Institute of Curriculum Development (KICD) formerly known as the Kenya Institute of Education (KIE) has mainstreamed Peace Education concepts/themes in to the primary school Social Studies Curriculum since 2000. This was as a result of using insecurity and concern of peace related issues such as tribal conflicts, terror attack, family

violence and school unrest as well as social decadency such as use of illicit drinks, rape and drugs abuse among others. Although pupils are expected to receive their Peace Education through such curriculum, currently this approach seems not to provide pupils with the necessary knowledge, skills and development of attitude and values required for a peaceful society. There is therefore need to analyse peace education content covered in the upper primary school social studies curriculum in terms of objectives of peace education and citizenship skills for peace education in Kenya.

### **1.3 Purpose of the Study**

The purpose of this study was to find out the status of peace education content covered in the upper primary school social studies curriculum in terms of the Objectives of Peace Education and Citizenship Skills for Peace Education.

### **1.4 Objectives of the Study**

This study was guided by the following objectives.

- i. To determine the status of peace education content covered in terms of objectives of peace education in the upper primary schools social studies curriculum.
- ii. To determine the status of peace education content covered in terms of citizenship skills in the upper primary schools social studies curriculum.

### **1.5 Research Questions**

This study was guided by the following research questions

- i. What was the status of peace education content covered in terms of objectives of peace education in the upper primary school social studies curriculum?
- ii. What was the status of peace education content covered in terms citizenship skills in the upper primary school social studies curriculum?

### **1.6 Significance of the Study**

The findings of the study will be useful to the Kenya Institute of Curriculum Development in helping them design curriculum and instructional materials which will include the training manual and teacher activity books at large. Further, the findings of this research will assist education officers, institutional administrators, teachers and pupils in realizing the need for positive behaviour change and enhancing peaceful living in their communities and country.

Curriculum planners and developers will be useful in their infusion of Peace Education themes in to the social studies curriculum properly. It will also assist the society at large in emphasising the need for Peace Education.

### **1.7 The Scope of the Study**

This study focused on analysing upper primary social studies curriculum in Kenya, in terms of objectives of peace education and citizenship skills. This is because in upper primary classes, pupils have developed cognitive capabilities on the study of Peace Education.

### **1.8 Limitations of the Study**

In Kenya there is no formal Peace Education Curriculum, hence objectives of Peace Education used was adapted and modified from those developed by UNESCO (1995).

### **1.9 Assumptions of the Study**

This study was undertaken with the assumption that Peace Education themes are covered in social studies curriculum.

### 1.10 Definition of Terms

The following were definitions of terms used in this study;

**Analysis:** It is the study of something by examining its parts and their relationship, its nature, quality or value by carefully considering opinions and judgements (MOEST, 2009). In this study, it was the identification of peace education themes covered within the primary school social studies curriculum in terms of objectives of peace education and citizenship skills.

**Average:** Approximating the statistical norm or expected value (Hornby, 2010). In this study, it meant the amount of coverage of content of peace education through the primary school social studies curriculum in terms of the objectives of the peace education knowledge, skill and attitude of the content, an average status means an average of > 33 % to 66 %.

**Carrier Subject:** It is a subject that is, based on its scope and construction, more prone to contribute to the achievement of certain education goals, and develop certain competencies in students (MOEST, 2002). In this study, carrier subject refers to primary school social studies.

**Citizenship Skills:** It is a way of providing pupils with the skills that allow them to gain knowledge, process information, examine values and beliefs and actively participate as citizens in society (MOEST, 2002). In this study, cognitive, affective, psychomotor and social skills taught in social studies are well measured in terms of gaining knowledge, process information, examine values and active participation in society.

**Curriculum:** Is a content that covers all the opportunities for learning provided by the school including the formal and informal programmes (MOEST, 2004). In this study, it was the upper primary social studies syllabus.

**Objectives of Peace Education:** These are the aims of peace education used to empower learners with problem solving skills, ability to address conflict peacefully and promote tolerance for diversity, cultural difference and to become good citizens in their community, nation and the world (UNESCO, 1995; Mutula, 2012). In this study, they were analysed in terms of knowledge, skills, attitude and values.

**Peace Education:** Refers to a curricular that teaches concepts of peace, ways of bringing about peace, or ways to change violent attitudes and behaviours to the use of non-

violent methods of solving personal and social problems (Gokce, 2006). In this study, the same definition was adapted.

**Peace Education Content:** Is everything focused on the acquisition of knowledge and principles of non-violent means of conflict resolution and peace, including the nature and causes of violent conflict and its connection to injustice, inequality, oppression and all forms of discrimination (Salomon, 2002). In this study, it was the peace education related themes within the social studies curriculum.

**Social Studies:** Is an integrated subject, concerned with the study of people within a society (Ondiek, et al; 2009). In this study, it was education for citizenship that helps people to make informed and reasoned decisions in their country or surrounding.

**Social Studies Curriculum:** Is a series of planned experiences about the study of people within the society that provides learners with knowledge, skills and desired attitudes and values necessary in preparing them to live appropriately in the physical and social environment (KICD, 2010). In this study, it was the primary school social studies syllabus and in particular for upper classes (6-8).

**Status:** The position that is taken to indicate the amount of peace education covered in the upper primary school SSC on a given scale (Wamutitu, 2007). It was determined as being low (less than 33%), average (> 33 to 66%) or high (66% and above).

## **CHAPTER TWO LITERATURE REVIEW**

### **2.1 Introduction**

This chapter discusses review of related literature which covers Global Peace Education under the following sub headings, Peace Education, The Kenyan Context of Peace Education, Approaches of Peace Education, Peace Education and Social Studies Curriculum in Kenya Primary Schools, Citizenship Skills and Social Studies Curriculum in teaching Peace Education. The theoretical and Conceptual framework is also given at the end of the chapter.

### **2.2 Global Peace Education**

The search for global peace continues to task human civilization beyond their understanding. Peaceful conflict resolution has become a prerequisite for sustainable development (Galtung, 2008). However, conflict in the world is one of the major obstacles to the achievement of Education for All (EFA). The implication of globalization for societies around the world is at the heart of present concerns to improve and upgrade Peace Education systems (Rao, 2005). The report to the UNESCO of the International Commission on Education for the 21<sup>st</sup> century sees the most important consequence of this phenomenon to be its socio- cultural and ethical dimensions. It draws attention to the growing interdependence and inter- relationship between peoples and cultures of the world over: the far reaching changes into traditional patterns of life require of us a better understanding of other peoples and the world at large today; they demand mutual understanding, peaceful interchange and indeed harmony. However the International Commission Report tresses that learning to live together was one of the pillars of education that would only occur through the possession of self-knowledge, understanding and appreciation of one's own origin and culture.

The present global reality naturally compels nations, groups, community and individuals to employ different approaches to conflict management. For Africa in particular, the need to adopt peace education approach to manage its recurring conflicts requires effective implementation. African Union and the University for Peace recommended that it is necessary to develop and build peace capacities for peace and development at all levels through training, education and research (Albert & Oloyede, 2010). Despite the fact that there are many strategies of conflict resolution and management in Africa, the need to strengthen these strategies through practical and renewed peace education in Africa primary, post-primary schools and universities are required (Chelule, 2014). Since education is defined as a

process of imparting and acquiring of knowledge through teaching and learning, especially at a school or similar institution, it can also involve process of transmission of knowledge that could improve human civilization (Ongeri, 2008).

The Peace Education Program (PEP) has been initiated in Kenya since February 2008 to impart knowledge and instil skills; values and attitude for harmonious coexistence among the learners, teachers and the society (Mutula, 2012). The national goals of education in Kenya are to foster national unity, appreciation of cultural diversity among others. Although the social studies curricular has always had components of Peace Education, the post violence experienced in Kenya 2007 and 2008, became an impetus to the implementation of PEP. The program is also anchored on the Kenya Vision 2030 under Social and Political Pillars. Peace Education also involves educational policy, planning, pedagogy and practices that develop awareness, skills and value towards peace (Bajaj & Chiu, 2009). It is holistic and embraces the physical, emotional, intellectual and social growth of children within a frame work deeply rooted in traditional human values. It is based on philosophy that teaches love, trust, fairness, cooperation and reverence for the human family and all life on their beautiful planet (Harris, 2003).

Thus, Peace Education is the process of instilling and promoting knowledge, imparting skills, inculcating attitudes and values needed to bring about behaviour change that will enable children, youth and adults to prevent conflicts and violence, both overt and structural; to resolve conflicts peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, inter-group, national or international level (United Nations International Cooperative Educational Fund [UNICEF], 1999). It is in this view that the Ministry of Education (MOE) initiated a Peace Education Program (PEP) which aims at developing the capacities of teachers, pupils and the entire community on peaceful conflict management (Mutula, 2012). The objectives of Peace Education are;

- i. To inculcate culture of respect for the sanctity of human life.
- ii. To determine the characters necessary to foster behaviour change that enhances peaceful co-existence.
- iii. To promote intrapersonal and interpersonal relationship both at grassroots, national and international level.

- iv. To prepare pupils to become good citizens in their communities, nation and the world.
- v. To foster appreciation of diversity.
- vi. To use the classroom as a springboard through which skill and values that promote peaceful co-existence are learnt and practiced (UNESCO, 1995).

Peace Education therefore, needs a setting in which it may be delivered such as the school. To ensure that all children in the society receive Peace Education, schooling must be compulsory; ethnically, culturally and religiously integrated to form a peaceful society. On the other hand, according to Summers (2003) Peace Education helps develop communication skills of active listening, assertive speech, problem-solving skills of brain storming or consensus building and orientation skills of cultural awareness and empathy. Peace is described as the absence of physical and structural violence and the presence of justice, therefore pupils should explore the root causes of conflict and human rights law and learn skills for managing micro/macro conflict without violence.

Peace education is a key for establishing a consensual peace and maintaining it over time. There are five essential elements in building a lasting peace through education (Johnson & Johnson, 2005). First, a public education system must be established that has compulsory attendance for all children and youth, integrated to students from previously conflicting groups interact with one another and have the opportunity to build positive relationships with each other. Second, a sense of mutual and common fate needs to be established that highlights mutual goals, the just distribution of benefits from achieving the goals, and a common identity. In schools, this is primarily done through the use of interactive and experiential teaching learning approaches that enhance the learner's ability to internalise the skills and values. Third, pupils must be taught reflective and critical dialogue to ensure they know how to make difficult decisions and engage in political discourse. Fourth, students must be taught how to engage in integrative negotiations and peer mediation to resolve their conflicts with each other constructively. Finally, using themes that are related to peace and cultural understanding in our classrooms will provide learners with opportunities to develop problem solving, critical thinking and language skills that enhance effective self-expression (Fwa, 2004). Also, civic values must be inculcated that focus students on the long-term common good of society.

According to Wenden (2004) achieving a culture of peace requires developing peaceful people. However, the intents of Peace Education are to help transform the attitude of pupils to reject a culture of war and pursue a culture of peace. To assist pupils with healing and reconciliation after trauma and to build an understanding of peace, that is grounded in tools for practical application (Fountains, 2009). This often takes place in schools, families, churches, community learning centres among other places. Therefore the ultimate goal of Peace Education is for individuals to be able to maintain peace among aspects of themselves, groups and countries, societies and cultures. The need of Peace Education is to focus on establishing a cooperative not a competitive relationship among all relevant parties.

Peace educators contribute to progressive educational reform where schools are seen as a means to promote social progress by educating pupils to solve problems (Harris, 2004). Due to increased enrolment in schools and poor economic performance, the government has been faced with many challenges such as sustaining equity, quality and making the education more relevant in tackling emerging issues such as peace education, life skills and environmental degradation (Ongeri, 2008). It also advocates for an education and training that promotes sustainable development, peace and social justice. These challenges have continuously called for reforms in the education sector.

There is an apparent increase of problems experienced by pupils in primary schools; among them are drug abuse, poverty, unstable families, HIV and Aids, social conflict, undesirable behaviour and misconduct (Ongeri, 2008). The increasing level of indiscipline in secondary schools is equally worrying, casting some doubts on the effectiveness of peace education programme in primary schools (Republic of Kenya, 2001). For example the Bombolulu Secondary school fire strategy in Mombasa County in the year 2002, where many students were burnt beyond recognition and properties destroyed, may be attributed to lack of effective peace education in the school (NACADA & KSSHA, 2004). The reality is that Peace Education programme in primary schools need serious and urgent attention for improvement, if they have to effectively benefit pupils in becoming responsible adults, free from social ills.

Another major challenge of peace education is the advent of political pluralism in 1991 which heralded a wave of violent ethnic clashes that were unprecedented in the history of Kenya in some parts of Rift Valley, Western and Coastal provinces (Gecaga, 2000; Rutto, 2000; Okoth & Ogot, 2000). Threats, conflicts and violence have developed because of different cultures and ethnicity, political, economic and social differences that have increased in parts of Kenya. Njoro, Molo, Nakuru and Laikipia district have experienced recurrent ethnic clashes for quite a time, in 1992, 1997, 2007 and 2008. These may have led to serious problems that warrant peace. The ethnic clashes and political violence has culminated in loss of human life, loss of property and displacement of People among a host of vices. The education sector has also been adversely affected through loss of workforce and disruption of teaching and learning (MOE, 2008a). The way to create a peaceful and prosperous world lies in bringing up children with such values that form culture of peace such as brotherhood, cooperation, sharing, understating and tolerance (Gokce, 2006). Therefore, imparting of Peace Education should be measured by the degree to which it changes attitude and behaviour of the people both in their individual role, their health and in carrying out their collective responsibilities (Education for All, 2004).

### **2.3 The Kenyan Context of Peace Education**

Since 2000, progress has been made in three key areas to address issues of peace building through education in Kenya. The first is the area of curriculum development. Since the year 2003, the Kenya Institute of Curriculum Development (KICD) has worked to mainstream Peace Education concepts in curricular at the primary and secondary school level (Republic of Kenya, 2011). Through this approach, knowledge, skill and values related to peace education are now embedded in social studies education. The main challenges include inadequate preparation of teachers for implementation of the curriculum, a teaching culture that is examinable oriented, inadequate complementary non formal programmes targeting communities and out of school youths and a disconnect between what is taught in school and messages originating from the home environment (Nyawalo, 2006). The second is the area of programme development. This is manifested in the interventions carried out by education authorities in response to-post elections violence in 2007 and 2008. Interventions involve the development by Ministry of Education of a distinct Peace Education Programme and development of materials. Many schools have also set up peace clubs and increasingly used co-curricular activities (music, drama and games) as avenues for promotion of peace. In 2010, the Ministry of Education undertook a monitoring exercise that revealed on going

implementation of PEP in three counties Kisumu, Nakuru and Uasin Gishu. The third area relates to the work of Non-Governmental Organisations, Civil society groups and faith based Organisations with communities. Using channels of learning such mass media, traditional information and social action, these organisations have targeted community members and out-of school youth peace building (Republic of Kenya, 2011).

The essential content of Peace Education varies with time, place and the particular needs of individual's growth and societies. Salomon (2002) has described how the challenges, goals and methods of Peace Education differ substantially between areas characterized by intractable conflict and interethnic tension. Peace education come from the content taught, the pedagogy or teachers style and the skills that pupils learn in order to become peaceful people (Eilser, 2000). The primary school social studies curriculum in Kenya is an eight- year course and is designed to expose the learner to a systematic study of both physical and human aspects of social studies. Peace Education topics are covered in the primary social studies curriculum in every class. The content is developed to proceed from basic social studies concepts to more complex ones in relation to the psychological development of the learner. The major forces that influence and shape the organisation and content of the curriculum in social studies originate from Educational Philosophy and the nature of knowledge, society and culture, the learner and the learning process, the nature and structure of subject matter to be learned and learning theories (Shiundu & Omulando, 1992).

According to Reardon and Cabezudo (2002), basic learning content such as knowledge, skills, attitudes and values are required by pupils to enable them to survive, to develop their full capacities, to live and work in dignity, to participate fully in development and improve the quality of their lives as they continue learning. Social studies as one of the six core subjects built into the revised and modernized primary curriculum in Kenya. The purpose of this quality, pupil centred social studies program is to provide all pupils with experiences and learning opportunities that will assist in the developments of significant knowledge, concepts, skills, attitudes and values relevant to success in the 21st century. Educators may formulate their education lessons around common Peace Education themes. Aspeslagh & burns, (2006) describe themes in five domains that are international systems, peace, development, human rights and the environment. Peace Education framework has been drawn from educators to highlight peace education contents (Kester, 2008).

Despite professing the importance of Peace Education, elementary and secondary educators still have a long way to go towards using partnership content, methods and structures (Harris & Morrison, 2003). In post-secondary education the failure to integrate peace related content is even more striking. Consideration of structural and process issues is perhaps even worse, as higher education relies heavily on authoritarian learning environments and methods instead of learner centred. The problem is that many educators have received little in the way of peace related instruction. Teacher education programs stress in large part the academic and technical skills perceived as necessary to teach, generally to the exclusion of relevant material on peace and peace-making.

The United Nations Human Development [UN] (2005) reported that partnership pedagogy encompasses the notion of positive peace or the idea that peace is more than the absence of war but also includes human and environmental justice. Educators admit that structure and processes are critical elements of peace-making pedagogy. Peace education content discusses the causes of war and attempts of international systems to avoid war (Galtung, 2008). Peace Education around the world is dealing with other issues such as structural violence, racism, cultural violence and environmental destruction. According to Harris & Morrison (2003) the term peace implies human working together to resolve conflicts, respect standards of justice, satisfy basic needs and honour human rights. Thus, the study examined aspects of peace education culture, racial human rights and establishes whether the same applies to what is offered in the school SSC.

#### **2.4 Approaches of Peace Education and Social Studies.**

Peace Education takes different shapes as peace educator's attempts to address different forms of conflict in different social contexts. The type of Peace Education is based upon the work of Moravian peace educator (Bar-Tal, 2002) who argued that the road to peace is through universally shared knowledge. This assumes that education is the key to peace, for example, an understanding to others and shared values will overcome hostilities that lead to conflict. The emphasis is upon teaching about different cultures to develop in the minds of the citizens an outlook of tolerance that would contribute to a peaceful behaviour.

Peace educators contributed to progressive education reform where schools are seen as a means to promote social progress by educating pupils to solve problems (Harris, 2004).

Teacher Education in Sub-Saharan Africa [TESSA] (2010), confirms that there are different approaches to educating and achieving peace. The content and methodology of Peace Education are progressive, promoting egalitarian learning environments, open enquiry and significant learner participation (Galtung, 2008). On the other hand, mediation, collaborating and adjudication may be used in achieving peace. Peace Education covers subject matters and educational approaches used in a variety of fields such as human rights development, environmental education, security, conflict resolution and transformation, critical media awareness, gender studies, world citizenship as well as subject areas relating to traditional ways of life (UNESCO, 2010). The most satisfactory approach to Peace Education in relation to such subject areas and educational approaches to Peace Education is that which involves the whole educational institutions and the wider community.

Educating for peace has come to be seen as an interdisciplinary effort rather than being isolated to one approach or disciplinary school of thought (Johnson & Johnson, 2003). In Kenyan primary schools, some elements of Peace Education are covered in social studies curriculum. Although it does not teach Peace Education holistically, teachers are expected to achieve the objectives through imparting Peace Education to learners alongside other social studies content. (MOEST, 2003) highlights the importance of education in peace building; there is still insufficient evidence of its effectiveness on teaching learners how to achieve peace. It seems there is a lot of work in the teaching and learning of peace that needs various teaching methods to be applied.

The best-designed curriculum cannot be noticed unless its implementation is facilitated by appropriate teaching methods (Davies, 2008). Teaching methods are the vehicles by which predetermined ends of the curriculum are met. They should also help the teacher to be continuously responsive to the needs of learners during instruction. Teaching methods thus represent the main link in the teaching/learning process between the curriculum's goals and intended learning outcomes, on the other hand, the actual results of students' exposure to the curriculum. Therefore capacity building of teachers on Peace Education and in particular, the methodology of teaching the subject is still in need. The objectives and the nature of the content of Peace Education will determine the methods to be used in teaching that particular unit (Salomon & Nevo, 2005). In curriculum delivery, various methods of teaching are absolutely essential because there is no established road to successful learning and a range of

methods helps to avoid monotony. Therefore cooperative learning, problem solving approach, discussion, field trips, demonstration, storytelling, role playing, project method, games and simulation are some of the appropriate and varied teaching approaches social studies uses in imparting peace education (TESSA, 2010). These methods should be experiential, participatory and activity oriented.

The programme has been developed to enable the learners to acquire peace building skills. Peace building is a process which requires internalising of knowledge and skills to encourage behaviour change. Peace Education is a participatory process which changes the ways of thinking and promotes learning for peace and social justice. Bennaars, Otiende and Bosvert (2004) points out that interdisciplinary approach should be planned with lot of emphasis on both theoretical and practical involvement. Also the practical aspects require that the study be based on problem solving within immediate environment.

The need of Peace Education is by fact that humanity faces challenge of unprecedented proportions, the continued development of weapons of mass destruction, conflicts between the states and ethnic groups, the spread of tribalism, community violence and the wide gap between the rich and the poor throughout the globalised economy, massive violation of human rights and degradation of the environment (Kester, 2008). In order to be equipped to tackle these complex and interwoven problems, the coming generations need a radically different education in method and approach that Peace Education may provide (Ongeri, 2008). The methodology of Peace Education therefore encourages critical thinking and preparing pupils to act on their convictions. Hence there is no magic approach to Peace Education. It will involve and grow only through practice. The change in the traditional patterns of life required better understanding of the people and the world at large. They demand mutual understanding, peaceful interchange and harmony which are lacking in our world today. Peace Education will be in a position to give proper direction in such a situation.

## **2.5 Peace Education and Social Studies Curriculum in Kenyan Primary Schools**

The ministry of education through Kenya Institute of Curriculum Development (2010), working with UNICEF and UNHCR is developing a curriculum for Peace Education for Primary and Secondary Schools. The Coalition for Peace in Africa (COPA), reaching out to young people and engaged with learning institutions realized that sustainable peace is only achievable if deliberate efforts are made to reach out to young people. Therefore curriculum

developers fully recommend that Peace Education should be part of the Kenya primary school curriculum. MOEST (2003) reported that Peace Education through primary school program play a fundamental role for children in creating national and universal values related to society and life. It is understood generally to aim and offer opportunities to develop the skill, knowledge and values required for the practice of conflict resolution, communication and co-operation in relation to issues of peace, war, violence, conflict and injustice (UNESCO, 2001). Peace Education may be implemented in societies in order to achieve peaceful problem solving through pupils learning social studies in schools.

Social Studies is the integration of social science and humanities concepts for the purpose of promoting and practicing effective problem solving /decision making citizenship skills on social, political and economic issues and problems (Kenya Institute of Curriculum Development [KICD], 2010). It is an integrated subject which is concerned with the study of man, his environment and culture. It plays a major role in the learner's education and promotes development of the society and the spirit of self-reliance and nationalism (MOEST, 2009). Also social studies deal with the study of law, peace and conflict management and economics.

Shiundu and Omulando, (1992) defined curriculum as all the learning experiences planned and directed by the school to attain its educational goals. Curriculum is all activities designed or encouraged within the school's organisational framework to promote the intellectual, personal, social and physical development of its pupils. Effective social studies programs help prepare pupils to identify, understand and work to solve problems that face our increasingly diverse nation and interdependence world (Ondiek et al 2010). Social studies curriculum contributes not only to the development of pupil's capacity to read and compute but also link knowledge and skills with an understanding of and commitment to democratic principles and their application. The knowledge gained in social studies exposes learners to varieties of opinions which facilitates the affirmation and reassessment of their beliefs and attitudes (MOEST, 2009). The primary purpose of social studies is to help pupils to understand themselves in terms of their relationship to the world they live in and function comfortably in today's society.

The curriculum contents and approaches play a major role in providing the learner with the opportunity to demonstrate their ability to manage and impart Peace Education (Johnson & Johnson, 2006). This education also helps pupils to function as effective, caring and responsible citizens of the local, national and global communities, by imparting moral values and life skills. The practice of peace education is an opportunity to promote the total welfare of students, advocate for their just and equitable treatment of youth, and promote individual and social responsibility for both educators and learners. Through pedagogy and social action, peace educators demonstrate that there are alternatives to violence (UN, 2005). It consists of academic and practical components including fruitful pupil's activities. UNESCO (2000), states that the curriculum is also builds on the knowledge, skill and attitude acquired at the primary school level.

