Waging Peace in Schools: Contemplating the Inclusion of Peace Education in Primary and Secondary Education Curriculum Framework in Zimbabwe

Judith Mukonyora[1] and Enock Chikohora[2]
[1] *Ministry of Primary and Secondary Education*
[2] *Lecturer, Department of Peace, Leadership and Conflict Resolution, Zimbabwe Open University.*

Abstract: This study sought to provide a peace education curriculum framework for Primary and Secondary schools in Zimbabwe. A qualitative approach was adopted which involved a holistic inquiry. Phenomenological design was used which revealed how peace education is not taught in schools. A sample of 88 participants was used in this research. Participants who were purposely and conveniently chosen to participate in the study raised that introduction of peace education as a new subject would bring in challenges because of the already packed new curriculum thus integration was greatly supported for the inclusion of peace education the curriculum framework. Some participants purported that the subject was taught in schools however information retrieved from the textbooks and other participants proved that as incorrect. Lack of peace education in schools has left schools with an increase in indiscipline, misconduct and violence which needs to be curbed. Lack of appropriate and comprehensive peace education curriculum was one factor raised as militating introduction and implementation of peace education. Lack of knowledge by classroom practitioners was also one reason highly cited as a militating factor. There