The components of Peace Education in the Kenya curriculum and subjects such as civic education, social ethics, and religious education, environmental education among others has been taught in isolation from each other (MOEST, 2010). They lack the proper focus and have been dogged by the use of inappropriate methodologies, low quality of teaching, inadaptability of curricula to the learners' needs and environment and to the new technologies imposed by the globalization (UNESCO, 2000). Both the content and process of education should promote peace so that justice, respect for human rights and acceptance for responsibility is realized. Children need to learn skills of negotiation, problem solving, critical thinking and communication that will enable them to resolve conflict without resorting into violence (Harris, 2003). According to Machel (2003), the impact of armed conflict on children reaffirmed the importance of Peace Education in shaping a peaceful future.

The NCSS (2006), asserts that the development of Peace Education covered in Social Studies Curriculum are suggested as the intervention to help alleviate problems associated with, and derivative of, tribalism, discrimination, indiscipline, misuse of resources among others. The hope is to get to the roots of social problems in order to collectively effect better social relations. Peace Education is concerned with addressing the multiple manifestations of violence and exploring alternatives to transform and transcend conflicts, whereby assisting pupils in realizing their full potential (Kester, 2007). Although quality peace education programmes are multidisciplinary and facilitate teaching of science, civics, social studies,

English language among others, it should also enhance teaching about the challenges of achieving peace, developing non-violent skills and promoting peaceful attitudes to the society. This will help pupils avoid the risk of drug abuse, sexual harassment, domestic and civil violence (Harris, 2004). Peace Education can be interpreted not only as an essential component of a child's educational experience but an instrument for the promotion of peaceful, responsible, tolerant, equitable, friendly and free societies (Nyawalo, 2006).

Peace Education is thus becoming a wide ranging and ambitious program where environmental, economic and social cultural aspects are discussed, negotiated and finally implemented through Social Studies curriculum in Primary Schools Kenya (Ministry of Education, 2012). However, given the aim of Peace Education and in the light of analysis of contemporary schooling, it would seem likely that any program of Peace Education would be different from any other aspects of formal education. According Mutai (2008), peace education is a unifying comprehensive concept that seeks to promote holistic view of education. Therefore, a culture of peace will be achieved when citizens understand global problems; have the skills to resolve conflicts constructively; know and live by international standards of human rights, gender and racial equality; appreciate cultural diversity; and respect the integrity of the earth (Reardon, 2004). Although substantial research has been conducted in the world in the field of Social Studies Curriculum and implementation of different programmes such as life skills, guidance and counselling related to Peace Education, many research studies fail to take into account the results and impact of initiatives undertaken (Gokce, 2006). Such learning may only be achieved with systematic education for peace through social studies. Thus, analysis of peace education content covered through the upper primary school SSC in Kenya is expected to find out whether environmental, economic and social cultural aspects are also captured.

## **2.6 Education for Peace and Citizenship Skills**

Citizenship means becoming aware of one's rights and responsibilities and developing the capabilities for participation in society (MOEST, 2002). Citizenship responsibilities demand that citizens be able to integrate knowledge for the purpose of mankind decisions. Children primarily perceive things as integrated rather than distinct entities. Thus social studies curriculum requires the integration of human experiences for the purpose of making effective decisions about persistence or continuing problems and issues that face a person, country or the world. Therefore the goal of social studies is citizenship education. The National Council

for the Social Studies (NCSS, 2006) has long been a leading advocate, linking citizenship education to the core mission of social studies. Citizenship is a form of literacy. The course implies action and empowerment such as acquiring knowledge, skills and attitudes, being able and willing to use them, make decisions, take actions individually and collectively (Weden, 2004). Citizenship is also based on values, human rights, democracy and rule of law, respect for diversity, solidarity and respect.

Social studies program has the development of responsible citizenship as its goal and may therefore provide learners with the skills that allow them to

- i. Gain knowledge
- ii. Process information
- iii. Examine values and beliefs
- iv. Actively participate as citizens in society (MOEST, 2002).

These skills are taught in social studies and expressed as cognitive, affective, psychomotor and social and international skills. Pupils should be able to learn these skills to help them manage conflict without violence hence restore peace in their environment.

In Kenya contemporary curricula are demonstrating a trend towards achieving an appropriate balance of knowledge, skills, values and attitudes in the outcomes it delivers to our pupils (Mutula, 2012). Mosse (2001) agrees that the traditional curriculum focused heavily on knowledge transmission especially on the memorisation and recall of facts and data. But this model does not serve students well in an age when our fields of knowledge are rapidly growing and lower level intellectual skills ought to be increasingly complemented by higher level intellectual skills (such as analysis and synthesis, problem solving and evaluation) as well as social emotional communication and other life related skills. Knowledge content in Peace Education refers to the information necessary to think about and get acquainted with various issues relate to peace and conflict (Kothari, 2001). For example, an education for peace program must include the following: Human rights, personal and cultural identities, multiple forms of democratic processes and governance and alternative ways of responding constructively to human difference and conflicts (Clerke, 2005). However it is insufficient to simply learn about these elements in order to train pupils to build peace. It is necessary to have the skills and capacities to exact freedom responsibly; for example taking care of oneself and controlling one's own behaviour. Pupils must also be capable of living with

diversity and think critically with respect to dominant war or violent behaviours. At the same time they must learn how to manage conflicts by means of discussion, debate, reconciliation and cooperative problem solving, construct collective initiative and practice attitudes of tolerance and acceptance towards those different from themselves (Burgeman, 2000).

Kester (2008) recommended that values are important element in PEP. First one must be capable of confronting dominant norms and existing values that do not promote peace and base upon values of social justice. Another additional important element related to general objectives of peace and citizenship education is processing information by training pupils, young citizens and adults. Some rational processing systems used are inquiry, problem solving, reflecting thinking, critical thinking and discovery (UNESCO, 2010). All these reasoning systems are designed to establish truth. PEP should not be satisfied with merely developing awareness of a person's social and political responsibilities or with solely guiding and challenging pupils to develop their own perspectives on problem of justice and peace. All objectives of Peace Education are necessary in an education for peace program, but they are also indispensable in making part of education program the pupil's exploration of his or her own contributions towards solving conflicts and building a culture of peace (UNESCO, UNHCR and INEE, 2005).

## **2.7 Social Studies Curriculum in Teaching Peace Education**

Peace education can be introduced through Social Studies Curriculum or be a whole school approach. While a more holistic approach is to be preferred, lack of a whole school commitment should not stop individuals doing what they can towards making the school a more peaceful place. Also it is probably best to have a particular subject to start with so teachers and pupils can get a flavour of what specific skills, knowledge are needed. Therefore, Social Studies play a major role on the learner's education and promote developments of the society and spirits of self-reliance and nationalism (MOEST, 2002).

Parker (2012) considers social studies as an important component of the school curriculum. Pupils graduating from Primary schools require the knowledge and skills gained from social studies in order to function as informed citizens in a culturally diverse and interdependent world and to participate and compete in a global economy (MOEST, 2003). They also need to develop attitudes that will motivate them to use their knowledge and skills in a responsible

manner. The Social Studies Curriculum for primary school outlines the knowledge and skills that students must develop, as well as the levels of achievement at which they are expected to master them (Barth, 2000). The focus of teaching and learning in the social studies curriculum is on the development of essential knowledge and skills. Students must develop a thorough knowledge of basic concepts that they can apply in a wide range of situations for example in solving conflicts. They must also develop the broad-based skills that are vital to success in the world of work: they must learn to evaluate different points of view and examine information critically to solve problems and make decisions on a variety of issues (KICD, 2010). Hence, understand their environment and participate effectively in its activities.

The aim of Peace Education is to draw out, enrich, deepen and place in context pupils' thinking about the concept of peace (Galtung, 2003). Social Studies provide the learners with opportunity to appreciate the changing environment in which they live and realization of own place, privileges, rights and responsibilities as citizens (Mutebi & Matovu, 2004). It also helps pupils to function as effective, caring, and responsible citizens of the local, national and global communities, by imparting moral values and life skills. The knowledge gained exposes the learners to a broad variety of opinions and life styles hence promote Peace Education. Through Social Studies, the learners will be able to understand the relationship between causes and effects of various social issues.

Social Studies education facilitates the introduction and development of appropriate technological competencies necessary for success in the information age, through the use of technological devices in the delivery of instruction (MOEST, 2009). The course also facilitates the development of critical thinking, problem solving, and decision-making skills, utilizing specially designed teaching and learning activities that require students to locate accurate, relevant information and to apply appropriate analytical tools. The lesson to be learnt is not only the content of the concept but the methodology of peace. Given that Peace is active and participatory, the pedagogy of peace education is crucially important. The Peace Education curriculum may use role-play, inquiry and discussion, storytelling, brainstorming, drawing, games and collaborative cooperation as methods of teaching promoted by social studies curriculum (Kester, 2007). A primary purpose of Social Studies is to enable students to function comfortably in today's society.

## **2.8 Theoretical Framework**

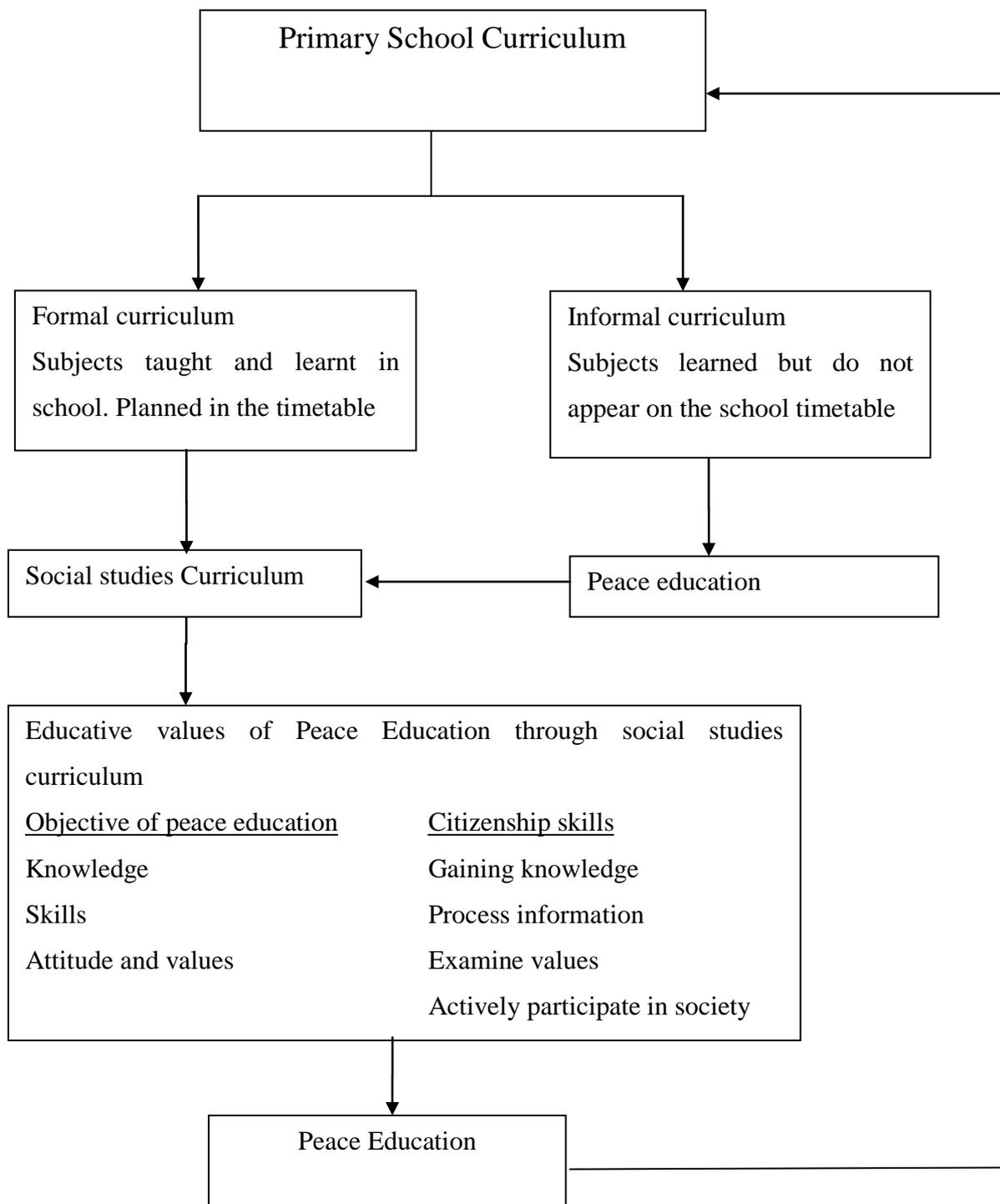
The study is based on Thematic Analysis Theory developed by Broun and Clerk (2006). Thematic analysis offers an accessible and theoretically flexible approach to analysing qualitative data. Thematic analysis theory is about understanding people's everyday experience of reality in great detail, in order to gain an understanding of the phenomenon in question. Thematic analysis uses different methods as an essentialist or realist which reports experiences, meanings and the reality of participants. The theory uses constructionists methods which examines the ways in which events, realities, meanings and experiences are, the effects of a range of discourses operating within the society. It seeks to theorize the social cultural contexts and structural conditions that enable individual accounts that are provided. The analysis involves a constant moving back and forward between entire data set, the coded extract of data that one is analysing and the analysis of data that one is producing (Boyatzis, 2005).

Through its theoretical freedom, thematic analysis provides a flexible and useful research tool which can potentially provide a rich and detailed yet complex account of data. For example it allows a researcher to determine themes in a number of ways: in a deductive or bottom up way (Frith & Gleeson, 2004), or in a theoretical or deductive way (Boyatzis, 2005). The inductive approach means the themes identified are strongly linked to the data themselves (Patton, 2002). This theory was useful to this study since it help the researcher to analyse and identify peace education themes within the upper primary social studies curriculum. Themes regarding objectives of peace education and citizenship skills were analysed as covered through the curriculum. In this approach if the data has been collected specifically for the research, the themes identified may bear little relation to the specific questions that will be asked to the participants. They will not be driven by the researcher's theoretical or analytic interest in the area. Inductive analysis is therefore a process of coding frame or the researcher's analytic preconceptions. This form of thematic analysis is data driven. Theoretical thematic analysis will tend to be driven by the researcher's theoretical or analytic interests in the area and is more explicitly analyst driven. This form of thematic analysis tends to provide less a rich description of the data overall and more a detailed analysis of some aspects of the data. This study, therefore, analysed various themes related to peace education as covered by the Upper Primary Social Studies Curriculum. Each theme of the

Social Studies syllabus was analysed to find out peace education elements covered through it and guided by peace education objectives.

## **2.9 Conceptual Framework**

A model showing impartation of Peace Education content covered in the upper primary school social studies curriculum is presented in Figure 1. This model guided the analysis in this study. In this model, Primary School Curriculum consists of two arrangements, formal and informal. Formal curriculum is where subjects are taught by trained teachers and is time-tabled. In Kenya, these subjects include social studies and religious studies, mathematics, English, Kiswahili and science which are externally examined by the Kenya National Examinations Council. The aim of these is to impart knowledge, skills, positive attitudes and values into the pupils. Informal curriculum includes subjects such as Peace Education, Life Skills Education and Environmental Education among others. These subjects are expected to be taught and learned through formal curriculum. They are assumed to be examined through the carrier subjects. In this study, peace education falls under informal curriculum and is taught and examined through social studies. In this way learners are expected to acquire educative values of peace education (knowledge, skills, attitudes and values) as well as citizenship skills (gaining knowledge, processing information, examining values and active participation in society). By so doing pupils achieve objectives and skills of peace education through school social studies curriculum. This in turn contributes to the overall objective of primary school education.



**Figure 1:** A model showing impartation of Peace Education content covered in the upper primary school social studies curriculum in Kenya (After Wamutitu, 2007)

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The chapter highlights the methodological procedures of the study. It describes the research design that was used; material of the study; instrumentation: coding dimensions and procedures for content analysis. A discussion on how validity and coding reliability were determined, data collection procedure and analysis techniques are also presented.

#### **3.2 Research Design**

The researcher employed exploratory research design. The main aim of this study was to provide insights and understanding of ideas. The research design was appropriate for this study because it was flexible to provide opportunity for considering different aspects of problem under analysis. Exploratory research studies are also termed as formulative research studies. The main purpose of such studies is to develop hypotheses from an operational point of view (Kothari, 2004). This design consists of the intensive study of selected instances of the phenomenon in which one is interested. Exploratory research design involves data collection whereby qualitative content analysis is used, hereby referred to as the upper primary school social studies curriculum.

#### **3.3 Materials of the Study**

Since this is an exploratory study dealing with the content analysis, the primary school social studies syllabus was used for the purpose of this study. The syllabus contains all the topics, objectives, content and time allocation that guides a teacher and pupils when handling the subject. Peace education is taught through social studies as it is not accommodated in the formal school time-table and also is not formally examined as a subject at KCPE level.

#### **3.4 Instrumentation**

Construction of the research tools that yield reliable and valid data is very crucial in any study. The research tools is guided by the purpose and objectives of the study, the literature review and the researcher's own field of experience. To obtain data, content analysis was carried out on the upper primary school social studies curriculum in order to identify themes of peace education covered through the subject. Analysis was based on objectives of peace

education and citizenship skills. In this regards two research instruments were adapted and modified for this study (Wamutitu, 2007). These were;

- i. Peace Education Objectives Analysis Matrix (PEOAM).
- ii. Citizenship Skills Analysis Matrix (CSAM).

### **3.4.1 Coding Dimensions and Procedures for Content Analysis**

Coding of appropriate topics, objectives and contents was used as listed in the Primary School Social Studies Curriculum KICD (2009). The coding dimensions in general topics were coded as 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0 and 9.0. The subtopics were coded as 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, and 2.3. Each of the statements objectives was rated on two intersecting dimensions. The first dimension related to specific topic objectives coded as 1.1.1, 1.2.1, 1.3.1, 1.4.1, 2.1.1, 3.1.1, 3.2.1, 3.2.1, 3.3.1 while the content area was coded as 1.1.2.1, 1.2.2.1, 1.3.2.1, 1.4.2.1. The score for each of the topic objective ranged from 0 for not relevant to one for being relevant. In case an objective of the primary school social studies topic related to two or more distinct Peace Education theme for instance in objective categories, the same was entered in two or more different categories of the cells which earning maximum points for that cell or appeared in none of them, scoring zero point. All the cases were entered into coding matrix (Appendix A)

### **3.4.2 Peace Education Objectives Analysis Matrix (PEOAM)**

The researcher analysed and organised Peace Education objectives from the syllabus into three categories that is peace education knowledge (PEK), peace education skills (PES) and peace education attitude (PEA) which are necessary for fostering behaviour change. The objectives of the primary school social studies topics were analysed. Thereafter, the researcher rated and coded each of the social studies topics and objectives against peace education objectives categories. The researcher used the KICD (2010) primary education syllabus to help in coding the objectives. Each content code consisted of both objectives of social studies topics and Peace Education objectives. The researcher analysed contents and found the relationship between primary school social studies curriculum and peace education components covered through it using Table 1 of Peace Education Objectives Coding Key. The score ranged from 0 for not relevant to 1 for being relevant with a maximum of three points. The status of Peace Education content covered through primary school social studies curriculum was classified on the following scale:

- (a) Less than and equal to (<) 33% = low status

(b) Greater than (>) 33% to 66% = average status

(c) Greater than (>) 66% and above = high status

A criterion for acceptance level was;

(a) Low status (< 33%) = rejected

(b) Average and high status (> 33 %) = accepted

**NB:** Generally average is taken to mean 50%, however in this study average status was taken to mean greater than 33% up to 66%.

**Table 1:**  
**Peace Education Objectives Coding Key**

<b>Code</b>	<b>Peace Education Objectives Descriptors</b>
<b>PEK</b>	Peace Education Knowledge (to help learner acquire information on human rights, personal and cultural identities, forms of democratic process and governance as well as human difference and conflicts).
<b>PES</b>	Peace Education Skills (to help learner acquire and develop skills to care for oneself and controlling behaviour, living with diversity and manage conflicts through discussion, reconciliation, debate, cooperation and problem solving).
<b>PEA</b>	Peace Education Attitude (to help learner foster appreciation of diversity, tolerance and acceptance respect of human rights Social justice, non-violence and solidarity as well as freedom of trust equality and responsibility).

### **3.4.3 Citizenship Skills Analysis Matrix (CSAM)**

The status of Peace Education content covered through the primary school social studies curriculum (syllabus) in terms of the Citizenship Skills (CS) was determined by analysing the primary school social studies curriculum against the CS dimensions (Chandra & Sharma, 2004). The Citizen skills are studied, classified and coded in four principles taxonomy. Each of the taxonomy was defined using a list of descriptors as outlined in Table 2.

**Table 2:**  
**Citizenship skills coding key**

<b>Code</b>	<b>Citizenship Skills Descriptors</b>
CS 1	Gaining knowledge (cognitive skills, pragmatic actions)
CS 2	Process information (on various issues related to peace conflict, develop skills for assessing and processing information for using information technology).
CS 3	Examine values and beliefs (human rights, respect for diversity, solidarity, responsibility, pluralistic democracy)
CS 4	Actively participate as citizen in society (cooperation and working with others)

The primary school social studies topic objectives was rated and coded against the citizenship skills dimensions, coding each objective on the basis of its relevancy to the identified citizenship skills descriptors. The score ranged from zero (0) for not relevant to one (1) for being relevant. In case an objective of the primary school social studies topic related to two or more distinct CS categories, the same was entered in two or more different categories of the cells. Thus, one primary school social studies topic objective would have been represented in all the four categories of the CS, while earning a maximum of 4 points, or appeared in none of them, scoring zero point. All the cases were entered into a coding matrix (Appendix B). In this study, status of Peace Education content- related covered through the primary social studies curriculum in terms of the citizenship skills was classified on the following scale:

Less than and equal to ( $\leq$ ) 33% = low status,

Greater than ( $\geq$ ) 33% to 66% = average status,

Greater than ( $>$ ) 66% = high status.

A criterion for acceptance level is;

Low status ( $\leq$  33%) = rejected,

Average and high status ( $>$ 33%) = accepted.

**NB:** Generally average is taken to mean 50%, however in this study average status was taken to mean greater than 33% up to 66%.

### **3.5 Validity of the Instrument**

Validity is the accuracy and meaningfulness of inferences, which are based on the research results. Validity is the degree to which results obtained from the analysis of the data, actually represent the phenomenon under the study (Mugenda & Mugenda, 2003). Validity has to do with how accurately the data obtained in the study represented the variables of the study. It is the quality attributed to propositions or measure of the degree to which they conform to establish truth (Patton, 2002). Attempts were made to ensure the construct, content and face validity from the time of defining the tools and throughout their preparation. To validate the instruments, Research Experts from FEDCOS of Egerton University verified the content validity of the instruments. This was to ensure that the instruments were not bias and appropriate language was used. The researcher incorporated the various comments into the final analysis tools used into this study.

### **3.6 Coding Reliability**

Reliability refers to the consistency of the instrument in measuring what it should measure. That is, the ability to give the same results when administered to the same group at different times, but under the same conditions (Neuman, 2000). The reliability of the content analysis studied refers to its stability or the tendency for coders to consistency re-record the same data in the same way over a period of time. To make valid inferences from the text, it was important that the classification procedure be reliable in the sense of being consistence (Weber, 1990). The coding consistency was checked through an assessment of inter coder agreement (Schilling, 2006). Different people coded the same text in the same way prior to the final analysis. The researcher therefore gave ten colleagues the coding tool checking coding consistency and revising coding rules in an interactive process until sufficient coding consistency was achieved. Thereafter, the tool was considered reliable for this study.

### **3.7 Data Collection Procedures**

To carry out this study, the researcher obtained an introductory letter from Egerton University Graduate School. This facilitated the issuance of a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher then embarked on content analysis of upper primary social studies curriculum with guidance of the supervisors.

### **3.8 Data Analysis**

Qualitative data analysis means organising data into meaningful and manageable units in order to search for patterns to reveal the essence of the data. In this study, data analysis was guided by the objectives of peace education as well as skills of citizenship and content analysis. Content Analysis is a research technique for the objective, systematic and qualitative description of manifesting content of communication. The method of content analysis enables the researcher to include large amounts of textual information and systematically focus on the actual content and internal features such as the frequencies of the most used key words, themes, concepts, phrases, characters or sentences within the curriculum, texts or sets of texts and to quantify it in an objective manner (Cohen, Manion & Marrison, 2007). The collected data was coded (3.4.1), organised and summarised according to stated objectives of peace education and citizenship skills (Appendix A and B). Statistical package of social science (SPSS) assisted in analysing and interpreting data through percentages and frequencies. Results of the study were presented in form of tables and description to bring about a representation of peace education coverage through the upper primary schools social studies curriculum.

## **CHAPTER FOUR RESULTS AND DISCUSSION**

### **4.1 Introduction**

The purpose of the study was to investigate the status of peace education content covered through the upper primary school social studies curriculum in terms of Objectives of Peace Education and Citizenship Skills for Peace Education. This chapter presents results and discussions of the analysis of peace education in terms of knowledge, skills and attitude for the upper primary school social studies. It also presents results and discussions of the analysis of citizenship skills in terms of gaining knowledge, process information, examine values and active participation in society for the same level of primary school.

### **4.2 Peace Education Content Coverage in Terms of Objectives of Peace Education in the Upper Primary School Social Studies Curriculum**

The Primary School Social Studies Curriculum in Kenya is centrally controlled by the Kenya Institute of Curriculum Development (KICD) which is charged with the responsibility of developing school curriculum. Throughout Kenya, all primary schools follow curriculum prepared by KICD which lists the main school subjects to be taught and suggested time allocation, methodology and evaluation criterion to be adopted. This has led to the use of same syllabus for all pupils following KICD syllabus in Kenya. Content analysis of the primary school social studies curriculum (SSC) was carried out with the assumption that, if peace education themes were well covered through the primary school SSC, then pupils would achieve the objectives of peace education in the course (class 6-8) of study.

The first objective of the study sought to determine the status of peace education coverage in terms of objectives of peace education for classes 6, 7 and 8. The content analysis matrix was used to capture data on the three components of peace education namely; knowledge (PEK), skills (PES) and attitudes (PEA) to generate data. The data for each of the three classes were summarized and analysed using frequencies and percentages. The status of peace education was rated using a scale. The score in the captured data was the number of times peace education objectives are covered in social studies lessons, whereas the maximum was the total number of lessons for a given topic in social studies. The results are expressed in percentages that are the number of times peace education components appears against lessons allocated to a given topic in social studies. The general purpose of Peace Education was to help pupils to promote the knowledge, skills, attitudes and values needed to bring about

behaviour changes that would enable themselves, the youths and adults to prevent conflicts and violence, both overt and structural; to solve conflict peacefully and to create the conditions conducive for peace.

#### 4.2.1 Peace Education Content Coverage for Class 6

Using the scale in section 3. 4. 2 and the coding indicators (Table 1) the researcher analysed the upper primary school social studies curriculum on peace education objective coverage in terms of knowledge, skills and attitude and as a result developed a content analysis matrix for class 6. The coverage of Peace Education Objectives for class 6 was examined and summarized in Table 3.

**Table 3:**  
**Peace Education Content Analysis Matrix for Class 6**

Topic Code	PEK			PES			PEA			Overall		
	Score	Max score	%	Score	Max score	%	Score	Max score	%	Total Score	Max Score	%
1.0	3	16	60.00	1	16	20.00	1	16	20.00	5	48	10.42
2.0	7	7	41.18	5	7	29.41	5	7	29.41	17	21	80.95
3.0	8	8	57.14	3	8	21.43	3	8	21.43	14	24	58.33
4.0	18	34	42.86	12	34	28.57	12	34	28.57	42	102	41.18
5.0	9	18	50.00	5	18	27.78	4	18	22.22	18	54	33.33
6.0	4	4	40.00	3	4	30.00	3	4	30.00	10	12	83.33
7.0	3	3	33.3	3	3	33.33	3	3	33.33	9	9	100.00
8.0	2	3	33.3	2	3	33.33	2	3	33.33	6	9	66.67
9.0	2	3	33.3	2	3	33.33	2	3	33.33	6	9	66.67
<b>Total</b>	<b>56</b>	<b>96</b>	<b>44.09</b>	<b>36</b>	<b>96</b>	<b>28.35</b>	<b>35</b>	<b>96</b>	<b>27.56</b>	<b>127</b>	<b>288</b>	<b>44.10</b>

**KEY:**

PEK-Peace Education Knowledge

PES-Peace Education Skills

PEA-Peace Education Attitude

Table 3 revealed that the three major components of peace education (PEK, PES and PEA) are covered differently within the topics of SSC and the maximum scores of each component were 96. PEK had variations in observation (number of times peace education objectives appears or scores) by topic ranging from 2 to 18 and on the total number of lessons per topic (maximum) ranging from 3 to 34. The result further revealed that PEK had maximum of 96, however 56 scores were observed. This translated to 44.09% coverage. All the topics of Peace Education Knowledge covered through SSC in class 6 were above the low status (more than 33%). In addition the highest rank in PEK scored 60%, while the lowest scored 33.3%. The overall peace education knowledge objectives covered through the upper primary school SSC was of average status (> 33% but < 66%). This result is in support of Harris (2004) observation that peace education was the transmission of knowledge about removal of obstacles to and possibilities for achieving and maintaining peace training in skills. However, Bar-Tal (2009) noted that peace education aimed at a frame of mind rather than body of knowledge and that peace education could be seen as a type of socialization process because its objectives were concerned with the internationalization of specific worldviews such as patterns of behaviour. This explains why PEK is of average status.

From the Table 3, it was observed that Peace Education Skills (PES) objective obtained 36 scores out of a maximum 96 which gave coverage of 28.35%. There was a variation in observation by topic (score) that ranged from 1 to 12 and the number of lessons per topic (maximum) ranged from 3 to 34 in PES. For most of the peace education topics covered through the SSC, the status of PES was found to be low 28.35% (less than 33%). However, with reference to topics 7.0, 8.0 and 9.0 the status was found to be average (33.33%) which also led to percentage rank while the lowest was 20%. On the other hand, it was clear that the topics with the total highest maximum scores in peace education skills (1.0, 4.0 and 5.0) had low percentages which fell below status (less than 33%). This may imply that the content of peace education skills in social studies curriculum in class 6 was not well distributed in the syllabus. This contradicted UNESCO (2000) observation that Peace education was developed to enable learners learn concepts and acquire necessary skills for harmonious coexistence. Additionally, learners were to be taught non-violent conflict resolution through negotiation, dialogue, reconciliation, cooperation, discussion, debate and conscience. Thus, due to unevenly distribution of content in the syllabus, learned get education this is not as per UNESCO recommendation.

The results in Table 3 further revealed that PEA obtained a score of 35 out of maximum 96 representing 27.56%. The variation in observation by topic (scores) ranged from 1 to 12 whereas the number of lessons per topic (maximum) ranged from 3 to 34. The wider variation shown on scores and the maximum topics in the data suggested that peace education attitude was not well covered in the social studies curriculum in class 6. Topic 1-6 of PEA objective covered through SSC was found to be of low status (less than 33%). However, topics 7.0, 8.0 and 9.0 were concerned of the average status (33.33%). The result also showed that the highest PEA score was 33.33% while lowest was 20%. It could also be observed from Table 3 that the topics with total highest maximum scored (4.0) Resources and Economic Activities scored 41.18 % and topic (5.0) on Political Development and Systems scored (33.33 %) were average status. However, with reference to topic (1.0) on Physical Environment the status was found to be very low (10.42%).

From these observations, there was a clear indication that PEA was found to be of low status in class 6. This showed that there was imbalance status of peace education attitude objectives covered through the upper primary school SSC. It was an implication that curriculum content for PEA was inadequate and in turn may limit effective integration of PEP. These findings indicated that the major topics with more lessons in Social Studies carried less Peace Education content level while topics with fewer lessons contained more content level of Peace Education. This may imply that Peace Education was not well distributed within the topics of class 6 Social Studies syllabus. However, topic (7.0) on Democracy and Human Rights contains 100% objectives of Peace Education. This showed that knowledge, skills and attitude and values were well distributed in that topic. It was worthy to note that in all cases, it was only knowledge objective (44.09%) which was above the low status coverage. In case of skills (28.35%) and attitude (27.56%) objective, they were concerned with the low status. In terms of distribution, much of peace education objectives were covered under knowledge while peace education skills and attitude were below average status (33%).

According to results in Table 3, it showed that the primary school SSC in class 6 did not lay much emphasis on skills and attitudes. The curriculum as such was inclined towards knowledge orientation and not action learning and value gaining. This finding of the analysis in support of Yildirim (2006) who observed that knowledge transmission was achieved to a

large extent while other domains were emphasized in a limited way. However, it did not agree with Fountain (2009) observation that peace education was the development of skills that empower pupils to tackle real world issues and that actively created peace in the world. According to Reardon and Cabezudo (2002) basic learning content such as knowledge, skills, attitude and values were required by pupils to enable them to survive, to develop their full capacities, live and work in dignity, to participate fully in development and improve the quality of their lives as they continue learning.

#### 4.2.2 Peace Education Content Coverage for Class 7

Coverage of peace education content in class7 SSC was analysed in terms of PEK, PES and PEA. The result of the analysis is summarised in Table 4.

**Table 4:**  
**Peace Education Content Analysis Matrix for Class 7**

Topic Code	PEK			PES			PEA			Overall		
	Score	Max score	%	Score	Max score	%	Score	Max score	%	Total	Max Score	%
1.0	4	19	44.44	3	19	33.33	2	19	22.22	9	57	15.78
2.0	5	5	38.46	4	5	30.76	4	5	30.76	13	15	86.66
3.0	5	6	41.67	2	6	16.67	5	6	41.67	12	18	66.66
4.0	23	42	52.27	14	42	31.82	7	42	15.91	44	126	34.92
5.0	10	19	50.00	6	19	30.00	4	19	20.00	20	57	35.08
6.0	3	5	60.00	1	5	20.00	1	5	20.00	5	15	33.33
7.0	2	3	66.67	1	3	33.33	0	3	0	3	9	33.33
8.0	1	2	33.33	1	2	33.33	1	2	33.33	3	6	50.00
9.0	6	8	46.15	5	8	38.46	2	8	15.38	13	24	54.16
<b>Total</b>	<b>59</b>	<b>109</b>	<b>48.36</b>	<b>37</b>	<b>109</b>	<b>30.33</b>	<b>26</b>	<b>109</b>	<b>21.31</b>	<b>122</b>	<b>327</b>	<b>37.31</b>

**KEY:**

PEK-Peace Education Knowledge

PES-Peace Education Skills

PEA-Peace Education Attitude

It was observed from Table 4 that the maximum number of lessons of each component was 109 with the number of lessons per topic (maximum) ranging from 2 to 42. PEK had observation (scores) by topics ranging from 1 to 23. The results further revealed that peace education knowledge had a total of 59 scores out of the 109 total numbers of lessons. Implying that PEK coverage in SSC is 48.36%. The highest rank in PEK scored 66.67% while the lowest scored 33.33% implying that PEK coverage through SSC in class 7 were average status (>33% to 66%) except topic 7.0 which was of high status(> 66%). The overall PEK objectives coverage through SSC was of average status (48.36%). This shows that status of peace education knowledge is still needed in class 7 to foster behaviour change that would enhance peaceful coexistence in school and the society.

From Table 4, it was observed that PES objective obtained 37 scores out of a maximum of 109 which was of low status (30.33%). There was a variation in topic (score) that ranged from 1 to 14 and the number of lessons per topic (maximum) ranging from 2 to 42. Peace education skills were found to be of low status (<33%) in most topics covered in SSC class 7. However, with reference to topics 1.0, 7.0, 8.0 and 9.0, the status was found to be average (>33%), with topic 9.0 having the highest rank of 38.46% and topic 3.0 having 16.67% which is the lowest. From the findings, there was a clear indication that the low status (30.33%) of PES coverage in primary school SSC for class 7 was insufficient in helping to impart psychomotor skills to the learners necessary for enhancing peace education. This finding tends to concur with the findings of NEMA (2005) and UNICEF (1999), which observed that education is a means of evoking behaviour change and lifestyles would bring about more peace in schools through dissemination of knowledge and developing of skills. As such primary school SSC in Kenya was expected to enhance primary school pupils' peace education.

The result in Table 4 further revealed that PEA obtained a score of 26 out of maximum of 109 representing 21.31%. The variation in observation by topic (score) ranged from 0 to 7 while the number of lessons per topic (maximum) ranged from 2 to 42. PEA objectives observations showed inadequate attitudinal objectives of peace education in social studies topics. Topic 7.0 (Democracy and Human Rights) scored 0 out of a maximum of 3 lessons that results to 0% status. All topics scored below average status (less than 33%) apart from topic 3.0 and 8.0 which were of average status. The results also revealed that the highest

peace education attitude scored 41.6% and lowest appeared 0%. It is therefore notable from this analysis that Peace Education Attitude objective was found to be of low status (21.32%) in class 7. This implied that the social studies curricular might have contributed less peace education attitudes objectives in the themes. In this regard, MOEST (2003) highlighted the importance of education in peace building and found that there was still insufficient evidence on its effectiveness on teaching learners on how to achieve peace.

The findings revealed that the overall Peace Education objectives content analysed for class 7 was 37.31% in Table 4. According to the 9 topics covered, it was observed that topic 2.0 and 3.0 had high status coverage, 86.66% and 66.66% respectively. The other topics were average status except topic 1.0 which is of low status coverage (15.78%). PEK accounted for 48.36% of the total average, PES 30.33% and PEA 21.31% status respectively. This meant that the primary school social studies curriculum was adequate for developing knowledge objective of peace education, but was inadequate in helping to impart peace education psychomotor and affective skills. However, to create the mutuality that defines a peaceful relationship, there must be a shared value that defines appropriate behaviour (Johnson & Johnson, 2003), which is to some extent supported by this analysis.

#### **4.2.3 Peace Education Content Coverage for Class 8**

The three components of peace education, PEK, PES and PEA were analysed for class eight and the results presented in Table 5.

**Table 5:****Peace Education Content Analysis Matrix for Class 8**

Topic Code	PEK			PES			PEA			Overall		
	Score	Max Score	%	Score	Max score	%	Score	Max score	%	Total	Max Score	%
1.0	4	12	66.67	2	12	33.33	0	12	0	6	36	16.67
2.0	6	14	50.00	4	14	33.33	2	14	16.67	12	42	28.57
3.0	5	5	100	0	5	0	0	5	0	5	15	33.33
4.0	29	54	42.65	24	54	35.29	15	54	22.06	68	162	41.97
5.0	16	17	57.14	5	17	17.86	7	17	25.00	28	51	54.90
6.0	1	2	50.00	0	2	0	1	2	50.00	2	6	33.33
7.0	4	4	57.12	1	4	14.29	2	4	28.57	7	12	58.33
8.0	3	4	60.00	1	4	20.00	1	4	20.00	5	12	41.66
9.0	9	10	64.29	4	10	28.51	1	10	7.14	14	30	46.66
<b>Total</b>	<b>77</b>	<b>122</b>	<b>52.38</b>	<b>41</b>	<b>122</b>	<b>27.89</b>	<b>29</b>	<b>122</b>	<b>19.73</b>	<b>147</b>	<b>366</b>	<b>40.16</b>

**KEY:**

PEK-Peace Education Knowledge

PES-Peace Education Skills

PEA-Peace Education Attitude

The results presented in Table 5 indicated that peace education knowledge (PEK) objectives covered through social studies curriculum had scores ranging from 1 to 29 per topic. The maximum number of lessons per topic ranged from 2 to 54. Topic 1.0 and 3.0 had 66.67% and 100% PEK coverage respectively, therefore were of high status. While the rest of the topics ranged from 42.65% to 64.29% implying that PEK coverage in class 8 topics are mostly of average status. The results further revealed PEK had a maximum of 122, however 77 scores were observed. This translated to 52.38% which was of average status.

From Table 5, it was observed that PES objective obtained 41 scores out of a maximum of 122 which gave coverage of 27.89%. PES had a variation in observation by topic (score) that

ranges from 0 to 24 and the number of lessons per topic maximum ranged from 2 to 54. From this observation, it could be concluded that the skills objective were not well distributed in the class 8 social studies curriculum. In addition, most of the peace education topics covered through the social studies curriculum was found to be of low status (less than 33%). However, with reference to topics 1.0, 2.0 and 4.0 they were found to be of average status (33 to 35%). The lowest topics (3.0 and 6.0) got 0% status meaning there were no PES objectives in these topics.

This suggested that the upper primary social studies curriculum does not provide pupils adequate skills to solve peace problems among themselves. Therefore, it might not be in line with what was forwarded by Onger (2008) that Peace Education was taught to empower learners with problem solving skills, ability to address conflicts peacefully and hence promote tolerance for diversity, cultural differences and human dignity. This further contradicts UNESCO, UNHCR and INEE (2001) suggestion that Peace Education programme for primary school pupils should allow them practice skills and the values associated with Peaceful behaviour.

Peace Education Attitude (PEA) objectives obtained a score of 29 out of maximum 122 as revealed in Table 5. Suggesting that PEA is 19.73% covered in class 8 SSC. The variation in observation by topic (scores) ranges from 0 to 15 whereas the number of lessons per topic (maximum) ranging from 2 to 54. PEA had the least percentages of low status in all topics apart from topic 6.0 (50%) which was of average status. The wider variation shown on scores and the maximum topics in the data suggested that peace education attitude objectives were not adequately covered in social studies curriculum class 8. It was worthy to note that in all cases, it was only knowledge objective (52.38%) which was above the low status coverage. In case of skills (27.89%) and attitude (19.73%) objective, they were of low status.

In terms of distribution, much of peace education objectives were covered under knowledge objective while peace education skills and attitude were of low average status (33%) and not well distributed since there was no skills and attitude objective covered in topic 3, 6 and 1, 3 respectively. The implication is that pupils might not observe rules and good order in school since they were inadequately prepared in terms of skills and attitude objectives to direct their behaviour. As such promoting and cultivating good relations within their schools and other

schools might become a problem. This implied that it did not help pupils to experience their peace. This finding did not agree with UNESCO, (2005) observation that Peace Education attitude was the major factor for pupils to become peace conscious. Thus, the low skills and attitude peace education status covered through the primary school SSC did not help pupils to become peace conscious.

The findings in Table 5 observed that the overall topics covered in peace education were of average status although topics 1.0 (16.67%) and 2.0 (28.57%) were concerned with the low status. It was evident that the primary school SSC in class 8 covers up to 40.16% of the Peace Education objectives with the knowledge that accounted for 52.38% of the total average, skills 27.89% and attitude 19.73%. Though the overall peace Education coverage status through the primary school SSC was of average status, some peace education contents objectives such as skills and attitudes were inadequately presented in the curriculum(Less than 33%). The results suggested that the primary school SSC did not lay much emphasis on peace education attitude and skills of which accounted 27.89% and 19.73% respectively. The curriculum as such was inclined towards knowledge orientation and not action learning with regard to impartation of peace education.

#### **4.2.4 Overall Peace Education Content Coverage in Terms of Objectives of Peace Education for Classes 6, 7 and 8 in the Social Studies Curriculum**

The summary of the analysis of peace education covered in the upper primary school social studies was presented in Table 6.

**Table 6:  
Peace Education Content Coverage in Terms of Objectives of Peace Education Analysis Matrix**

Class	PEK		PES		PEA		Overall		
	Score	Max Score	Score	Max Score	Score	Max score	Total	Max score	Per cent
6	56	44.09	36	28.35	35	27.56	127	288	44.10
7	59	48.36	37	30.33	26	21.31	122	327	37.31
8	77	52.38	41	27.89	29	19.73	147	366	40.16
<b>Overall</b>	<b>192</b>	<b>48.48</b>	<b>114</b>	<b>28.78</b>	<b>90</b>	<b>22.73</b>	<b>396</b>	<b>981</b>	<b>40.37</b>

It was observed from Table 6 that Peace Education objectives knowledge accounted for 48.48%. Class 8 was leading with 52.38%, Class 7 (48.36%) and 6 (44.09%) respectively. The overall Peace Education knowledge objectives coverage status through the upper primary SSC accessed was of average status. In terms of distribution, much of Peace Education objective was covered under knowledge (48.48%), skills and attitude were inadequately covered and were of low status (28.78% and 22.73% respectively).

Table 6 showed the result of PES in class 6, 7 and 8. The overall skills objective in upper classes was of below average status (28.78%). Class 7 was leading with 30.33%, class 6, 28.35% and class 8 with 27.89%. All these were found to be of low status (less than 33%). It was also noted that PEA covered up to 22.73% of peace education in upper primary classes. Class 6 was leading with only 27.56%, class 7 with 21.31% and class 8 with 19.73%. All these were found to be of low status coverage. This implies that the average peace education objectives coverage status through the primary school curriculum on skills and attitude objectives in class 6 was low. Therefore, majority of pupils in that class may not possess psychomotor and affective skills required in advancing peace education. This implied that the Primary School Social Studies Curriculum was adequate for developing cognitive (knowledge) objective of peace education, but was inadequate in helping to impart the affective (attitudes) and psychomotor skills. This finding supported COPRED (2006) contention that peace education was a primarily knowledge-based subject approach that could be directly taught in the school curriculum. It is also in agreement with the US-based Consortium on Peace Research, Education and Development (COPRED) emphasis on the knowledge component of peace education, defining peace as a multi-disciplinary academic and moral quest for solutions to the problems of war and injustice with the consequential development of institutions and movements that would contribute to a peace that was based on justice and reconciliation.

According to Table 6, the overall peace education objectives content analysis for class 6, 7 and 8 was 44.10%, 37.31% and 40.16% respectively. This means that they were of average status and they concurred with Fwa (2004) who argues that peace education is all educational efforts formal or informal, that aims at developing in the learner's skills, attitude and values to live with others in harmony, mutual understanding trust and amicable resolution of conflict. This is further evident from the overall 40.37% score for peace education objectives

coverage in SSC for all classes. According to UNICEF (1999), Education should empower learners with skills, attitude and knowledge that models peaceful and respectful behaviour among all members of the learning community. Furthermore, the findings that PEK had a higher coverage than PES and PEA in SSC disagreed with Kester (2008) and Brenes (2004) suggestion, that peace Education curriculum must not be limited to fact based knowledge only, but rather the curriculum must aim at making learners acquire and manifest attitude, values and skills relevant to conflict prevention and management. This finding does not agree with Reardon and Cabezudo (2002) who viewed peace education as a process that prepared young people for global responsibility; enabled them to understand the nature and implications of global interdependence; helped them to accept the responsibility to work for a just, peaceful and viable global community.

### **4.3 Peace Education Content Coverage in terms of Citizenship Skills in the Upper Primary School Social Studies Curriculum**

The second objective of the study sought to determine the status of peace education content coverage in terms of citizenship skills in the upper primary school social studies curriculum for classes 6, 7 and 8. The content analysis matrix was used to capture data on the four principles taxonomy of citizenship skills education (Table 2) namely; gaining knowledge (CS1), process information (CS2), examining values (CS3) and active participation in society (CS4) to generate data. The data for each of the three classes were summarized and described using frequencies and percentages. The score in the captured data was the number of times citizenship skills education objectives appeared in social studies lessons, whereas the maximum was the total number of lessons for a given topic in social studies (section 3.4.1). The results were expressed in percentages that are the number of times peace education components appeared against lessons allocated to a given topic in social studies.

#### **4.3.1 Peace Education Content Coverage in terms of Citizenship Skills for Class 6**

The scale and indicators were used to analyse the upper primary school social studies curriculum on citizenship skills (CS1, CS2, CS3 and CS4) and developed a content analysis matrices [Appendix B (class 6-8)] which is summarised in Table 8,9,10 and 11. The content analysis of peace education in terms of citizenship skills in the upper primary school social studies curriculum for class 6 is shown in Table 7.

**Table 7:****Peace Education Content Coverage in terms of Citizenship Skills for Class 6**

Topic	CS1			CS2			CS3			CS4			Overall		
	Code	Score	Max %	Score	Max %	Score	Max %	Score	Max %	Score	Max %	Score	Max %	Score	Max %
1.0	3	16	42.86	3	16	42.86	1	16	14.28	0	16	00	7	64	10.94
2.0	7	7	33.33	7	7	33.33	4	7	19.05	3	7	14.29	21	28	75.00
3.0	8	8	32.00	8	8	32.00	5	8	20.00	4	8	16.00	25	32	78.12
4.0	14	35	37.84	14	35	37.84	5	35	13.51	4	35	10.81	37	140	26.42
5.0	10	21	30.24	9	21	29.03	6	21	19.30	6	21	19.35	31	84	36.90
6.0	4	4	40.00	4	4	40.00	1	4	10.00	1	4	10.00	10	16	62.50
7.0	3	3	30.00	3	3	30.00	2	3	20.00	2	3	02.00	10	12	83.33
8.0	3	3	30.00	3	3	30.00	2	3	20.00	2	3	20.00	10	12	83.33
9.0	2	3	33.33	2	3	33.33	1	3	16.67	1	3	16.67	6	12	50.00
<b>Total</b>	<b>54</b>	<b>100</b>	<b>34.39</b>	<b>53</b>	<b>100</b>	<b>33.76</b>	<b>27</b>	<b>100</b>	<b>17.20</b>	<b>23</b>	<b>100</b>	<b>14.65</b>	<b>157</b>	<b>400</b>	<b>39.25</b>

**KEY:**

CS-Citizenship Skills

CS1-Gaining Knowledge

CS2-Process Information

CS3-Examine Values

CS4-ActiveParticipation in Society

Table 7 shows that the four major components of citizenship skills (CS1, SC2, CS3 and CS4) were covered in different percentages within the topics of SSC. The maximum scores of each component of citizenship covered up to 100 marks. .

CS1 had a variation in observation in the score (Number of times citizenship skills objective appeared) by topic ranging from 2 to 14 and the total number of lessons per topic (maximum) ranging from 3 to 35. The highest rank scored 42.86% and the lowest 30%.

It was also revealed that knowledge accounted for 34.39% which is of the average status. This was due to the fact that all the topics were below 50% with most of them lying between 33.33% and 42.86% (average status). This may imply that pupils had adequate knowledge in developing capacity in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Further analysis has been done by researchers such as Kerr (2003) and found that critical and creative thinking are integral to activities that require pupils to think broadly and deeply using skills, behaviours and dispositions such as reasoning, logic, resourcefulness, imagination and innovation in all learning areas and subjects to enhance peace.

The results in Table 7 revealed that CS2 (Processing information) on various issues related to peace and conflict obtained 53 scores out of 100 with a total of 33.76%. The variation in observation by topic ranged from 2 to 14, whereas the number of lessons per topic ranged from 3 to 35. The highest rank scored was 42.86% and the lowest 30%. This may imply that processing information in citizenship skills was adequately covered in the curriculum. This finding is in line with UNESCO (2010) observation that citizenship education was the ideal forum for imparting processing information skills. Despite citizenship education objective of combating all forms of negative discrimination, tribalism, conflicts and violence in schools and societies, there is need of processing information citizenship skill in peace and conflict resolution among pupils through the school curriculum.

It was observed from Table 7 that CS3 (values) obtained 27 scores out of maximum 100 and in total average 17.20% which was below the average status. The variations in scores were ranging from 1 to 6 while the maximum ranges from 3 to 35. In addition to this, all the topics of Social studies curriculum in class 6 covered peace education but in terms of low percentages (less than 33%) examining values in peace education. This is not in line with Fwa (2004) definition of peace education as the type of education that impacts into learners all norms, values and attitudes that could bring about a conducive environment for human living. Further, low status contradicts Fountains (2009) findings of the hidden curriculum studies that curriculum is the transmission of norms, values and beliefs conveyed in both the formal and educational content and social interactions within the schools. However, education should never be hidden and should rather be explicit about the teaching of values of compassion, diversity, equality and non-violence.

Further, it is clear from Table 7 that the overall citizenship skills objectives covered through social studies CS4 (participation in society) obtained 23 scores with a maximum of 100 which gave an average of 14.65%. The variation in scores ranges from 0 to 6 and the maximum ranges from 3 to 35. Topic one revealed that the objectives of participation in society as a citizenship skill was not covered. Furthermore, all topics in social studies curriculum on participation in society scored very low marks as 10%. This is below average status (33%) and implies that learner's participation in society did not enhance learning process. Although both societies and learners widely agreed about the need for participation, little was known about how participation influence the way in which pupils can become involved (Cremin, 2007). Despite this, Kerr (2003) suggested that during the phase of schooling, pupils should be encouraged to become increasingly active in form of citizenship participation from class and whole school activities to community and global projects.

Overall, Table 7 shows that the primary school SSC covered up to 39.25% of the citizenship skills objectives with knowledge accounting for 34.39% of the total coverage, process information, 33.76%, examine values 17.20% and active participation in society 14.65% in that order. The overall citizenship skills objectives coverage status through the primary school SSC was average status. In terms of distribution much of citizenship skills are covered under knowledge and information both accounting for 68.15%. In this analysis, the primary school SSC did not lay much emphasis on values and participation both of which accounts for only 31.85%. Curriculum as such is inclined towards knowledge acquisition and processing information and not on action learning process.

#### **4.3.2 Peace Education Content Coverage in terms of Citizenship Skills for Class 7**

The second analysis of peace education content in terms of citizenship skills was that of class 7. The result of the analysis is summarised in Table 8.

**Table 8:****Peace Education Content Coverage in terms of Citizenship Skills for Class 7**

Topic code	CS1		CS2		CS3		CS4		Overall						
	Score	Max %	Score	Max %	Score	Max %	Score	Max %	Score	Max %					
1.0	3	19	42.86	2	19	28.57	1	19	14.28	1	19	14.29	7	76	9.12
2.0	5	5	41.67	5	5	41.67	1	5	8.33	1	5	8.33	12	20	60.00
3.0	4	6	25.00	4	6	25.00	4	6	25.00	4	6	25.00	16	24	66.67
4.0	23	42	37.10	21	42	33.87	8	42	12.90	10	42	16.13	62	168	36.90
5.0	11	19	34.38	11	19	34.38	5	19	15.63	5	19	15.63	32	76	42.10
6.0	2	5	25.00	2	5	25.00	2	5	25.00	2	5	25.00	8	20	40.00
7.0	2	3	25.00	2	3	25.00	2	3	25.00	2	3	25.00	8	12	66.67
8.0	1	2	25.00	1	2	25.00	1	2	25.00	1	2	25.00	4	8	50.00
9.0	7	8	35.00	7	8	35.00	3	8	15.00	3	8	15.00	20	32	62.50
<b>Total</b>	<b>58</b>	<b>109</b>	<b>34.32</b>	<b>55</b>	<b>109</b>	<b>32.54</b>	<b>27</b>	<b>109</b>	<b>15.98</b>	<b>29</b>	<b>109</b>	<b>17.16</b>	<b>169</b>	<b>436</b>	<b>38.76</b>

**KEY:**

CS-Citizenship Skills

CS1-Gaining Knowledge

CS2-Process Information

CS3-Examine Values

CS4-Active Participation in Society

Table 8 indicates that the four principle taxonomy of citizenship skills, gaining knowledge (CS1), process information (CS2) examines values and beliefs (CS3) and active participation as citizens in society (CS4) for class seven are covered in different percentages within the topics of SSC and their maximum scores are 109. CS1 has a variation in observation by topic ranging from 1 to 23 and the total number of lessons per topic ranges from 2 to 42. The result

further revealed that citizenship skills knowledge (CS1) scored 58 with a total average of 34.32%. In addition, the highest rank in CS1 is 42.86% (topic 1.0) and the lowest is 25% (topic 3.0, 6.0, 7.0 and 8.0). Topics 1.0, 2.0, 4.0, 5.0 and 9.0 in citizenship skills knowledge were of average status.

The results in Table 8 shows that the overall peace education citizenship skills knowledge objectives covered through the upper primary school SSC in class 7 was average. These marks seem not to be the best when the total is 100%. This implies that the curriculum was still in need of developing knowledge, understanding, critical thinking and independent judgement of local, national and global levels. The findings contradicts Woolfolk (2007) observation that when children were educated from early childhood, they became clear thinkers and enlightened citizens who participate in decisions concerning society.

Further, it was clear from Table 8 that CS2 objective obtained 55 scores which represent 32.54% of the overall citizenship skills. The variation in observation by topic ranges from 1 to 21 while the total number of lessons per topics ranges from 2 to 42. In topic 2.0, 4.0, 5.0, and 9.0 of citizenship skills covered through SSC, the status of CS2 was found to be average. However, with reference to topic 1.0, 3.0, 6.0, 7.0 and 8.0, the status was found to be low (less than 33%). The leading percentage in rank was 41.67% while the lowest was 25%. This showed that the SSC in class 7 was required to promote citizenship skills on processing information by training pupils, young citizens, and adults on how to engage in interrogative negotiations and peer mediation to resolve their conflicts with each other constructively. Therefore, learners should be equipped with the necessary information skills on processing systems that allow them to reason, make decisions and establish the truth.

The results concurred with Johnson and Johnson (2005) suggestion that pupils must be taught constructive controversy procedures to ensure they know how to make difficult decisions and engage in political discourse. Thus, using themes that were related to peace and cultural understanding would provide pupils with opportunities to develop problem solving, critical thinking and language skills that enhance effective self-expression. As such, information on citizenship skills in SSC was required to provide pupils with a set of skills that would enable them to be active, engaged, informed and critically participants in their multiple communities.

From Table 8, it was noted that citizenship skills values (CS3) a score of 27 out of a maximum of 109 representing 15.98% of the overall coverage. The variation in observation by topic ranges from 1 to 8 while the total number of lessons per topics ranges from 2 to 42. Topic 2 had the lowest coverage (8.33%) while topics 3.0, 6.0, 7.0 and 8.0 had the highest coverage of 25%. Thus, topics 1-9 of (CS3) objectives covered through SSC were found to be of low status (less than 33%). Mutai (2008) proposition that peace education was implemented on the assumption that young minds at the formative stage need to be effectively equipped with values and attitudes that promotes interdependence and respect for the human life and appreciation of the environment. In addition, lack of SSC to integrate value objectives and skills might not allow pupils to interact with other pupils, respect one another and be considerate in their behaviour and their responsibility. This may imply that Primary schools should be encouraged to nurture pupils' moral values and personal development as a necessary precondition of good citizenship.

The result in Table 8 also showed that the overall citizenship skills content covered through social studies participation in society (CS4) was below average status (17.16%) with a score of 29 and maximum of 109. The highest score was 25% and the lowest 8.33%. The variation in observation by topic ranges from 1 to 10 while the total number of lessons per topics ranges from 2 to 42. The wide variation of topics accounts for the low status of citizenship skills participation objective covered in social studies curriculum in class seven. This showed that social studies analysis in class seven did not provide opportunities to the learners to develop awareness and understanding of the diverse society in which they live. This observation was not in agreement with the Citizenship Advisory Group (2004) postulation that pupils would like to see themselves represented within the curriculum as valued members of society.

The low status of CS4 coverage also implies that pupils may not have enough participatory skills in society. This may hinder their ability to express their opinions and feelings, work with others, resolve conflict effectively, listen to others and make their choices as well as include everyone else as equal. Thus, activities designed for all pupils to participate in society and to contribute to the process of sharing their ideas, making decisions and taking responsibility as an individual and as a group is not possible. This finding makes the idea by Hicks (2008) that the form or process of content education should be compatible with peace

may not be achieved. Similarly, Gokce (2006) argued that individuals cannot understand the other without experiencing the views of the other and thus the school culture needs to be modified so as to enable pupils to see differences as enriching a process of learning. Further, Bar Tal (2002) noted that experienced based learning was considered important for acquiring values, attitudes and skills and behaviour in peace education because this internalization cannot be achieved by merely preaching, but by practicing these aspects of peace.

Table 8 revealed that the overall citizenship skills analysis content covered through SSC was 38.76% with a score of 169 and maximum of 436. As observed in Table 8, it was only citizenship skills knowledge objective that obtained a score of 58 covering 34.32% which was of average status. The case for processing information (32.54%), examine values and beliefs (15.98%) and participation in society (17.16%) were found to be of low status (less than 33%). In terms of distribution, much of citizenship skill analysed were covered through gaining knowledge. Generally this finding contradicted the view that active participation in which experienced based learning was seen as an important element in which pupils learn promotes peace education in the society (Kerr, 2003). Thus, curriculum was found to be inclined towards cognitive skills and pragmatic action, ignoring other objectives like values and beliefs, processing information and participation as citizens in society.

#### **4.3.3 Peace Education Content Coverage in terms of Citizenship Skills for Class 8**

The content analysis of the four components of peace education citizenship skills CS1, CS2, CS3 and CS4 was carried out for class eight and the results was summarised in Table 9.

**Table 9:  
Peace Education Content Coverage in terms of Citizenship Skills for Class 8**

Topic Code	CS1			CS2			CS3			CS4			Overall		
	Score	Max	%	Score	Max	%	Score	Max	%	Score	Max	%	Score	Max	%
	score			score			score			score			score		
1.0	2	12	50.00	2	12	50.00	0	12	0	0	12	0	4	48	8.33
2.0	9	14	37.50	8	14	33.33	3	14	12.50	4	14	16.67	24	56	42.86
3.0	3	5	21.43	5	5	35.71	3	5	21.43	3	5	21.43	14	20	70.00
4.0	17	54	39.53	12	54	27.91	4	54	9.30	10	54	23.26	43	216	19.91
5.0	12	17	35.29	10	17	29.41	6	17	17.65	6	17	17.65	34	68	50.00
6.0	1	2	25.00	1	2	25.00	1	2	25.00	1	2	25.00	4	8	50.00
7.0	3	4	33.36	3	4	33.36	2	4	18.18	3	4	27.27	11	16	62.50
8.0	3	4	30.00	3	4	30.00	2	4	20.00	2	4	20.00	10	16	62.50
9.0	1	10	25.00	2	10	25.00	2	10	25.00	2	10	25.00	8	40	20.00
<b>Total</b>	<b>52</b>	<b>122</b>	<b>34.21</b>	<b>46</b>	<b>122</b>	<b>30.26</b>	<b>23</b>	<b>122</b>	<b>15.13</b>	<b>31</b>	<b>122</b>	<b>20.39</b>	<b>152</b>	<b>488</b>	<b>31.15</b>

**KEY:**

CS-Citizenship Skills

CS1-Gaining Knowledge

CS2-Process Information

CS3-Examine Values

CS4-Active Participation in Society

Table 9 showed that citizenship skills objectives knowledge (CS1), Process information (CS2), Values (CS3) and Participation in Society (CS4) covered maximum scores of each component of citizenship up to 122 marks. From the observations, there was a clear indication that CS1 had 52 scores accounting for 34.21% which was of average status. CS1 had variation (number of times peace education objectives appears or scores) in observations by topic ranging from 1 to 17 and the number of lessons per topic (maximum) ranging from 2 to 54 in knowledge objective. Most of the topics in citizenship skill knowledge covered through SSC in class 8 are above the low status (33%). However, topics 3.0, 6.0, 8.0 and 9.0

were of low status (less than 33%). Overall citizenship skills objectives content covered through the primary school was of average status. This finding was not in agreement with Onger (2008) suggestion that in citizenship education, the social studies curriculum should enable pupils to developed knowledge in social justice, peace and conflict studies, diversity, globalization, interdependence and sustainable development.

The result in table 9 shows that citizenship skills for CS2 obtained 46 scores out of a maximum of 122 with a total of 30.26%. There is variation in observation by topic ranging from 1 to 12 and the number of lessons per topic ranges from 2 to 54 in knowledge objective. Topics 4.0 and 5.0 had highest scores of 12 and 10 respectively in CS2 with low status (less than 33%) since the high scores were less compared to the total number of lessons (54 and 17 respectively).The status of citizenship skills for CS2 (processing information) in most topics was of low status (less than 33.33%). However, topics 1.0, 2.0, 3.0 and 7.0 were of average status (33.33%) of which 25% was the lowest score. This showed that the content of citizenship skills in terms of processing information covered through the primary school SSC in class 8 was generally below average status and not evenly distributed within the syllabus. Thus, pupils may not be acquiring adequate skills on problem solving, enquiry, critical thinking and discovery to be peaceful people in the society after their class eight. This finding did not agree with the KIE (2004) proposition that pupils must learn to evaluate different points of view and examine information critically to solve problems and make decisions on various issues such as peaceful co-existence in the society.

From Table 9, it was further observed that citizenship skills CS3 (value objective) obtained 23 scores out of maximum of 122; that was 15.13%. The variation in observation by topic or score ranges from 0 to 6 whereas the maximum ranges from 2 to 54. CS3 had the least average percentage (15.13%) as compared to other citizenship skills. All topics of citizenship skills (CS3) objectives covered through SSC in class 8 were found to be of low status (less than 33%). Moreover, lessons observed also showed that peace education content was taught occasionally through SSC. This result revealed that SSC did not impart value education to the right standard required in the primary school curriculum. This finding did not agree with Johnson and Johnson (2005) recommendation on essential elements of building a lasting peace though education in schools and the use of interactive and experiential teaching learning approaches that enhanced the learner's ability to internalize the skills and values.

The low status of value objective (CS3) may also be attributed to the difficulties in integrating particular values (honesty, tolerance and patriotism) into topics since they are more of practical issues within the affective domain. Further, the approach used to impart value objectives might be a challenge to teachers and pupils hence culminating into the low status accorded. It was also difficult to decide whose values to emphasise given that Kenya is a multicultural society (Wamutitu, 2007).

The results presented in Table 9 further indicated that the overall citizenship skills objective on participation in society (CS4) had a score of 31, maximum of 122 and with a total of 20.39%. All the topics covered through the upper primary school social studies curriculum in the area of participation in society were found to be of low status coverage (less than 33%). Most of the topics were poorly represented such as topics on Physical Environment accounting for 0%, Resources and Economic activities 23.26% while Democracy and Human rights accounted for only coverage and of low status. However, topic 7.0 was also leading in percentage with 27.27%. This analysis reviewed that pupils do not acquire much of the participation skills to enhance their learning process, improve the quality of decisions, contribute to empowerment and promote democratic citizenship as suggested by Bajaj and Chiu (2009). Moreover, this finding may explain why peace education is ineffective in schools as it contradicts Galtung (2008) argument that for peace education to be effective, it needs learner-centered and participatory pedagogy, which was found inadequate in this study

Generally, it can be observed from Table 9 that the coverage of citizenship skills objectives in class 8SSC was of low status (31.15%).Citizenship knowledge (CS1) accounted for 34.21% of the total coverage, processing information (CS2) (30.26%), examine values (CS3) (15.13%) and active participation in society (CS4) (20.39%).Only knowledge objective was of average status (>33%). The rest of the objectives were of low status (less than 33%). From this analysis, there is a clear indication that the primary school SSC in class 8 laid much emphasis on citizenship skills knowledge objective as opposed to the other citizenship skills objectives. This observation implies that the impartation of peace education in terms of citizenship skills through SSC for class 8 was inadequate.

#### 4.3.4 Overall Objectives of Citizenship Skills covered in classes 6, 7 and 8 Social Studies Curriculum

The summary of the analysis of peace education in terms of citizenship skills through primary SSC for classes 6, 7 and 8 was presented in Table 10.

**Table 10:  
Summary of Objectives of Citizenship Skills Coverage**

Class	CS1		CS2		CS3		CS4		Overall		
	Score	%	Score	%	Score	%	Score	%	Total	Max	%
6	54	34.39	53	33.76	27	17.20	23	14.65	157	400	39.25
7	58	34.32	55	32.54	27	15.98	29	17.16	169	436	38.76
8	52	34.21	46	30.26	23	15.13	31	20.39	152	488	31.15
<b>All classes</b>	<b>164</b>	<b>34.31</b>	<b>154</b>	<b>33.22</b>	<b>77</b>	<b>16.11</b>	<b>83</b>	<b>17.36</b>	<b>478</b>	<b>1,324</b>	<b>36.10</b>

**KEY:**

- CS-Citizenship Skills
- CS1-Gaining Knowledge
- CS2-Process Information
- CS3-Examine Values
- CS4-Active Participation in Society

From Table 10, it was observed that Citizenship gaining knowledge (CS1) and processing information (CS2) status for Classes 6-8 were average (34.31% and 33.22% respectively). This suggests that gaining knowledge and processing information objectives are well covered in the upper primary social studies curriculum and accounted for 67.53%. Examining values (CS3) and active participation in society (CS4) for classes 6-8 were found to be of low status (16.11% and 17.36%) respectively. This implies that they are less emphasised in the upper primary social studies curriculum with both accounting for 33.47%. Thus, the curriculum was found to be inclined towards knowledge acquisition and less towards action learning, hence peace education is poorly covered. The findings tend to agree with Yildirim (2006)

observation that knowledge transmission was achieved to a larger extent while developing values and participation in society were emphasized in a limited way. However, it did not support the Ministry of Education (2012) proposition that peace education values and participation help in the discussion of problems and difficulties experienced by the pupils amicably without resulting into violence. Hence the low status of CS3 and CS4 covered through the primary school SSC does not help pupils to become conscious peace advocates and practitioners.

Further it was observed from Table 10 that class-wise status coverage of Objectives of Citizenship Skills of average status in case of class 6 (39.25%) and class 7(38.76%) while class 8 was of low status (31.15%). Therefore, class 6 had the highest coverage of peace education and less coverage towards class 8. The overall citizenship skills objectives coverage status through the primary school SSC was of average status (36.10%). From the analysis there is need to promote peace education to be of high status by emphasizing on education for peace and conflict resolution, as well as education for citizenship, to take account of various contexts and issues on these different levels; from a school, a local community, county to the global level as advanced by Citizenship Advisory Group (2004) and Hicks (2008). The finding also concurred with Johnson and Johnson (2005) argument that the ultimate goal of peace education is for individuals to be able to maintain peace among aspects of themselves (intrapersonal peace), individuals (interpersonal peace), groups (inter-group peace), and countries, societies, and cultures (international peace). Thus, from the analysis, it was clear that education for peace and citizenship should be encouraged to influence and change the future shape of society, rather than merely maintaining the present model society in which there is less emphasis of peace education through the upper primary school social studies curriculum in Kenya.

## CHAPTER FIVE

### SUMMARY, CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter summarises the findings of the study. It also gives conclusions and suggests issues that need implementation with regard to the research findings. Recommendations and suggestions for further research are also outlined.

#### 5.2 Summary of the Study

Based on the objectives, research questions and the analysis of the collected data, the following were major summary of the study.

- i. The overall peace education knowledge objectives covered through the upper primary school SSC for class 6 was of average status (44.09%). However, peace education skills (28.35%) and attitude (27.56%) coverage were of low status, which was below 33%.
- ii. The overall PEK objectives coverage through SSC for class 7 was of average status (48.36%). However, PES coverage was found to be of low status (30.33%) which may imply insufficient coverage in helping pupils to acquire psychomotor skills necessary for enhancing peace education. On the other hand PEA objectives observations showed inadequate attitudinal objectives of peace education in social studies topics which were observed as being of low status (21.32%).
- iii. In class 8, PEK coverage ranged from 42.65% to 100% in various topics, but the overall coverage was of average status (52.38%). However, PES coverage ranged from 0% to 35.29% with an overall coverage of below average (27.89%). On the other hand PEA coverage was found to range from 0% to 50% with an overall coverage status of below average (19.73%).
- iv. In terms of distribution, much of peace education objectives were covered under knowledge objective (48.48%) while peace education skills (28.78%) and attitude (22.73%) were of low average status (< 33%). Interestingly it was further observed that attitude were more covered in class 6, skills in class 7 while knowledge was more covered in class 8. In terms of overall coverage of peace education objectives, it was found that the coverage was of average status (40.37%) for upper primary SSC, where class six had an average status of 44.10%, class seven (37.31%) and class eight (40.16%).

- v. The four indicators of citizenship skills, gaining knowledge (CS1), process information (CS2) examines values and beliefs (CS3) and active participation as citizens in society (CS4) for class six were covered in different percentages within the topics of SSC. The highest rank scored for CS1 was 42.86% and the lowest 30%. Knowledge accounted for 34.39% which was of the average status. CS2, ranged from 29.03% to 42.86% with an average of 33.76%, which was of average status. CS3, ranged from 10% to 20% with an average of 17.20%, which was of low status. CS4, ranged from 0% to 20%, with an average of 14.65%, which was of low status. Overall, coverage was of average status (39.25%).
- vi. The four measures of citizenship skills, gaining knowledge (CS1), process information (CS2) examines values and beliefs (CS3) and active participation as citizens in society (CS4) for class seven were covered in different percentages within the topics of SSC. CS1 ranged from 25% to 42.86% with an average of 34.32%, which was of average status. CS2 ranged from 25% to 41.67% with an average of 32.54%, which was of low status. CS3 ranged from 8.33% to 25% with an average of 15.98%, which was of low status. CS4 ranged from 8.33% to 25%, with an average of 17.16%, which was of low status. Overall coverage was of average status (38.76%).
- vii. The four indicators of citizenship skills, gaining knowledge (CS1), process information (CS2) examines values and beliefs (CS3) and active participation as citizens in society (CS4) for class eight were analysed and the results summarised as: CS1 ranged from 21.43% to 50% with an average of 34.21%, which was of average status. CS2 ranged from 25% to 50% with an average of 30.526%, which was of low status. CS3 ranged from 0% to 25% with an average of 15.13%, which was of low status. CS4 ranged from 0% to 27.27% with an average of 20.39%, which was of low status. Overall coverage was of average status (31.15%).
- viii. The overall status of peace education citizenship skills coverage for the upper primary SSC was of average status (36.10%), where class six had an average status of 39.25%, class seven (38.76%) and class eight (31.15%).

### **5.3 Conclusion of the Study**

The following conclusions were made from the study;

- i. Peace Education content covered through the upper primary school SSC in terms of objective of peace education - knowledge, skills and attitude of the content was found to be of average status.
- ii. Peace Education content coverage through the upper primary school SSC in terms of citizenship skills - knowledge, information processing, values and participation in society was rated to be of average status.

### **5.4 Implications of the study**

From the study findings, it was noted that the coverage of peace education in the upper primary school Social Studies Curriculum in Kenya is of average status in terms of objective of peace education (39.25%) as well as citizenship skills (36.10%). However this average status was inclined towards the lower end of the range of average status (33% - 66%). The more coverage of Peace Education objectives knowledge and less of skills and attitudes imply that Peace Education coverage was uneven. This may mean that pupils are given more of knowledge and less of other skills, hence there is need to review the upper primary school Social Studies Curriculum in order to cover all dimensions of Peace Education objectives.

It was further found that the overall coverage status of peace education - citizenship skills for the upper primary SSC was of average status (36.10%), where class six had an average status of 39.25%, class seven (38.76%) and class eight (31.15%). There was less coverage of peace education - citizenship skills as pupils progress from class six to eight, hence pupils are not given adequate citizenship skills as the near to complete primary education cycle. Thus the upper primary school Social Studies Curriculum needs to be reviewed in order to cover all dimensions evenly in all the classes and hence foster pupils' behaviour change towards good citizenship.

### **5.5 Recommendations**

- i. The coverage of peace education in the upper primary school Social Studies Curriculum in Kenya is of average status in terms of objective of peace education (39.25%) as well as citizenship skills (36.10%). However this average status was inclined towards the lower end of the range of average status (33% - 66%). The study

recommends that the KICD reviews the upper primary schools SSC to include more of objective of peace education as well as citizenship skills from its current status of 39.25% and 36.10% respectively.

- ii. During this review, all the dimensions of objective of peace education and those of citizenship skills should be evenly covered and distributed.

### **5.6 Suggestion for Further Research**

The following areas need further research:

- i. Effectiveness of social studies as a carrier of Peace Education on pupils' motivation and attitude towards good citizenship.
- ii. Teachers Perception of peace education coverage in the primary school curriculum.
- iii. Effectiveness of peace education curriculum on pupils' behaviour change in Kenya.
- iv. Pedagogical approach in enhancing peace education in Kenyan primary schools.

## REFERENCES

- Abebe, T. T, Gbesso, A. & Nyawalo, A. P. (2006). *Report to the working Committee meeting on "Peace Education in Africa."* Addis Ababa Ethiopia
- Albert, I. O. & Oloyede I, O. (2010). *Dynamics of Peace Processes*. Centre for Peace and Strategic Studies. University of Ilorin, Ilorin
- Ardizzoni, L. (2003). *Generating Peace. A study of Non-Formal Youth Organisation, Peace and Change*. New York: Continuum International Publishing
- Aspeshlagh, R. & Burns, R. J. (2006). *Educating for Peace Culture*. In Three Decades of Peace Education around the World: An Anthology, education. New York: Gerland
- Bajaj, M. & Chiu, B. (2009). Education for Sustainable Development as Peace Education. *Peace & Change*, 34(4), 55-72
- Balasooriya, S. A., Perera, L. S. & Wijetuge, S. (2004). *Education Reform and Political Violence*. Geneva: UNESCO International Bureau of Education.
- Bar-Tal, D. (2002). Elusive Nature of Peace Education. *The Concepts, Principles and Practices around the World*. Mahwah (NJ): Lawrence Erlbaum Associates
- Bar-Tal, D. & Rosen, Y. (2009). Peace Education in Societies Involved in Tractable Conflicts: Direct and Indirect Models. *Review of Educational Research*, 3(79), 557-575.
- Barth, J. L. (2000). *African Social Studies Curriculum and Method*. Nairobi, ASESP
- Bennaars, G. A., Otiende J. E. & Bosvert, R. (2004). *Theory and Practice of Education*. Nairobi, Kenya Lathe Ltd.
- Bjerstedt, A. (2000). *Peace Education in Different Countries*. Malmo, Sweden; Dept. of Educational and Psychological Research, School of Education.
- Boyatzis, R. E. (2005). *Transforming Qualitative Information: Thematic Analysis and Code Development*. Sages.
- Braun, V. & Clarke, V. (2006). *Using Thematic Analysis in Psychology, Qualitative Research in Psychology*. Edward Arnold University of Auckland and University of the West of England
- Burgerman, S. D. (2000). Building the Peace by Mandating Reform. *Latin American perspective*, 27(3), 63-87.
- Bush, K. D. & Saltarelli, D. (2000). *The Two Faces of Education in Ethnic Conflict: Towards a Peace Building Education for Children*. Florence: Innocent Research Centre.

- Chandra, S. S. & Sharma, R. K. (2004) *Principles of Education*, Atlantic Publishers and Distributors, New Delhi: India.
- Chelule, E. (2014). Impediments of Implementation of Peace Education in Public Universities in Kenya. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)* 19 (3), 174-185 Egerton University, Kenya.
- Citizenship Advisory group, (2004). *Education for Citizenship and the Teaching of Democracy in Schools*. London: Qualifications and Curriculum Authority.
- Clerke, H. (2005). Transforming worldviews. The Case of Education for Peace in Bosnia and Herzegovina. *Journal of Transformative Education*, 3(1), 35-56.
- Cohen, L., Manion, L. & Marrison, K. (2007). *Research Methods in Education (6<sup>th</sup> Ed)*. New York: Routledge.
- Cremin, H. (2002). Resolving Disputes: Successful peer mediation schemes share their secrets. *Support for learning*, 3(17), 138-142.
- \_\_\_\_\_ (2007). *Peer Mediation: Citizenship and Social Inclusion revisited*. London: Open University.
- Davies, L. (2005). Teaching about Conflict through Citizenship Education. *International Journal of Citizenship and Teacher Education*, 1(2), 17- 34.
- \_\_\_\_\_ (2008). *The Contribution of Formal Education Systems to Non-Violence in Contexts of Fragility*, In; AGEP.
- \_\_\_\_\_ (2010). The Different Faces of Education in Conflict. *Development*, 1(5), 41-47
- Education Info Centre, 2006. Kenya High Commission, Ottawa Canada. Retrieved on March 1<sup>st</sup> 2008, from <http://www.kenyahighcommission.ca/primary.htm>
- Education for All (2004). Idea News Letter. *Association for the Development of Education in Africa*. 15 (6), 15-30.
- Eilser, R. (2000). *Tomorrow's Children*. Boulder, Co. West View
- Falade, D. A., Adeyemi, B. A., & Olowo, O. O. (2011). *Participatory Means of Teaching Peace Education Concepts in the Universal Basic Education Social Studies Curriculum*. Ondo State, Nigeria; Institute of Education, ObafemiAwolowo University
- Fernandez- Gimenez, M. E., Bakkard, H. L, & Siturterant, V. E. (2008). Adaptive Management and Social Learning in Collaborative and Community Based Monitoring: *Ecology and Society*, URL; <http://www.ecologyandsociety.org>.
- Fountain, S. (1999). *Peace Education in UNICEF*. Working paper. New York: UNICEF.

- \_\_\_\_\_ (2009). *Evaluating UNICEF Peace Education Projects*. New York: UNICEF.
- Frith, H. & Gleeson, K. (2004). Clothing and embodiment: men managing the body image and appearance. *Psychology of Men and masculinity* 5(1), 40-48.
- Fwa, K. L. (2004). Towards Building a Sustainable Place in Nigeria. Briggs D. A. and Sanda, J. G. (Eds) *Issues of Peace and Security: Essay in Honour of Major. General Charles, B. Ndiomu*. Bukuru: National Institute Press 21-37.
- Galtung, J. (2003). *Peace & Social Structure. Essays in Peace Research*. Copenhagen: Christian Eljers.
- \_\_\_\_\_ (2004). *Transcend and Transform. An introduction to conflict work*. London: Pluto Press.
- \_\_\_\_\_ (2008). *Form and Content of Peace Education*, Charlotte, NC: Information Age Publishing
- Gecaga, M. G. (2000). Change and Community in Democratizing Kenya: *Ethnicity, Community Relations and Civil Society in Kenya: Perspectives from a New Generation*. Report Submitted to the Governance and Civil Society Program. New York: Ford Foundation.
- Gillies, R. & Asman, A. (2003). *Cooperative Learning: The Social and Intellectual Outcomes of Learning in Groups* (page 136- 137) New York: Routledge Falmer.
- Glaser, B. & Strauss, A. (2009). *The Discovery of Grounded Theory: Strategies for Qualitative Research* 8, (1). Chicago: Aldine.
- Gokce, E. (2006). Peace Education: Viewpoints of Primary school students about peace. *International Journal of Humanities and Peace*. Retrieved on 4<sup>th</sup> September, 2010 from <http://findarticels.com/p/Article/mi>.
- Gumut, V. (2006). Peace Education and Peer Mediation in Gaya- Best, S. (ed). *Introduction to Peace and Conflict Studies in West Africa*. Abuja, National University of Commission and University of Peace Addis Ababa.
- Harris, I. (2000). *Peace - Building Responses to School Violence*. The National Association of Secondary School Principals. Bulletin, New York.
- \_\_\_\_\_ (2003). *Peace Education Evaluation*, Unpublished text; Paper presented at the Annual Meeting of the American Educational Research Association.
- \_\_\_\_\_ (2004). Peace Education in a Postmodern World. *Peabody Journal of Peace Education*, 1(1), 5-20. University of Wisconsin Milwaukee, USA
- Harris, I. & Morrison, M. (2003). *Peace Education*. Jefferson, NC: McFarland & Co.

- Hicks, D. (2008). *Education for Peace: Issues, Principles and Practices in the Classroom*. London: Rutledge.
- Hornby, A. S. (2010). *Advanced Learner's Dictionary*. New York: Oxford.
- Johnson, D.W. & Johnson, R. (2003). *Student Motivation in Cooperative groups. Social Independence Theory*. New York. Routledge Falmer.
- Johnson, D.W. & Johnson, F. (2005). *Teaching Students to be Peace Makers* (4<sup>th</sup> Ed). Edina, MN: Interaction Book Company.
- Johnson, D. W. & Johnson, F. (2006). *Joining Together: Group Theory and Group Skills* (9<sup>th</sup> Ed). Boston: Allyn & Bacon.
- Kenya Institute of Curriculum Development, (2010). Ministry of Education. *Primary Education Social Studies Syllabus*. Nairobi Kenya.
- Kerr, D. (2003). *Learning to Teach Citizenship in the Secondary School*. London: RoutledgeFalmer.
- Kester, K. (2007). *Homogeneous Schooling and the Perpetuation of Gender and Racial Discrimination: Inside Kentucky and Japanese Classrooms*, MA thesis, San Jose, Costa Rica: University for Peace
- \_\_\_\_\_ (2008). Developing Peace Education Programs-Beyond Ethnocentrism and Violence. *Peace Prints Journal of South Asian Peace building*, 1(1), 37-64.
- Kothari, C.R. (2004). *Research Methodology: Methods and Techniques* (2<sup>nd</sup> Ed) New Age international Publishers, New Delhi: India.
- Kothari, U. (2001). *Power, Knowledge and Social Control in Participatory Development*. Zedbooks, London UK.
- Leach, M., Chandra, S. & Sharma, K. (2005). Introduction: *Science and Citizenship in a Global Context. Globalization and the Challenge of Engagement*. Zed books, London New York.
- Machel, G. (2003). *Promotion and Protection of the Rights of Children: Impact of Armed Conflict on Children*. United Nations New York.
- Mbatha, M. (2009). Actualizing Free Primary Education in Kenya for Sustainable Development, *Journal of Pan African Studies*, 2(8), 467-480
- Ministry of Education, (2008a). *Peace Education Teacher Activity Book*. MOE, Government of Kenya.
- \_\_\_\_\_ (2008b). *Peace Education Training Manual* (1<sup>st</sup> Edition), MOE, Government of Kenya.

- \_\_\_\_\_ (2012). *Peace Education Campaign in Kenya*. MOE. Government of Kenya.
- Ministry of Education Science and Technology, (2002). *Teacher's preparation guide for Social Studies*. KICD. Nairobi.
- \_\_\_\_\_ (2005). *Primary Education Social Studies Handbook*. KICD. Nairobi:
- \_\_\_\_\_ (2009). *Primary Education Social Studies Handbook*. KICD. Nairobi.
- \_\_\_\_\_ (2010). *Primary Education Social Studies Syllabus*. Volume 2. KICD. Nairobi.
- \_\_\_\_\_ (2012). *Report of the education sector Review*. KICD. Nairobi
- Mosse, D. (2001). *People's Knowledge, Participation and Patronage: Operations and Representations in rural Development*. Zed books, London UK.
- Mutai, K. (2008). *Peace Education Activity Book*. Ministry of Education, Government of Kenya.
- Mugenda, Q. & Mugenda, A. (2003). *Research Methods Quantitative and Qualitative Approaches*: Nairobi: Africa centre of technology studies (ACTS) Press.
- Muteb, P. M. and Matovu, M. Y. (2004). *Social Studies Curriculum & Teaching Resource Book for Africa*. Nairobi. ASESP.
- Mutula, K. (2012) *Guidelines for the National Peace Educational Campaign*. Ministry of Education, Government of Kenya.
- NACADA & KSSHA, (2004, October). *Report of the Task Force on Drug and Substance Abuse in Kenya Secondary Schools*. An initiative on Drug and Substance Abuse, by NACADA & KSSHA.
- National Council of the Social Studies (2006) *Social Studies*: Retrieved on the 2<sup>nd</sup> 2010 from <http://www/socialstudies/html>.
- Neuman, L. (2000). *Research Method; Qualitative and Quantitative Approaches* Oakland: Sage Publication.
- Nyawalo, A. Phoebe (2006). Status of Peace Education in Kenya. *Peace Building*, 2(2), 6-10.
- Obasanjo, O. (2001). *Selected Speeches*, Volume 2. Abuja, Federal Ministry of Information and National Orientation.
- Okoth, P. G. & Ogot, B. A. (2000). *Conflict in Contemporary Africa*. Historical Association of Kenya. Nairobi: Jomo Kenyatta Foundations.
- Ondiek, C., Mbugua, N., Muraya, F. S. & Kanjoya, J. (2010). *Teachers Guide; Comprehensive Social Studies*. Nairobi: Longhorn.

- Ongeri, S. K. (2008). *Peace Education Teacher Activity Book*. Ministry of Education, Government of Kenya.
- Parker, W. (2012). *Social Studies in Elementary Education (14<sup>th</sup> ED)*. University of Washington, Seattle.
- Patton, M. Q. (2002). *Quantitative and Qualitative Research Approaches*, Prentice: London
- Rao, D. B. (2005). *Curriculum for Learning to Live Together*. Delhi: Discovery Publishing House.
- Reardon, B. A. (2004). *Education for Culture of Peace in Gender Perspective*. Paris: UNESCO.
- Reardon, B. & Cabezudo, A. (2002). *Learning to Abolish War: Teaching toward a Culture of Peace, Book 1: Rationale for and Approaches to Peace Education*. New York: Hague Appeal for Peace.
- Republic of Kenya, (2001). *Report on the Taskforce on Students Discipline and Unrest in Secondary Schools*. Nairobi: Government Printers.
- Rutto, S. (2000). *Ethnicity as a Subject of Hatred: Community Relations and Democratization Process among the Kalenjin Communities of the Rift -Valley Province of Kenya*. Nairobi: Government Printer.
- Salomon, G. (2002). *The nature of Peace Education: not all Programs are Created Equal*. Mahwah, NJ: Lawrence Erlbaum Associates
- \_\_\_\_\_ (2004). Comment; what is Peace Education? *Journal of Peace Education*, 1(2), 20-27.
- Salomon, G. & Nevo, B. (2002). *Peace Education. The Concept Principles and Practices around the world*, Mahwah, NJ: Lawrence Erlbaum Associates.
- Schilling, J. (2006). On the Pragmatics of Qualitative Assessment: Designing the Process for Content Analysis. *European Journal of Psychological Assessment*, 22(1), 28-37.
- Shiundu J.S. & Omulando S. J (1992). *Curriculum Theory and Practices in Kenya*. Nairobi: Oxford University Press.
- Sommers, M. (2003). *Peace Education; Opportunity and Challenges*. Presentation at the Building Bridges to Peace Education & Prosperity. Education & Training for Action. US Agency for International Development, Washington D.C.
- Synott, J. (1999). Practicing Peace Education in an indigenous education context. *Peace building*, 2(2), 6-10.
- Teacher Education in Sub-Saharan Africa (TESSA) *Working with Teachers. A handbook for Teachers Educators*. Retrieved on 2 August 2010 from <http://www.tessafrica.net>.

- Tjosvold, D. & Sun, H. F. (2002) Understanding Conflict avoidance:) Relationship, Motivations, actions and Consequences. *International Journal of Conflict Management*13(2), 142-164.
- United Nations Educational Scientific and Cultural Organisation [UNESCO], (1995). *Declaration & Integrated of framework of action of education for peace, human rights & democracy*. New Delhi.
- \_\_\_\_\_ (2009). *Mainstreaming the Culture of Peace*. Paris: UNESCO.
- \_\_\_\_\_ (2001). *A Teachers Guide to Peace Education*, New Delhi.
- \_\_\_\_\_ (2005). *Education for All in Africa: Paving the way for action*. UNESCO. Regional Office in Dakar, BRENDA.
- \_\_\_\_\_ (2010). UNESCO and Culture of Peace. What is it? Retrieved on 2 May 2013 from [http://www3.Unesco.org/lycp/uk\\_sum\\_cp.htm](http://www3.Unesco.org/lycp/uk_sum_cp.htm).
- \_\_\_\_\_ (2011). *The Hidden Crisis: Armed Conflict and Education*. Paris: UNESCO.
- UNESCO, UNHCR, INEE (2005). *Inter-agency Peace Education Programme: Skills for constructive living*. Paris: UNESCO.
- UNICEF, (1999). *The Future Global Agenda for Children –Imperatives for the Twenty-First Century*, E/ICEF/1999/10. (Executive Board Document
- \_\_\_\_\_ (2009). Machel Study 10-Year Strategic Review: *Children and Conflict in a Changing World*. New York: UNICEF.
- United Nations, (1999). *Declaration and Resolution on a Decade for a Culture of Peace and Nonviolence for children of the world*. Retrieved on the 24<sup>th</sup> June, 2010 from [www.Un.org](http://www.Un.org) Public Domain.
- \_\_\_\_\_ (2005). *The Millennium Development Goals Report*. U.N: New York.
- Wamutitu, J. M. (2007). *A study on imparting Environmental Education through Secondary School Geography Curriculum in Kenya*. Unpublished Doctorate Thesis, Banaras Hindu University-Vanarasi.
- Wegemans, M. (2002). Institutional Conditions for Transformations. A Plea for Policy Making from the Perspective of Construction. *Wheelbarrows full of Frogs, Social Learning in Rural Resource Management*. VanGorcum
- Wenden, A. (2004). *Education for a Culture of Social and Ecological Peace*. Albany: State University of New York.
- Woolfolk, A. E. (2007). *Educational Psychology*. Boston, MA: Allyn & Bacon.

Yildirim, A. (2006). Teaching and Learning in Middle School Social Studies in Turkey: *An Analysis of Curriculum Implementation*. Paper presented at the annual conference of American Educational Research Association, New York. Retrieved on 26<sup>th</sup> April, 2007 from:  
[http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/14/d1/43.pdf](http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/14/d1/43.pdf)

## APPENDICES

### APPENDIX A: PEACE EDUCATION OBJECTIVES ANALYSIS MATRIX.

#### (PEOAM)

**KEY:**

PEK – Peace Education Knowledge

PEA – Peace Education Attitude

PES – Peace Education Skills

**i. Class Six –Content Analysis Matrix**

Topic / S. no	Class / topic objectives code	Peace Education Objectives			Total	% of PE topics	Remark
		PEK	PEA	PES			
<b>A</b>	<b>1.0</b>						
	<b>1.1</b>						
1	1.1.2.1						
2	1.1.2.2						
3	1.1.2.3						
4	1.1.2.4						
5	1.1.2.5						
6	1.1.2.6						
	<b>1.2</b>						
7	1.2.2.1						
8	1.2.2.2						
9	1.2.2.3						
	<b>1.3</b>						
10	1.3.2.1						
11	1.3.2.2						
12	1.3.2.3						
13	1.3.2.4						
	<b>1.4</b>						
14	1.4.2.1						
15	1.4.2.2						
16	1.4.2.3						
<b>B</b>	<b>2.0</b>						
	<b>2.1</b>						
17	2.1.2.1						
18	2.1.2.2						
19	2.1.2.3						
20	2.1.2.4						
21	2.1.2.5						
22	2.1.2.6						
23	2.1.2.7						
<b>C</b>	<b>3.0</b>						
	<b>3.1</b>						
24	3.1.2.1						

25	3.1.2.2						
26	3.1.2.3						
27	3.1.2.4						
	<b>3.2</b>						
28	3.2.2.1						
29	3.2.2.2						
30	3.2.2.3						
	<b>3.3</b>						
31	3.3.2.1						
32	3.3.2.2						
	<b>D 4.0</b>						
	<b>4.1</b>						
33	4.1.2.1						
34	4.1.2.2						
35	4.1.2.3						
36	4.1.2.4						
37	4.1.2.5						
	<b>4.2</b>						
38	4.2.2.1						
39	4.2.2.2						
40	4.2.2.3						
41	4.2.2.4						
42	4.2.2.5						
	<b>4.3</b>						
43	4.3.2.1						
44	4.3.2.2						
45	4.3.2.3						
46	4.3.2.4						
47	4.3.2.5						
	<b>4.4</b>						
48	4.4.2.1						
49	4.4.2.2						
50	4.4.2.3						
51	4.4.2.4						
52	4.4.2.5						
	<b>4.5</b>						
53	4.5.2.1						
54	4.5.2.2						
55	4.5.2.3						
56	4.5.2.4						
	<b>4.6</b>						
57	4.6.2.1						
58	4.6.2.2						
59	4.6.2.3						
60	4.6.2.4						
61	4.6.2.5						
62	4.6.2.6						
	<b>4.7</b>						

63	4.7.2.1						
64	4.7.2.2						
65	4.7.2.3						
66	4.7.2.4						
<b>E</b>	<b>5.0</b>						
	<b>5.1</b>						
67	5.1.2.1						
68	5.1.2.2						
	<b>5.2</b>						
69	5.2.2.1						
70	5.2.2.2						
71	5.2.2.3						
	<b>5.3</b>						
72	5.3.2.1						
73	5.3.2.2						
74	5.3.2.3						
	<b>5.4</b>						
75	5.4.2.1						
76	5.4.2.2						
77	5.4.2.3						
	<b>5.5</b>						
78	5.5.2.1						
	<b>5.6</b>						
79	5.6.2.1						
	<b>5.7</b>						
80	5.7.2.1						
	<b>5.8</b>						
81	5.8.2.1						
82	5.8.2.2						
83	5.8.2.3						
84	5.8.2.4						
<b>F</b>	<b>6.0</b>						
	<b>6.1</b>						
85	6.1.2.1						
86	6.1.2.2						
87	6.1.2.3						
88	6.1.2.4						
<b>G</b>	<b>7.0</b>						
	<b>7.1</b>						
89	7.1.2.1						
90	7.1.2.2						
91	7.1.2.3						
<b>H</b>	<b>8.0</b>						
	<b>8.1</b>						
92	8.1.2.1						
93	8.1.2.2						
94	8.1.2.3						
<b>I</b>	<b>9.0</b>						

	<b>9.1</b>					
95	9.1.2.1					
96	9.1.2.2					
97	9.1.2.3					
	TOTAL					

## ii. Class Seven- Content Analysis Matrix

Topic / S. no	Class / topic objectives code	Peace Education Objectives			Total	% of PE topics	Remark
		PEK	PEA	PES			
<b>A</b>	<b>1.0.</b>						
	<b>1.1</b>						
1	1.1.2.1						
2	1.1.2.2						
3	1.1.2.3						
4	1.1.2.4						
5	1.1.2.5						
6	1.1.2.6						
7	1.1.2.7						
	<b>1.2</b>						
8	1.2.2.1						
9	1.2.2.2						
10	1.2.2.3						
	<b>1.3</b>						
11	1.3.2.1						
12	1.3.2.2						
13	1.3.2.3						
14	1.3.2.4						
15	1.3.2.5						
	<b>1.4</b>						
16	1.4.2.1						
17	1.4.2.2						
18	1.4.2.3						
<b>B</b>	<b>2.0</b>						
	<b>2.1</b>						
19	2.1.2.1						
20	2.1.2.2						
21	2.1.2.3						
22	2.1.2.4						
24	2.1.2.5						
<b>C</b>	<b>3.0</b>						
	<b>3.1</b>						
25	3.1.2.1						
26	3.1.2.2						
	<b>3.2</b>						
27	3.2.2.1						

28	3.2.2.2						
29	3.2.2.3						
30	3.2.2.4						
<b>D</b>	<b>4.0</b>						
	<b>4.1</b>						
31	4.1.2.1						
32	4.1.2.2						
33	4.1.2.3						
34	4.1.2.4						
35	4.1.2.5						
36	4.1.2.6						
37	4.1.2.7						
	<b>4.2</b>						
38	4.2.2.1						
39	4.2.2.2						
40	4.2.2.3						
41	4.2.2.4						
	<b>4.3</b>						
42	4.3.2.1						
43	4.3.2.2						
44	4.3.2.3						
	<b>4.4</b>						
45	4.4.2.1						
46	4.4.2.2						
47	4.4.2.3						
48	4.4.2.4						
49	4.4.2.5						
	<b>4.5</b>						
50	4.5.2.1						
51	4.5.2.2						
52	4.5.2.3						
	<b>4.6</b>						
53	4.6.2.1						
54	4.6.2.2						
55	4.6.2.3						
56	4.6.2.4						
	<b>4.7</b>						
58	4.7.2.1						
59	4.7.2.2						
60	4.7.2.3						
61	4.7.2.4						
62	4.7.2.5						
63	4.7.2.6						
	<b>4.8</b>						
64	4.8.2.1						
65	4.8.2.2						
66	4.8.2.3						
	<b>4.9</b>						

67	4.9.2.1						
68	4.9.2.2						
69	4.9.2.3						
70	4.9.2.4						
71	4.9.2.5						
	<b>4.10</b>						
72	4.10.2.1						
73	4.10.2.2						
<b>E</b>	<b>5.0</b>						
	<b>5.1</b>						
75	5.1.2.1						
76	5.1.2.2						
	<b>5.2</b>						
77	5.2.2.1						
78	5.2.2.2						
	<b>5.3</b>						
79	5.3.2.1						
	<b>5.4</b>						
80	5.4.2.1						
81	5.4.2.2						
82	5.4.2.3						
	<b>5.5</b>						
83	5.5.2.1						
	<b>5.6</b>						
84	5.6.2.1						
	<b>5.7</b>						
85	5.7.2.1						
86	5.7.2.2						
	<b>5.8</b>						
87	5.8.2.1						
88	5.8.2.2						
89	5.8.2.3						
90	5.8.2.4						
91	5.8.2.5						
92	5.8.2.6						
93	5.8.2.7						
<b>F</b>	<b>6.0</b>						
	<b>6.1</b>						
94	6.1.2.1						
95	6.1.2.2						
96	6.1.2.3						
97	6.1.2.4						
98	6.1.2.5						
<b>G</b>	<b>7.0</b>						
	<b>7.1</b>						
99	7.1.2.1						
100	7.1.2.2						
101	7.1.2.3						

<b>H</b>	<b>8.0</b>						
	<b>8.1</b>						
102	8.1.2.1						
103	8.1.2.2						
	<b>9.1</b>						
104	9.2.1.1						
105	9.2.1.2						
106	9.2.1.3						
107	9.2.1.4						
108	9.2.1.5						
109	9.2.1.6						
110	9.2.1.7						
111	9.2.1.8						
	TOTAL						

### iii. Class Eight Content Analysis Matrix

Topic / S. No	Class / topic objectives code	Peace Education Objectives			Total	% of PE topics	Remark
		PEK	PEA	PES			
<b>A</b>	<b>1.0</b>						
	<b>1.1</b>						
1	1.1.2.1						
2	1.1.2.2						
3	1.1.2.3						
4	1.1.2.4						
	<b>1.2</b>						
5	1.2.2.1						
	<b>1.3</b>						
6	1.3.2.1						
7	1.3.2.2						
8	1.3.2.3						
9	1.3.2.4						
	<b>1.4</b>						
10	1.4.2.1						
11	1.4.2.2						
12	1.4.2.3						
<b>B</b>	<b>2.0</b>						
	<b>2.1</b>						
13	2.1.2.1						
14	2.1.2.2						
15	2.1.2.3						
	<b>2.2</b>						
16	2.2.2.1						
17	2.2.2.2						
18	2.2.2.3						
	<b>2.3</b>						

19	2.3.2.1						
20	2.3.2.2						
21	2.3.2.3						
22	2.3.2.4						
23	2.3.2.5						
24	2.3.2.6						
	<b>2.4</b>						
25	2.4.2.1						
26	2.4.2.2						
<b>C</b>	<b>3.0</b>						
	<b>3.1</b>						
27	3.1.2.1						
28	3.1.2.2						
29	3.1.2.3						
	<b>3.2</b>						
30	3.2.2.1						
31	3.2.2.2						
<b>D</b>	<b>4.0</b>						
	<b>4.1</b>						
32	4.1.2.1						
33	4.1.2.2						
34	4.1.2.3						
35	4.1.2.4						
36	4.1.2.5						
37	4.1.2.6						
38	4.1.2.7						
39	4.1.2.8						
40	4.1.2.9						
41	4.1.2.10						
42	4.1.2.11						
43	4.1.2.12						
44	4.1.2.13						
45	4.1.2.14						
46	4.1.2.15						
47	4.1.2.16						
48	4.1.2.17						
49	4.1.2.18						
	<b>4.2</b>						
50	4.2.2.1						
51	4.2.2.2						
52	4.2.2.3						
53	4.2.2.4						
54	4.2.2.5						
	<b>4.3</b>						
55	4.3.2.1						
56	4.3.2.2						
57	4.3.2.3						
58	4.3.2.4						

	<b>4.4</b>						
59	4.4.2.1						
	<b>4.5</b>						
60	4.5.2.1						
61	4.5.2.2						
62	4.5.2.3						
63	4.5.2.4						
64	4.5.2.5						
65	4.5.2.6						
66	4.5.2.7						
67	4.5.2.8						
	<b>4.6</b>						
68	4.6.2.1						
69	4.6.2.2						
70	4.6.2.3						
71	4.6.2.3						
	<b>4.7</b>						
72	4.7.2.1						
73	4.7.2.2						
74	4.7.2.3						
75	4.7.2.4						
	<b>4.8</b>						
76	4.8.2.1						
77	4.8.2.2						
78	4.8.2.3						
79	4.8.2.4						
80	4.8.2.5						
81	4.8.2.6						
82	4.8.2.7						
83	4.2.8.8						
	<b>4.9</b>						
84	4.9.2.1						
85	4.9.2.2						
86	4.9.2.3						
87	4.9.2.4						
88	4.9.2.5						
89	4.9.2.6						
	<b>5.0</b>						
	<b>5.1</b>						
90	5.1.2.1						
91	5.1.2.2						
92	5.1.2.3						
	<b>5.2</b>						
93	5.2.2.1						
94	5.2.2.2						
	<b>5.3</b>						
95	5.3.2.1						
96	5.3.2.2						

97	5.3.2.3						
98	5.3.2.4						
	<b>5.4</b>						
99	5.4.2.1						
	<b>5.5</b>						
100	5.5.2.1						
101	5.5.2.2						
	<b>5.6</b>						
102	5.6.2.1						
	<b>5.7</b>						
103	5.7.2.1						
104	5.7.2.2						
105	5.7.2.3						
106	5.7.2.4						
<b>F</b>	<b>6.0</b>						
	<b>6.1</b>						
107	6.1.2.1						
108	6.1.2.1						
<b>G</b>	<b>7.0</b>						
	<b>7.1</b>						
109	7.2.1						
110	7.2.2						
111	7.2.3						
112	7.2.4						
<b>H</b>	<b>8.0</b>						
	<b>8.1</b>						
113	8.2.1						
114	8.2.2						
115	8.2.3						
116	8.2.4						
<b>I</b>	<b>9.0</b>						
	<b>9.1</b>						
117	9.2.2.1						
118	9.2.2.2						
119	9.2.2.3						
120	9.2.2.4						
121	9.2.2.5						
122	9.2.2.6						
123	9.2.2.7						
124	9.2.2.8						
125	9.2.2.9						
126	9.2.2.10						
	TOTAL						

## APPENDIX B: CITIZENSHIP SKILLS ANALYSIS MATRIX (CSAM)

KEY:

CS – Citizenship Skills

CS1 – Gaining Knowledge

CS2 – Process Information

CS3 – Examine Values

CS4 – Actively Participate In Society

### i. Citizenship Skills Analysis Matrix Class 6

S/ no.	Topic codes	CITIZENSHIP SKILLS				Total	%	Remark
		CS1	CS2	CS3	CS4			
<b>A</b>	<b>1.0</b>							
	<b>1.1</b>							
1	1.1.2.1							
2	1.1.2.2							
3	1.1.2.3							
4	1.1.2.4							
5	1.1.2.5							
6	1.1.2.6							
	<b>1.2</b>							
7	1.2.2.1							
8	1.2.2.2							
9	1.2.2.3							
	<b>1.3</b>							
10	1.3.2.1							
11	1.3.2.2							
12	1.3.2.3							
13	1.3.2.4							
	<b>1.4</b>							
14	1.4.2.1							
15	1.4.2.2							
16	1.4.2.3							
<b>B</b>	<b>2.0</b>							
	<b>2.1</b>							
17	2.1.2.1							
18	2.1.2.2							
19	2.1.2.3							
20	2.1.2.4							
21	2.1.2.5							
22	2.1.2.6							
23	2.1.2.7							
<b>C</b>	<b>3.0</b>							
	3.1							

24	3.1.2.1							
25	3.1.2.2							
26	3.1.2.3							
27	3.1.2.4							
	<b>3.2</b>							
28	3.2.2.1							
29	3.2.2.2							
30	3.2.2.3							
	<b>3.3</b>							
31	3.3.2.1							
32	3.3.2.2							
<b>D</b>	<b>4.0</b>							
	<b>4.1</b>							
33	4.1.2.1							
34	4.1.2.2							
35	4.1.2.3							
36	4.1.2.4							
37	4.1.2.5							
38	4.1.2.6							
	<b>4.2</b>							
39	4.2.2.1							
40	4.2.2.2							
41	4.2.2.3							
42	4.2.2.4							
43	4.2.2.5							
	<b>4.3</b>							
44	4.3.2.1							
45	4.3.2.2							
46	4.3.2.3							
47	4.3.2.4							
48	4.3.2.5							
	<b>4.4</b>							
49	4.4.2.1							
50	4.4.2.2							
51	4.4.2.3							
52	4.4.2.4							
53	4.4.2.5							
	<b>4.5</b>							
54	4.5.2.1							
55	4.5.2.2							
56	4.5.2.3							
57	4.5.2.4							
	<b>4.6</b>							
58	4.6.2.1							
59	4.6.2.2							
60	4.6.2.3							
61	4.6.2.4							
62	4.6.2.5							

63	4.6.2.6							
	<b>4.7</b>							
64	4.7.2.1							
65	4.7.2.2							
66	4.7.2.3							
67	4.7.2.4							
<b>E</b>	<b>5.0</b>							
	<b>5.1</b>							
68	5.1.2.1							
69	5.1.2.2							
	<b>5.2</b>							
70	5.2.2.1							
71	5.2.2.2							
72	5.2.2.3							
	<b>5.3</b>							
73	5.3.2.1							
74	5.3.2.2							
75	5.3.2.3							
	<b>5.4</b>							
76	5.4.2.1							
77	5.4.2.2							
78	5.4.2.3							
	<b>5.5</b>							
79	5.5.2.1							
	<b>5.6</b>							
80	5.6.2.1							
	<b>5.7</b>							
81	5.7.2.1							
	<b>5.8</b>							
82	5.8.2.1							
83	5.8.2.2							
84	5.8.2.3							
85	5.8.2.4							
<b>F</b>	<b>6.0</b>							
	<b>6.1</b>							
86	6.1.2.1							
87	6.1.2.2							
88	6.1.2.3							
89	6.1.2.4							
<b>G</b>	<b>7.0</b>							
	<b>7.1</b>							
90	7.1.2.1							
91	7.1.2.2							
92	7.1.2.3							
<b>H</b>	<b>8.0</b>							
	<b>8.1</b>							
93	8.1.2.1							
94	8.1.2.2							

95	8.1.2.3							
<b>I</b>	<b>9.0</b>							
	<b>9.1</b>							
96	9.1.2.1							
97	9.1.2.2							
98	9.1.2.3							
	<b>TOTAL</b>							

**ii. Citizenship Skills Analysis Matrix Class 7**

S./ no.	Topic codes	CITIZENSHIP SKILLS				Total	%	Remark
		CS1	CS2	CS3	CS4			
<b>A</b>	<b>1.0.</b>							
	<b>1.1</b>							
1	1.1.2.1							
2	1.1.2.2							
3	1.1.2.3							
4	1.1.2.4							
5	1.1.2.5							
6	1.1.2.6							
	1.1.2.7							
	<b>1.2</b>							
7	1.2.2.1							
8	1.2.2.2							
9	1.2.2.3							
	<b>1.3</b>							
10	1.3.2.1							
11	1.3.2.2							
12	1.3.2.3							
13	1.3.2.4							
	1.3.2.5							
	<b>1.4</b>							
14	1.4.2.1							
15	1.4.2.2							
16	1.4.2.3							
<b>B</b>	<b>2.0</b>							
	<b>2.1</b>							
17	2.1.2.1							
18	2.1.2.2							
19	2.1.2.3							
20	2.1.2.4							
21	2.1.2.5							
<b>C</b>	<b>3.0</b>							
	<b>3.1</b>							
24	3.1.2.1							

25	3.1.2.2							
	<b>3.2</b>							
28	3.2.2.1							
29	3.2.2.2							
30	3.2.2.3							
	3.2.2.4							
<b>D</b>	<b>4.0</b>							
	<b>4.1</b>							
31	4.1.2.1							
32	4.1.2.2							
33	4.1.2.3							
34	4.1.2.4							
35	4.1.2.5							
36	4.1.2.6							
37	4.1.2.7							
	<b>4.2</b>							
38	4.2.2.1							
39	4.2.2.2							
40	4.2.2.3							
41	4.2.2.4							
	<b>4.3</b>							
43	4.3.2.1							
44	4.3.2.2							
45	4.3.2.3							
	<b>4.4</b>							
46	4.4.2.1							
47	4.4.2.2							
48	4.4.2.3							
49	4.4.2.4							
50	4.4.2.5							
	<b>4.5</b>							
51	4.5.2.1							
52	4.5.2.2							
53	4.5.2.3							
	<b>4.6</b>							
54	4.6.2.1							
55	4.6.2.2							
56	4.6.2.3							
57	4.6.2.4							
	<b>4.7</b>							
58	4.7.2.1							
59	4.7.2.2							
60	4.7.2.3							
61	4.7.2.4							
62	4.7.2.5							
63	4.7.2.6							
	<b>4.8</b>							
64	4.8.2.1							

65	4.8.2.2							
66	4.8.2.3							
	<b>4.9</b>							
67	4.9.2.1							
68	4.9.2.2							
69	4.9.2.3							
70	4.9.2.4							
71	4.9.2.5							
	<b>4.10</b>							
72	4.10.2.1							
73	4.10.2.2							
<b>E</b>	<b>5.0</b>							
	<b>5.1</b>							
74	5.1.2.1							
75	5.1.2.2							
	<b>5.2</b>							
76	5.2.2.1							
77	5.2.2.2							
	<b>5.3</b>							
78	5.3.2.1							
	<b>5.4</b>							
79	5.4.2.1							
80	5.4.2.2							
81	5.4.2.3							
	<b>5.5</b>							
82	5.5.2.1							
	<b>5.6</b>							
83	5.6.2.1							
	<b>5.7</b>							
84	5.7.2.1							
85	5.7.2.2							
	<b>5.8</b>							
86	5.8.2.1							
87	5.8.2.2							
88	5.8.2.3							
89	5.8.2.4							
90	5.8.2.5							
91	5.8.2.6							
92	5.8.2.7							
<b>F</b>	<b>6.0</b>							
	<b>6.1</b>							
93	6.1.2.1							
94	6.1.2.2							
95	6.1.2.3							
96	6.1.2.4							
97	6.1.2.5							
<b>G</b>	<b>7.0</b>							
	<b>7.1</b>							

98	7.1.2.1							
99	7.1.2.2							
100	7.1.2.3							
<b>H</b>	<b>8.0</b>							
	<b>8.1</b>							
101	8.1.2.1							
102	8.1.2.2							
103	8.1.2.3							
<b>I</b>	<b>9.0</b>							
	<b>9.1</b>							
104	9.1.2.1							
105	9.1.2.2							
106	9.1.2.3							
107	9.1.2.4							
108	9.1.2.5							
109	9.1.2.6							
110	9.1.2.7							
111	9.1.2.8							
	TOTAL							

### iii. Citizenship Skills Analysis Matrix Class 8

S./No	Topic codes	CITIZENSHIP SKILLS				Total	%	Remark
		CS1	CS2	CS3	CS4			
<b>A</b>	<b>1.0</b>							
	<b>1.1</b>							
1	1.1.2.1							
2	1.1.2.2							
3	1.1.2.3							
4	1.1.2.4							
	<b>1.2</b>							
5	1.2.2.1							
	<b>1.3</b>							
6	1.3.2.1							
7	1.3.2.2							
8	1.3.2.3							
9	1.3.2.4							
	<b>1.4</b>							
10	1.4.2.1							
11	1.4.2.2							
12	1.4.2.3							
<b>B</b>	<b>2.0</b>							
	<b>2.1</b>							
13	2.1.2.1							
14	2.1.2.2							
15	2.1.2.3							

	<b>2.2</b>							
16	2.2.2.1							
17	2.2.2.2							
18	2.2.2.3							
	<b>2.3</b>							
19	2.3.2.1							
20	2.3.2.2							
21	2.3.2.3							
22	2.3.2.4							
23	2.3.2.5							
24	2.3.2.6							
	<b>2.4</b>							
25	2.4.2.1							
26	2.4.2.2							
<b>C</b>	<b>3.0</b>							
	<b>3.1</b>							
27	3.1.2.1							
28	3.1.2.2							
29	3.1.2.3							
	<b>3.2</b>							
30	3.2.2.1							
31	3.2.2.2							
<b>D</b>	<b>4.0</b>							
	<b>4.1</b>							
32	4.1.2.1							
33	4.1.2.2							
34	4.1.2.3							
35	4.1.2.4							
36	4.1.2.5							
37	4.1.2.6							
38	4.1.2.7							
39	4.1.2.8							
40	4.1.2.9							
41	4.1.2.10							
42	4.1.2.11							
43	4.1.2.12							
44	4.1.2.13							
45	4.1.2.14							
46	4.1.2.15							
47	4.1.2.16							
48	4.1.2.17							
49	4.1.2.18							
	<b>4.2</b>							
50	4.2.2.1							
51	4.2.2.2							
52	4.2.2.3							
53	4.2.2.4							
54	4.2.2.5							

	<b>4.3</b>							
55	4.3.2.1							
56	4.3.2.2							
57	4.3.2.3							
58	4.3.2.4							
	<b>4.4</b>							
59	4.4.2.1							
	<b>4.5</b>							
60	4.5.2.1							
61	4.5.2.2							
62	4.5.2.3							
63	4.5.2.4							
64	4.5.2.5							
65	4.5.2.6							
66	4.5.2.7							
67	4.5.2.8							
	<b>4.6</b>							
68	4.6.2.1							
69	4.6.2.2							
70	4.6.2.3							
71	4.6.2.4							
	<b>4.7</b>							
72	4.7.2.1							
73	4.7.2.2							
74	4.7.2.3							
75	4.7.2.4							
	<b>4.8</b>							
76	4.8.2.1							
77	4.8.2.2							
78	4.8.2.3							
79	4.8.2.4							
80	4.8.2.5							
81	4.8.2.6							
82	4.8.2.7							
83	4.8.2.8							
	<b>4.9</b>							
84	4.9.2.1							
85	4.9.2.2							
86	4.9.2.3							
87	4.9.2.4							
88	4.9.2.5							
89	4.9.2.6							
<b>E</b>	<b>5.0</b>							
	<b>5.1</b>							
90	5.1.2.1							
91	5.1.2.2							
92	5.1.2.3							
	<b>5.2</b>							

93	5.2.2.1							
94	5.2.2.2							
	<b>5.3</b>							
5	5.3.2.1							
96	5.3.2.2							
97	5.3.2.3							
98	5.3.2.4							
	<b>5.4</b>							
99	5.4.2.1							
	<b>5.5</b>							
100	5.5.2.1							
101	5.5.2.2							
	<b>5.6</b>							
102	5.6.2.1							
	<b>5.7</b>							
103	5.7.2.1							
104	5.7.2.2							
105	5.7.2.3							
106	5.7.2.4							
<b>F</b>	<b>6.0</b>							
	<b>6.1</b>							
107	6.1.2.1							
108	6.1.2.2							
<b>G</b>	<b>7.0</b>							
	<b>7.1</b>							
109	7.2.1							
110	7.2.2							
111	7.2.3							
112	7.2.4							
<b>H</b>	<b>8.0</b>							
	<b>8.1</b>							
113	8.2.1							
114	8.2.2							
115	8.2.3							
116	8.2.4							
<b>I</b>	<b>9.0</b>							
	<b>9.1</b>							
117	9.2.2.1							
118	9.2.2.2							
119	9.2.2.3							
120	9.2.2.4							
121	9.2.2.5							
122	9.2.2.6							
123	9.2.2.7							
124	9.2.2.8							
125	9.2.2.9							
126	9.2.2.10							
	<b>TOTAL</b>							

## **APPENDIX C: UPPER CLASSES SOCIAL STUDIES PRIMARY SYLLABUS**

### **STANDARD SIX**

#### **THEME: LIVING TOGETHER IN EAST AFRICA**

#### **1.0 PHYSICAL ENVIRONMENT**

##### **1.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) Name the countries of Eastern Africa
- b) State the position and size of each of the countries of Eastern Africa
- c) Define longitude and latitude
- d) Use lines of longitude and latitude to locate places
- e) Interpret a map

##### **1.1.2 Content**

1.1.2.1 Countries of Eastern Africa

1.1.2.2 Position and sizes of the countries of Eastern Africa

1.1.2.3 Definition of longitude and latitude

1.1.2.4 Use of longitudes and latitudes to locate places

1.1.2.5 Map interpretation

1.1.2.6 Lines of longitude and latitude

##### **1.2 Physical Features**

##### **1.2.1 Specific objectives**

By the end of this topic, the learner should be able to:

- a) Identify major physical features in Eastern Africa
- b) Describe the relief regions of Eastern Africa
- c) Describe the formation of major physical features

##### **1.2.2 Content**

1.2.2.1 Major physical features in Eastern Africa

1.2.2.2 Relief regions of Eastern Africa

1.2.2.3 Formation of major physical features

- Mountains(block)
- Volcano
- Rift Valleys
- Lakes

##### **1.3 Climate**

##### **1.3.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) Identify some weather measuring instruments
- b) Construct a wind vane using local available materials
- c) State factors influencing climate
- d) Describe the characteristics of climatic regions of Eastern Africa

##### **1.3.2 Content**

1.3.2.1 Weather instruments

- Barometer
- Anemometer

1.3.2.2 Construction of wind vane

1.3.2.3 Factors influencing climate

1.3.2.4 Characteristics of climatic regions of Eastern Africa

##### **1.4 Vegetation**

##### **1.4.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) Identify the types of vegetation in Eastern Africa
- b) Describe the types of vegetation in Eastern Africa
- c) State the factors influencing vegetation distribution in Eastern Africa

##### **1.4.2 Content**

- 1.4.2.1 Types of vegetation
- 1.4.2.2 Describe the types of vegetation in Eastern Africa
- 1.4.2.3 Factors influencing vegetation distribution in Eastern Africa

## **2.0 PEOPLE AND POPULATION**

### **2.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) Classify the communities of Eastern Africa according to language groups
- b) Trace the origin and migration routes of the main language groups
- c) State the reasons for migration
- d) Identify places where the language groups settled
- e) Explain the effects of migrations and settlement
- f) Describe the distribution of population in Eastern Africa
- g) Explain the factors influencing population distribution

### **2.2 Content**

- 2.2.1 Classification on communities in Eastern Africa into main language groups
- 2.2.2 Origin of migration of main language groups in Eastern Africa
- 2.2.3 Reasons for migration of main language groups in Eastern Africa
- 2.2.4 Settlement of migration and settlement
- 2.2.6 Population distribution in Eastern Africa
- 2.2.7 Factors influencing population distribution in Eastern Africa

## **3.0 SOCIAL RELATIONS AND CULTURAL ACTIVITIES**

### **3.1 The Family**

#### **3.1.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) State the types of families
- b) Identify needs of family members
- c) State the responsibilities of family members

#### **3.1.2 Content**

- 3.1.2.1 Types of families
- 3.1.2.2 Needs of family members- Basic and secondary needs
- 3.1.2.3 Responsibilities of family members

### **3.2 The School**

#### **3.2.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) Explain the meaning of the school motto
- b) Describe the school routine
- c) State the importance of school routine
- d) Appreciate the importance of the school routine

#### **3.2.2 Content**

- 3.2.2.1 Meaning of the school motto
- 3.2.2.2 School routine
- 3.2.2.3 Importance of the school routine

### **3.3 The Clan System**

#### **3.3.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) Explain how a clan is formed
- b) State the functions of clans

#### **3.3.2 Content**

- 3.3.2.1 Formations of clans
- 3.3.2.2 Functions of clans

## **4.0 RESOURCES AND ECONOMIC ACTIVITIES**

### **4.1 Agriculture**

#### **4.1.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) State the conditions that favour the growth of cash crops in Eastern Africa
- b) Identify the areas where the cash crops are grown
- c) Identify areas where the cash crops are grown
- d) Identify areas where beef farming is practised in Kenya and Tanzania
- e) State the contribution of beef farming to the economy of Kenya and Tanzania
- f) State the problems facing beef farming in Kenya and Tanzania

#### **4.1.2 Content**

4.1.2.1 Conditions that favour cash crop farming in Eastern Africa

- Coffee growing in Kenya and Ethiopia
- Maize growing in Kenya and Tanzania
- Banana growing in Kenya and Uganda
- Sisal growing in Kenya and Tanzania
- Sugarcane growing in Kenya and Sudan

4.1.2.2 Contribution of cash crop farming to the economy

4.1.2.3 Areas where beef farming is practiced in Kenya and Tanzania

4.1.2.4 Contribution of beef farming to the economy of Kenya and Tanzania

4.1.2.5 Problems facing beef farming in Kenya and Tanzania

### **4.2 Fishing**

#### **4.2.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) Identify the inland fishing areas in Kenya, Uganda and Tanzania
- b) Identify main sea fishing grounds
- c) Identify types of fish caught
- d) State the problems facing inland fishing in Kenya and Tanzania
- e) Explain the problems facing sea fishing in Kenya and Tanzania

#### **4.2.2 Content**

4.2.2.1 Inland fishing areas in Kenya, Uganda and Tanzania

4.2.2.2 Sea fishing grounds in Kenya and Tanzania

4.2.2.3 Types of fish caught

4.2.2.4 Problems facing inland fishing in Kenya and Tanzania

4.2.2.5 Problems facing sea fishing in Kenya and Tanzania

### **4.3 Trade**

#### **4.3.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) State the forms of trade in eastern Africa
- b) Identify imports and exports of the countries of eastern Africa
- c) Identify factors influencing trade in Eastern Africa
- d) State the benefits of trade in Eastern Africa
- e) State the problems facing trade in Eastern Africa

#### **4.3.2 Content**

4.3.2.1 Forms of trade in Eastern Africa

4.3.2.2 Imports and exports of countries in Eastern Africa

4.3.2.3 Factors influencing trade in eastern Africa

4.3.2.4 Benefits of trade in Eastern Africa

4.3.2.5 Problems facing trade in Eastern Africa

### **4.4 Transport and Communication**

#### **4.4.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) List forms of transport used in Eastern Africa
- b) State the problems faced in transport in Eastern Africa

- c) List the various means of communication in Eastern Africa
- d) State the problems facing communication in Eastern Africa
- e) State the benefits of improved transport and communication systems in Eastern Africa

#### **4.4.2 Content**

- 4.4.2.1 Forms of transport used in Eastern Africa
- 4.4.2.2 Problems faced in transport in Eastern Africa
- 4.4.2.3 Means of communication in Eastern Africa
- 4.4.2.4 Problems facing communication in Eastern Africa
- 4.4.2.5 Benefits of improved transport and communication systems in Eastern Africa

#### **4.5 Industries**

##### **4.5.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) Identify major industries found in Eastern Africa
- b) State the importance of industries in Eastern Africa
- c) State the problems facing industries in Eastern Africa
- d) Explain the impact of industries on the environment

##### **4.5.2 Content**

- 4.5.2.1 Major industries in Eastern Africa
- 4.5.2.2 Importance of industries in Eastern Africa
- 4.5.2.3 Problems facing industries in Eastern Africa
- 4.5.2.4 Impact of industries on the environment

#### **4.6 Wildlife and Tourism**

##### **4.6.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) Locate major game parks and game reserves in Eastern Africa
- b) State the meaning of wildlife conservation
- c) Discuss wildlife conservation measures
- d) Identify the main tourist attractions in Eastern Africa
- e) State the benefits of tourism
- f) State the problems facing tourism

##### **4.6.2 Contents**

- 4.6.2.1 Major game parks and game reserves in Eastern Africa
- 4.6.2.2 Meaning of wildlife conservation
- 4.6.2.3 Wildlife conservation measures
- 4.6.2.4 Main tourist attractions in Eastern Africa
- 4.6.2.5 Benefits of tourism
- 4.6.2.6 Problems facing tourism

#### **4.7 Urbanization**

##### **4.7.1 Specific objectives**

By the end of this topic the learner should be able to:

- a) Locate the towns in Eastern Africa
- b) State the functions of towns in Eastern Africa
- c) State the problems facing urban centres
- d) Identify the efforts being made to solve problems in urban centres
- e) Appreciate efforts being made to solve problems in urban centres

##### **4.7.2 Content**

4.7.2.1 Location of selected towns

- Mombasa
- Kampala
- Jinja
- Dar-es-salaam
- Dodoma
- Arusha
- Addis Ababa

- 4.7.2.2 Functions of the selected towns in Eastern Africa
- 4.7.2.3 Problems facing urban centres
- 4.7.2.4 Efforts being made to solve problems in urban centres

## **5.0 POLITICAL DEVELOPMENT AND SYSTEMS**

### **5.1 Traditional forms of government**

#### **5.1.1 Specific objectives**

By the end of this topic, the learner should be able to:

- a) Describe the traditional forms of government in Eastern Africa
- b) Discuss the role of traditional forms of government in society

#### **5.1.2 Content**

##### 5.1.2.1 Traditional forms of government

- The Buganda
- The Nyamwezi

##### 5.1.2.2 The role of traditional governments in society

### **5.2 Early Visitors to Eastern Africa**

By the end of this topic, the learner should be able to:

- a) Identify the early visitors to Eastern Africa
- b) Identify the reasons for the coming of early visitors to Eastern Africa
- c) State the results of the coming of the early visitors to Eastern Africa

#### **5.2.1 Content**

##### 5.2.1.1 Early visitors to Eastern Africa

- Explorers
  - ✓ John Speke
  - ✓ H.M.Stanley
  - ✓ Vasco da Gama
- Traders
  - ✓ Seyyid Said
  - ✓ William Mackinnon
  - ✓ Carl Peters
- Missionaries
  - ✓ Dr. Ludwig Kraf
  - ✓ Johannes Rebman
  - ✓ Dr. David Livingstone

##### 5.2.1.2 Reasons for the coming of early visitors

##### 5.2.1.3 Results of the coming of early visitors

### **5.3 Establishment of Colonial Rule**

#### **5.3.1 Specific objectives**

By the end of this topic, the learner should be able to

- a) Describe the scramble for and partition if Eastern Africa
- b) State the reasons for the scramble for colonies in Eastern Africa
- c) Describe the establishment of Colonial rule in Eastern Africa

#### **5.3.2 Content**

##### 5.3.2.1 Scramble for and partition of Eastern Africa

##### 5.3.2.2 Reasons for the scramble

##### 5.3.2.3 Establishment of Colonial rule

### **5.4 Colonial Systems of Administration**

#### **5.4.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) Describe the British Colonial Administration in Kenya
- b) Describe the German Colonial Administration in Tanganyika
- c) State the Effects of Colonial rule in Eastern Africa

#### **5.4.2 Content**

##### 5.4.2.1 The British colonial administration in Kenya

##### 5.4.2.2 The German colonial administration in Tanganyika

5.4.2.3 The German colonial rule in eastern Africa

## **5.5 African Response to Colonial Rule**

### **5.5.1 Specific objectives**

By the end of this topic, the learner should be able to:

- a) Describe Africa response to colonial rule
- b) Appreciate African response to colonial rule

### **5.5.2 Content**

5.5.2.1 African response to colonial rule

- Resistance
  - ✓ KabakaMwanga
  - ✓ Hehe rebellion
  
- Collaboration
  - ✓ KabakaMutesa 1
  - ✓ LaibonLenana

## **5.6 Struggles for Independence in Tanganyika**

### **5.6.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) Describe the struggle for independence in Tanganyika
- b) Appreciate the efforts made in the struggle for independence in Tanganyika

### **5.6.2 Content**

5.6.2.1 Struggle for independence in Tanganyika

## **5.7 Contribution of Prominent Leaders**

### **5.7.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) Describe the contributions of some prominent leaders in Eastern Africa
- b) Appreciate the contributions made by the leaders

### **5.7.2 Content**

5.7.2.1 Contribution of prominent leaders in Eastern Africa

- Haile Sellasie
- Julius Nyerere

## **5.8 Regional Co-operation**

### **5.8.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) Describe the formation of different regional organizations
- b) Identify the objectives of the regional organizations
- c) Identify the member countries of the regional organizations
- d) State the problems facing the regional organizations

### **5.8.2 Content**

5.8.2.1 Regional organizations

- East African Community(EAC)
- Inter-governmental Authority on Development(IGAD)

5.8.2.2 Objectives of regional organizations

5.8.2.3 Member countries of regional organizations

5.8.2.4 Problems facing the regional organizations

## **6.0 CITIZENSHIP**

### **6.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) Define the term patriotism
- b) State ways in which a citizen can demonstrate patriotism
- c) Describe the philosophy of African Socialism
- d) State the importance of African Socialism
- e) Appreciate the importance of African Socialism

## **6.2 Content**

- 6.2.1 Meaning of patriotism
- 6.2.2 Ways of demonstrating patriotism
- 6.2.3 African Socialism
- 6.2.4 Importance of African Socialism

## **7.0 DEMOCRACY AND HUMAN RIGHTS**

### **7.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) State the main principles of democracy
- b) Identify types of human rights
- c) State the rights and responsibilities of persons with special needs
- d) Appreciate persons with special needs in the society

### **7.2 Content**

- 7.2.1 Main principles of democracy
- 7.2.2 Human rights
- 7.2.3 Rights and responsibilities of persons with special needs

## **8.0 LAW, PEACE AND CONFLICT RESOLUTION**

### **8.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) Identify factors that promote peace in society
- b) State factors that undermine peace
- c) State the importance of peace
- d) Appreciate the need for peace in society

### **8.2 Content**

- 8.2.1 Factors that promote peace
- 8.2.2 Factors that undermine peace
- 8.2.3 Importance of peace in the society

## **9.0 THE GOVERNMENT OF KENYA**

### **9.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) State the functions of the body in charge of elections in Kenya
- b) Outline the civic electoral process in Kenya
- c) Explain how one may lose a civic seat

### **9.2 Content**

- 9.2.1 The functions of the body in charge of elections in Kenya
- 9.2.2 The civic electoral process in Kenya
- 9.2.3 How one may lose a civic seat

## **STANDARD SEVEN**

### **THEME: LIVING TOGETHER IN AFRICA**

#### **1.0 PHYSICAL ENVIRONMENT**

##### **1.1 Location, shape and size**

###### **1.1.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) describe the position, shape and size of Africa
- b) name and locate the countries of Africa
- c) identify the major latitudes and longitudes
- d) describe rotation and revolution of the earth
- e) identify the effects of rotation of the earth on time
- f) identify the effects of revolution of the earth
- g) identify and use symbols to read and interpret maps

## **1.1.2 Content**

- 1.1.2.1 Position, shape and size of Africa
- 1.1.2.2 Countries of Africa and their location
- 1.1.2.3 Major latitudes and longitudes
- 1.1.2.4 Rotation and revolution of the earth
- 1.1.2.5 Effects of rotation of the earth on time
- 1.1.2.6 Effects of the revolution of the earth
- 1.1.2.7 Map reading and interpretation

## **1.2 Physical Features**

### **1.2.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) identify the main physical features of Africa
- b) describe the formation mountains
- c) describe the formation of lakes
- d) describe the relief regions of Africa

### **1.2.2 Content**

- 1.2.2.1 Main physical features of Africa
- 1.2.2.2 Formation of mountains
  - Fold mountains
  - Residual mountains
- 1.2.2.3 Formation of lakes
- 1.2.2.4 Relief regions of Africa

## **1.3 Climate**

### **1.3.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) explain the factors that influence climate in Africa
- b) identify the climatic regions of Africa
- c) state the characteristics of climatic regions of Africa
- d) describe the seasons experienced in Africa
- e) explain how climate influences human activities

### **1.3.2 Content**

- 1.3.2.1 Factors influencing climate in Africa
- 1.3.2.2 Climatic regions of Africa
- 1.3.2.3 Characteristics of climatic regions of Africa
- 1.3.2.4 Seasons experienced in Africa
- 1.3.2.5 Influence of climate on human activities

## **1.4 Vegetation**

### **1.4.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) identify different vegetation zones in Africa
- b) state the factors that influence the distribution of vegetation
- c) describe the characteristics of the vegetation in the different zones

### **1.4.2 Content**

- 1.4.2.1 Vegetation zones of Africa
- 1.4.2.2 Factors influencing distribution of vegetation
- 1.4.2.3 Characteristics of vegetation in different zones

## **2.0 PEOPLE AND POPULATION**

### **2.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) name the major language groups in Africa
- b) locate the areas where the language groups are found in Africa
- c) state ways through which communities interact in Africa
- d) state benefits of interaction among communities in Africa
- e) list factors influencing population distribution in Africa
- f) identify the densely and sparsely populated areas in Africa

## **2.2 Content**

- 2.2.1 Major language groups in Africa
- 2.2.2 Areas where the language groups are found in Africa
- 2.2.3 Interaction among communities in Africa
- 2.2.4 Factors influencing population distribution
- 2.2.5 Densely and sparsely populated areas in Africa

## **3.0 SOCIAL RELATIONS AND CULTURAL ACTIVITIES**

### **3.1 The Family**

#### **3.1.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) define the term marriage
- b) state the importance of the institution of marriage
- c) appreciate the importance of the institution of marriage

#### **3.1.2 Content**

- 3.1.2.1 The meaning of marriage
- 3.1.2.2 Importance of the institution of marriage

### **3.2 The School**

#### **3.2.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) describe the school administration
- b) state the importance of school administration
- c) state the role of the school in community development
- d) state the contribution of the community in school development
- e) appreciate the school community relations

#### **3.2.2 Content**

- 3.2.2.1 School Administration
- 3.2.2.2 The importance of school administration
- 3.2.2.3 The role of the school community in school development
- 3.2.2.4 Contribution of the community in school development

## **4.0 RESOURCES AND ECONOMIC ACTIVITIES**

### **4.1 Agriculture**

#### **4.1.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) state the conditions necessary for the growth of selected cash crops in Africa
- b) locate areas where the cash crops are grown in Africa
- c) explain the importance of the crops to the economy of Africa
  - d) state the conditions favoring pastoral farming in Africa
  - e) state the benefits of pastoral farming in Africa
  - f) state the problems facing pastoral farming in Africa
- g) identify the developments in pastoral farming areas in Africa

#### **4.1.2 Content**

- 4.1.2.1 Conditions favoring cash crop farming in Africa
  - Cocoa in Ghana
  - Cloves in Tanzania

- Pyrethrum in Kenya
- 4.1.2.2 Areas where selected crops are grown
- 4.1.2.3 Importance of the crops to the economy
- 4.1.2.4 Conditions favoring pastoral farming in Africa
  - The Maasai
  - The Fulani
  - The Tswana
- 4.1.2.5 Benefits of pastoral farming
- 4.1.2.6 Problems facing pastoral farming in Africa
- 4.1.2.7 Developments in pastoral farming areas in Africa

## **4.2 Multi-Purpose River Project**

### **4.2.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) identify the location of multi-purpose river projects in Africa
- b) state the reasons for establishment of multi-purpose river projects
- c) state the benefits of multi-purpose river projects in Africa
- d) state the problems facing multi-purpose river projects in Africa
- e) appreciate the contribution of multi-purpose river projects to the economies of African countries

### **4.2.2 Content**

4.2.2.1 Location of selected multi-purpose river projects in Africa

- River Tana Projects
- Aswan High Dam
- Volta River Scheme
- Kariba Dam

4.2.2.2 Reasons for the establishment of multi-purpose river projects in Africa

4.2.2.3 Benefits of multi-purpose river projects in Africa

4.2.2.4 Problems facing multi-purpose river projects in Africa

## **4.3 Forestry**

### **4.3.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) locate the major forests in Africa
- b) state the importance of forests to the economy of the Democratic Republic of Congo and Swaziland
- c) identify problems facing forestry in The Democratic Republic of Congo and Swaziland

### **4.3.2 Content**

4.3.2.1 Location of major forests in Africa

4.3.2.2 Importance of forests to the economy of The Democratic Republic of Congo and Swaziland

4.3.2.3 Problems facing forestry in The Democratic Republic of Congo and Swaziland

## **4.4 Mining**

### **4.4.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) describe how minerals are extracted
- b) list the uses of minerals
- c) state the contribution of the minerals to the economies of African countries
- d) state the problems associated with mining
- e) state the effects of mining on the environment

#### **4.4.2 Content**

##### 4.2.1 Extraction of selected minerals mined in Africa

- Petroleum in Nigeria
- Copper in Zambia
- Gold in south Africa
- Soda ash in Kenya

##### 4.4.2.2 Uses of the selected minerals

##### 4.4.2.3 Contribution of minerals to the economies of African countries

##### 4.4.2.4 Problems associated with mining in Africa

##### 4.4.2.5 Effects of mining on the environment

#### **4.5 Industrial Development**

##### **4.5.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) identify the factors favouring industrial development in Kenya and South Africa
- b) state the contribution of industries to the economies of Kenya and South Africa
- c) state the problems experienced in Kenya and South Africa due to industrial development

##### **4.5.2 Content**

##### 4.5.2.1 Factors favouring industrial development in Kenya and South Africa

##### 4.5.2.2 Contribution of industries to the economies of Kenya and South Africa

##### 4.5.2.3 Problems experienced due to industrial development in Kenya and South Africa

#### **4.6 FISHING**

##### **4.6.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) identify the main inland and sea fishing grounds in Africa
- b) describe the methods used in large scale fishing in Africa
- c) state the contribution of fishing to the economy of Africa
- d) appreciate the contribution of fishing to the economy of Africa
- e) state the problems facing the fishing industry in Africa

##### **4.6.2 Content**

##### 4.6.2.1 Main inland and sea fishing grounds in Africa

##### 4.6.2.2 Methods of Fishing

##### 4.6.2.2 Contribution of fishing to the economy of Africa

##### 4.6.2.4 Problems facing the fishing industry in Africa

#### **4.7 Trade**

##### **4.7.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) identify some regional trade organizations in Africa
- b) describe the formation of the regional organizations
- c) name the member states of the regional organizations
- d) state the objectives of the regional organizations
- e) state the benefits of regional trade to Africa
- f) state the problems facing regional trade in Africa

##### **4.7.2 Content**

##### 4.7.2.1 Regional trade organizations in Africa

- Common Market for Eastern and Southern Africa (COMESA)
- South Africa Development Community (SADC)
- Economic Community of West African States (ECOWAS)

##### 4.7.2.2 Formation of the regional trade organizations in Africa

##### 4.7.2.3 Member states of the regional trade organizations

4.7.2.4 Objectives of the regional organizations

4.7.2.5 Benefits of regional trade in Africa

4.7.2.6 Problems facing regional trade in Africa

## **4.8 Transport and Communication**

### **4.8.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) describe the major transport networks in Africa
- b) explain the advantages and disadvantages of the different forms of transport
- c) state the current developments in communication systems in Africa

### **4.8.2 Content**

4.8.2.1 Major transport networks in Africa

4.8.2.2 Advantages and disadvantages of different forms of Transport

4.8.2.3 Current developments in communication systems in Africa

## **4.9 Tourism**

### **4.9.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) identify the main tourist attractions in Africa
- b) list the main tourist destinations in Africa
- c) state the contribution of tourism to the economies of African countries
- d) state the challenges facing tourism in Africa
- e) state possible solutions to the challenges facing tourism in Africa

### **4.9.2 Content**

4.9.2.1 Main tourist attractions in Africa

4.9.2.2 Main tourist destinations in Africa

- South Africa
- Egypt
- Zimbabwe
- Kenya
- Mauritius
- Morocco

4.9.2.3 Contribution of tourism to the economies of the African countries

4.9.2.4 Challenges facing tourism in Africa

4.9.2.5 Possible solutions to challenges facing tourism in Africa

## **4.10 Urbanisation**

### **4.10.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) locate the capital cities of countries of Africa
- b) explain reasons for the rapid growth of towns in Africa

### **4.10.2 Content**

4.10.2.1 Location of capital cities of countries of Africa

4.10.2.2 Reasons for the rapid growth of towns in Africa

## **5.0 POLITICAL DEVELOPMENT AND SYSTEMS**

### **5.1 Traditional Forms of Government**

#### **5.1.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) describe the political, social and economic organization of the Khoisan

- b) describe the political, social and economic organization of the kingdom of Old Ghana

### **5.1.2 Content**

Political, social and economic organization of

- The Khoikhoi
- The San

Political, social and economic organization of the kingdom of Old Ghana

## **5.2 Scramble for and Partition of Africa**

### **5.2.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) state reasons for the scramble for colonies in Africa
- b) Describe the partition of Africa

### **5.2.2 Content**

5.2.2.1 Reasons for the scramble for colonies

5.2.2.2 The partition of Africa

## **5.3 African Response to the Scramble and Partition**

### **5.3.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) describe the African response to the partition of Africa
- b) appreciate the response of Africans to the partition

### **5.3.2 Content**

5.3.2.1 African response to the scramble and partition

- Resistance
  - SamoryToure
- Collaboration
  - Lewanika

## **5.4 Colonial Administration in Africa**

### **5.4.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) identify some systems of colonial administration in Africa
- b) describe colonial systems of administration in Africa
- c) state the effects of colonial rule in Africa

### **5.4.2 Content**

5.4.2.1 Systems of colonial administration in Africa

- Direct
- Indirect
- Assimilation

5.4.2.2 Colonial systems of administration

- The Belgians in Congo
- The French in Senegal
- The Portuguese in Mozambique
- The British in Northern Nigeria

5.4.2.3 Effects of colonial rule in Africa

## **5.5 Struggle for Independence**

### **5.5.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) describe the struggle for independence in Ghana and Zimbabwe
- b) appreciate the efforts made in the struggle for independence

## **5.5.2 Content**

5.5.2.1 Struggle for independence in:

- Ghana
- Zimbabwe

## **5.6 Contributions of Prominent African Leaders**

### **5.6.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) describe the contributions of some prominent African leaders to the struggle for independence
- b) appreciate the contributions of the African leaders to the struggle for independence

### **5.6.2.1 Content**

5.6.2.1 Contribution of prominent African leaders

- Nelson Mandela
- Gamal Abdel Nasser
- Leopold Senghor

## **5.7 Present Systems of Government in Kenya and Swaziland**

### **5.7.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) Describe the present system of government in Swaziland
- b) State the similarities and differences in the systems of government in Kenya and Swaziland

### **5.7.2 Content**

5.7.2.1 The system of government in Swaziland

5.7.2.2 Similarities and differences in the systems of government in Kenya and Swaziland

## **5.8 Organization of African Unity (OAU), African Union (AU)**

### **5.8.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) describe the formation of the OAU
- b) list the members of the OAU
- c) state the functions of the OAU
- d) outline the achievements of the OAU
- e) identify problems that faced the OAU
- f) explain why African countries formed the AU
- g) state the objectives of the AU

### **5.8.2 Content**

5.8.2.1 Formation of OAU

5.8.2.2 Members of OAU

5.8.2.3 Functions of OAU

5.8.2.4 Achievements of OAU

5.8.2.5 Problems that faced OAU

5.8.2.6 Formation of AU

5.8.2.7 The objectives of AU

## **6.0 CITIZENSHIP**

### **6.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) name the commonly abused drugs
- b) state the effects of drugs and substance abuse in the society
- c) state possible ways of curbing drugs and substance abuse

- d) state ways of ensuring the inclusion of persons with special needs in the society
- e) identify ways in which citizens can demonstrate collective responsibility for the benefit of society

## **6.2 Content**

- 6.2.1 Commonly abused drugs
- 6.2.2 Effects of drugs and substance abuse
- 6.2.3 Ways of curbing drugs and substance abuse
- 6.2.4 Inclusion of persons with special needs in society
  - Building positive attitudes
  - Creating friendly environments
  - Providing equal opportunities
- 6.2.5 Collective responsibility

## **7.0 DEMOCRACY AND HUMAN RIGHTS**

### **7.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) State the benefits of democracy to the society
- b) Identify ways in which human rights are abused
- c) State the importance of respecting human rights
- d) Appreciate the need to respect human rights

### **7.2 Content**

- 7.1.2 Benefits of democracy
- 7.1.3 Abuse of human rights
- 7.2.3 Importance of respecting human rights

## **8.0 LAW, PEACE AND CONFLICT RESOLUTION**

### **8.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) State causes of conflict in society
- b) State ways of resolving conflicts
- c) Demonstrate ability and willingness to resolve disputes in and out of school

### **8.2 Content**

- 8.2.1 Causes of conflicts
- 8.2.2 ways of resolving conflicts

## **9.0 THE GOVERNMENT**

### **9.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) define the term "constitution"
- b) state the elements of the Kenya Constitution
- c) discuss the importance of the Kenya Constitution
- d) explain the Parliamentary electoral process in Kenya
- e) explain how one may lose a parliamentary seat
- f) identify the role of a citizen in the electoral process
- g) state the importance of participating in elections
- h) identify the responsibilities of the government to its citizens
- i) appreciate the responsibilities of the government to Its citizens

### **9.2 Content**

- 9.2.1 Meaning of Constitution
- 9.2.2 The Kenya Constitution
- 9.2.3 Importance of Kenya Constitution
- 9.2.4 Parliamentary electoral process in Kenya

- 9.2.5 How one may lose a parliamentary seat
- 9.2.6 Role of a citizen in the electoral process
- 9.2.7 Importance of participating in elections
- 9.2.8 Responsibility of government to its citizens

## **STANDARD EIGHT**

### **THEME: LIVING TOGETHER IN KENYA AND THE WORLD**

#### **1.0 PHYSICAL ENVIRONMENT**

##### **1.1 Map Reading and Interpretation**

###### **1.1.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) identify and use symbols to read and interpret a map
- b) describe direction of places using compass points
- c) measure distance on maps accurately
- d) calculate area on maps

###### **1.1.2 Content**

- 1.1.2.1 Use of symbols to read and interpret a map
- 1.1.2.2 Direction of places using compass points
- 1.1.2.3 Measuring distance on a map
- 1.1.2.4 Calculation of area on a map

##### **1.2 Physical Features**

###### **1.2.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) explain effects of physical features on human activities
- b) appreciate the effect of physical features on human activities

###### **1.2.2 Content**

- 1.2.2.1 Effect of physical features on human activities

##### **1.3 Climate**

###### **1.3.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) describe the traditional methods of observing weather
- b) observe, measure and record weather elements
- c) state factors that influence climate change
- d) explain the impact of climate change on human activities

###### **1.3.2 Content**

- 1.3.2.1 Traditional methods of observing weather
- 1.3.2.2 Observation, Measurement and recording elements of weather
  - Temperature
  - Rainfall
  - Wind
  - Humidity
  - Atmospheric pressure
- 1.3.2.3 Factors influencing climate change
- 1.3.2.4 Impact of climate change on human activities

##### **1.4 Soil**

###### **1.4.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) state the causes of soil erosion in Kenya
- b) state the effects of soil erosion on human activities in Kenya
- c) describe soil conservation measures in Kenya

### **1.4.2 Content**

1.4.2.1 Causes of soil erosion

1.4.2.1 Effects of soil erosion on human activities

1.4.2.3 Soil conservation

## **2.0 PEOPLE AND POPULATION**

### **2.1 Human Origin**

#### **2.1.1 Specific Objectives**

By the end of this topic the learner should be able to;

- a) state the theories of human origin
- b) identify the stages through which humans evolved during Stone Age period
- c) name and locate the pre-historic sites in Eastern Africa

#### **2.1.2 Content**

2.1.2 Theories of human origin

- Mythical
- Creation
- Evolution

2.1.1.1 Stages of human evolution from the Stone Age period

- Homo Habilis
- Homo Erectus
- Home Sapiens

2.1.2.1 Pre-historic sites in Eastern Africa and their location

### **2.2 Types of Migration**

#### **2.2.1 Specific Objectives**

By the end of this topic the learner should be able to:

- a) describe the different types of migration
- b) state the reasons for the different types of migration
- c) state effects of the migration

#### **2.2.2 Content**

2.2.2. Types of migration

- Rural - urban migration
- Urban – rural migration
- Rural - rural migration
- Urban – urban migration

2.2.2.2 Reasons for migrations

2.2.2.3 Effects of migration

### **2.3 Population Growth**

#### **2.3.1 Specific Objectives**

By the end of this topic, the learner should be able to

- a) Explain factors that lead to slow population growth
- b) State problems that result from slow population growth
- c) Explain factors that lead to rapid population growth
- d) State problems that result from rapid population growth
- e) State the effects of HIV and AIDS on population growth
- f) Explain ways of managing population growth

### **2.3.2 Contents**

- 2.3.2.1 Factors that lead to slow population growth
- 2.3.2.2 Problems that result from slow population growth
- 2.3.2.3 Factors that lead to rapid population growth
- 2.3.2.4 Problems that result from rapid population growth
- 2.3.2.5 Effects of HIV and AIDS on population growth
- 2.3.2.6 Ways of managing population growth

## **2.4 Population Structure of Kenya**

### **2.4.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) Describe the population structure of Kenya
- b) Compare the population structure of Kenya to those of India and Germany

### **2.4.2 Content**

- 2.4.2.1 The population structure of Kenya
- 2.4.2.2 Comparison of the population structure of Kenya to those of Germany and India

## **3.0 SOCIAL REALTIONS AND CULTURAL ACTIVITIES**

### **3.1 The Family**

#### **3.1.1 Specific Objectives**

By the end of this topic the learner should be able to:

- a) Identify different marriage systems
- b) Appreciate the marriage systems
- c) State the rights and responsibilities of spouses in marriage
- d) Identify different systems of successions and inheritance of family wealth

#### **3.2.1 Content**

- 3.1.2.1 Marriage systems
- 3.1.2.2 Rights and responsibilities of spouses in a marriage
- 3.1.2.3 Succession and inheritance of family wealth

### **3.2 The School**

#### **3.2.1 Specific Objective**

By the end of this topic, the learner should be able to:

- a) State the role of the School Management Committee
- b) State the role pupils in school management

#### **3.2.2 Content**

- 3.2.2.1 The role of the School Management Committee
- 3.2.2.2 The role of the pupils in school management

## **4.0 Agriculture**

### **4.1.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) identify the areas where European settler farming was practiced in Kenya
- b) describe the European settler farming in Kenya
- c) explain the effects of European settler farming in Kenya
- d) identify the settlement schemes in Kenya
- e) state the reasons for establishment of settlement schemes in Kenya
- f) state the benefits of settlement schemes to Kenya
- g) state the problems facing settlement schemes in Kenya
- h) name the crops grown in the irrigation schemes in Kenya
- i) describe the methods of irrigation used in irrigation farming

- j) state the contribution of the irrigation schemes to the economy
- k) explain problems facing irrigation farming in Kenya
- l) explain the meaning of the term horticulture
- m) identify the crops grown in horticultural farming
- n) state the contribution of horticultural farming to the economy of Kenya
- o) state the problems facing horticultural farming in Kenya
- p) compare horticultural farming in Kenya and the Netherlands
- q) identify fish farming areas in Kenya
- r) compare fish farming in Kenya and Japan

#### **4.2 Content**

- 4.1.2.1 Areas where European Settler farming was practised in Kenya
- 4.1.2.2 European Settler farming in Kenya
- 4.1.2.3 Effects of European Settler farming in Kenya
- 4.1.2.4 Settlement schemes in Kenya
- 4.1.2.5 Reasons for the establishment of settlement schemes in Kenya
- 4.1.2.6 Benefits of settlement schemes in Kenya
- 4.1.2.7 Problems facing settlement schemes in Kenya
- 4.1.2.8 Crops grown in the selected irrigation schemes
  - MweaTabere
  - Perkerra
- 4.1.2.9 Methods of irrigation in the selected schemes
- 4.1.2.10 Contribution of irrigation schemes to the economy of Kenya
- 4.1.2.11 Problems facing irrigation farming in Kenya
- 4.1.2.12 Meaning of the term horticulture
- 4.1.2.13 Crops grown in horticultural farming
- 4.1.2.14 Contribution of horticultural farming to the economy of Kenya
- 4.1.2.15 Problems facing horticultural farming in Kenya
- 4.1.2.16 Comparison of horticultural farming in Kenya and Netherlands
- 4.1.2.17 Fish farming areas in Kenya
- 4.1.2.18 Comparison of fish farming in Kenya and Japan

#### **4.2 Mining**

##### **4.2.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) locate the distribution of the minerals in Kenya
- b) describe ways of extracting minerals
- c) state the uses of the minerals
- d) state the contribution of minerals to the economy
- e) state the effects of mining on the environment

##### **4.2.2 Content**

###### 4.2.2.1 Distribution of minerals in Kenya

- Fluorspar
- Limestone
- Diatomite
- Gemstones
- Marble
- Salt

###### 4.2.2.2 Extraction of the selected minerals

###### 4.2.2.3 Uses of the selected minerals

4.2.2.4 Contribution of minerals to economy of Kenya

4.2.2.5 Effects of mining on the environment

### **4.3 Forestry**

#### **4.3.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) identify types of forests in Kenya
- b) explain problems facing forests in Kenya
- c) state the effects of deforestation in Kenya
- d) explain how forests are conserved
- e) appreciate the need to conserve forests

#### **4.3.2 Content**

4.3.2.1 Types of forests in Kenya>

4.3.2.2 Problems facing forests

4.3.2.3 Effects of deforestation

4.3.2.4 Forest conservation measures

4.3.2.4 Forest conservation measures

4.4 Wildlife and Tourism

4.4.1 Specific Objective

By the end of this topic, the learner should be able to:

State the similarities and differences between tourist attractions in Kenya and Switzerland

#### **4.4.2 Content**

4.4.2.1 Similarities and differences between tourist attractions in Kenya and Switzerland

### **4.5 Industries**

#### **4.5.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) classify types of industries
- b) state factors influencing the location of industries
- c) state reasons for establishment of Jua Kali industries
- d) explain benefits of Jua Kali industries
- e) state problems facing the Jua Kali industries
- f) explain the contribution of industries to the economy
- g) explain problems facing industries in Kenya
- h) explain the effects of industries on the environment

#### **4.5.2 Content**

4.5.2.1 Types of industries

- Primary
- Secondary
- Service

4.5.2.2 Factors influencing the location of industries

4.5.2.3 Reasons for the establishment of Jua kali industries

4.5.2.4 Benefits of jua Kali industries

4.5.2.5 Problems facing Jua Kali industries

4.5.2.6 Contribution of industries to the economy of Kenya

4.5.2.7 Problems facing industries in Kenya

4.5.2.8 Effects of Industries on the environment

### **4.6 Urbanization**

#### **4.6.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) Locate the main towns in Kenya
- b) State the functions of the main towns in Kenya

- c) State problems facing urban centers
- d) Identify efforts made to solve problems in urban centres

#### **4.7.2 Content**

- 4.7.2.1 Location of main towns in Kenya
- 4.7.2.2 Functions of main towns in Kenya
- 4.7.2.3 Problems facing main towns in Kenya
- 4.7.2.4 Efforts in solving urban problems in Kenya

### **4.8 Transport and communication**

#### **4.8.1 Specific Objectives**

By the end of this topic the learner should be able to:

- a) Identify forms of transport
- b) State problems facing forms of transport
- c) State measures taken to cater for persons with special needs in transport
- d) Identify the major road signs
- e) Demonstrate basic First Aid procedure
- f) Identify forms of communication
- g) State measures taken to cater for persons with special needs in communication

#### **4.2.8 Content**

- 4.8.2.1 Forms of transport
- 4.8.2.2 Problems facing forms of transport
- 4.8.2.3 Catering for people with special needs in transport
- 4.8.2.4 Major road signs
- 4.8.2.5 First aid procedure
- 4.8.2.6 Forms of communication systems
- 4.8.2.7 Problems facing the communication systems in Kenya
- 4.8.2.8 Measures taken to cater for persons with special needs in communication

### **4.9 Trade**

#### **4.9.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) name exports from Kenya to other parts of the world
- b) name the imports to Kenya
- c) explain the benefits of trade to Kenya's economy
- d) identify the role of government in trade
- e) appreciate the role of government in promoting trade
- f) define the term business opportunities
- g) explain different business opportunity in Kenya

#### **4.9.2 Content**

- 4.9.2.1 Export from Kenya
- 4.9.2.2 Imports to Kenya
- 4.9.2.3 Benefits of trade to Kenya's economy
- 4.9.2.4 Role of government in promoting trade
- 4.9.2.5 Meaning of business opportunities
- 4.9.2.6 Business opportunities in Kenya

### **5.0 POLITICAL DEVELOPMENTS**

#### **5.1 Activities of Early political Associations in Kenya up to 1939**

##### **5.1.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) identify early political associations in Kenya up to 1939

- b) state reasons for the formation of early political associations in Kenya
- c) describe the role played by early political associations in Kenya
- d) appreciate the role of early political associations to Kenya's political development

### 5.1.2 Content

#### 5.1.2.1 Political Associations in Kenya

- East African Association
- Young Kikuyu Association
- Kikuyu Central Association
- Kavirondo Tax Payers Welfare Association

#### 5.1.2.1 Reasons for the formation of early political associations in Kenya

#### 5.1.2.3 The role played by early political associations in the struggle for independence in Kenya

## 5.2 The legislative council

### 5.2.1 Specific Objectives

By the end of this topic, the learner should be able to;

- a) Name African members in the legislative Council before 1960
- b) Explain the role of Legislative Council in the struggle for independence

### 5.2.2 Content

#### 5.2.1.1 African members in the Legislative Council before 1960.

#### 5.2.2.2 The role of the Legislative Council in the struggle for independence

## 5.3 Struggle for Independence

### 5.3.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) identify the effects of the Second World War on the struggle for independence in Kenya
- b) identify political organizations in Kenya between 1945-1963
- c) name founder members of political organizations in Kenya between 1945-1963
- d) explain the role of political organizations in the struggle for independence

### 5.3.2 Content

#### 5.3.2.1 Effects of the Second World War on the struggle for independence in Kenya

#### 5.3.2.2 Political Organizations in Kenya after 1945 - 1963

- Kenya African Study Union (KASU)
- Kenya African Union (KAU)
- Mau Mau Movement
- Kenya African National Union (KANU)
- Kenya African Democratic Union (KADU)

#### 5.3.2.3 Founder members of political organizations in Kenya between 1945 - 1963

#### 5.3.2.4 The role of political organizations in the struggle for independence in Kenya

## 5.4 Political developments in Kenya since 1963

### 5.4.1 Specific Objectives

By the end of this topic, the learner should be able to:

- a) State the major constitutional amendments affecting political parties in Kenya since 1963
- b) Appreciate the constitutional amendments affecting political parties in Kenya since 1963

## **5.4.2 Content**

5.4.2.1 Major Constitutional amendments affecting political parties in Kenya since 1963

- Multi-party democracy
- Single party democracy
- Coalition Government in Kenya

## **5.5 attainment of Independence**

### **5.5.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) Describe the events that led to the attainment of independence in Kenya
- b) Explain how Kenya became a republic

### **5.5.2 Content**

5.5.2.1 Events leading to attainment of independence (1960-1963)

5.5.2.2 Kenya becoming a republic

## **5.6 Contributions of Prominent Kenyans**

### **5.6.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) Describe the contributions of selected prominent leaders in Kenya
- b) Appreciate the contributions of prominent leaders to the nation

### **5.6.2 Content**

5.6.2.1 Prominent Kenyan leaders

- Mzee Jomo Kenyatta
- Jaramogi Oginga Odinga
- Daniel Arap Moi
- Wangari Maathai

## **5.7 International Co-operation**

### **5.7.1 Specific objectives**

By the end of this topic, the learner should be able to:

- a) State the reasons for the formation of the United Nations (UN)
- b) State the functions of the selected UN agencies
- c) State the reasons for the formation of Commonwealth
- d) State the functions of the Commonwealth

5.7.1.1 Reasons for the formation of the United Nations (UN)

5.7.1.2 Functions of the selected agencies of the UN

- UNICEF
- UNHRC
- UNESCO
- WHO
- FAO
- UNEP
- WFP
- World Bank

5.7.1.3 Reasons for the formation of the Commonwealth

5.7.1.4 Functions of Commonwealth

## **6.0 Citizenship**

### **6.1 Specific objectives**

By the end of this topic, the learner should be able to;

- a) State ways of becoming a Kenyan citizen
- b) Explain conditions under which one may lose Kenyan citizenship

## **6.2. Content**

6.2.1 Ways of becoming a Kenyan citizen

6.2.2 How one may lose Kenyan citizenship

## **7.0 DEMOCRACY AND HUMAN RIGHTS**

### **7.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) state the role of political parties in a democracy
- b) state the benefits of democracy
- c) state the basic human rights as contained in the Bill of Rights
- d) state the importance of the Bill of Rights
- e) appreciate the Bill of Rights

### **7.2 Content**

7.2.1 The role of political parties in a democracy

7.2.2 Benefits of democracy

7.2.3 The Bill of Rights

7.2.4 The importance of the Bill of rights

## **8.0 LA W, PEACE AND CONFLICT RESOLUTION**

### **8.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) identify symbols of national unity
- b) state factors that promote national unity
- c) explain the importance of national unity
- d) state factors that undermine national unity

### **8.2 Content**

8.2.1 Symbols of national unity

8.2.2 Factors that promote national unity

8.2.3 Importance of national unity

8.2.4 Factors that undermine national unity

## **9.0 THE GOVERNMENT OF KENYA**

### **9.1 Specific Objectives**

By the end of this topic, the learner should be able to:

- a) describe how the government is formed
- b) describe the composition and functions of the legislature
- c) describe the composition and functions of the Executive
- d) explain the composition and functions of the Judiciary
- e) list sources of government revenue in Kenya
- f) explain how the government of Kenya spends its money
- g) name types of local authorities in Kenya
- h) state functions of local authorities in Kenya
- i) identify organs of national defence in Kenya
- j) explain the role of national defence in Kenya
- k) appreciate the need for national defence

### **9.2 Content**

9.2.1 Formation of a government

9.2.2 Composition and function of the legislature

9.2.3 Composition and function of the Executive

9.2.4 Composition and function of the judiciary

9.2.5 Sources of government revenue

9.2.6 Forms of Government expenditure

9.2.7 Types of local authorities

9.2.8 Functions of local authorities

9.2.9 Organs of National defence

- Internal security
- External security

9.2.10 Role of national defence in maintaining law and order

- Kenya Police
- Armed Forces

## APPENDIX D: LETTER OF RESEARCH AUTHORIZATION



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No.

Date:

**24<sup>th</sup> January, 2014**

**NACOSTI/P/13/1402/450**

Margaret S. Kongere Onyango  
Egerton University  
P.O.Box 536-20115  
**EGERTON.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Analysis of peace education content covered through the upper primary school social studies curriculum in Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for a period ending **30<sup>th</sup> June, 2014**.

You are advised to report to **the County Commissioner and the County Director of Education, Nakuru County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COMMISSION SECRETARY**  
**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION**

Copy to:

The County Commissioner  
The County Director of Education  
Nakuru County.



## APPENDIX E: RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:**  
**MS. MARGARET S. KONGERE**  
**ONYANGO**  
**of EGERTON UNIVERSITY, 0-20115**  
**NJORO, has been permitted to conduct**  
**research in Nakuru County**  
**on the topic: ANALYSIS OF PEACE**  
**EDUCATION CONTENT COVERED**  
**THROUGH THE UPPER PRIMARY SCHOOL**  
**SOCIAL STUDIES CURRICULUM IN KENYA**  
**for the period ending:**  
**30th June, 2014**

**Permit No : NACOSTI/P/13/1402/450**  
**Date Of Issue : 24th January, 2014**  
**Fee Received :Kshs khs1000.00**



  
**Applicant's**  
**Signature**

  
**Secretary**  
**National Commission for Science,**  
**Technology & Innovation**

**CONDITIONS**

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

  
**REPUBLIC OF KENYA**  
  
**NACOSTI**  
**National Commission for Science,**  
**Technology and Innovation**

**RESEARCH CLEARANCE PERMIT**

**Serial No. A 903**  
**CONDITIONS: see back page**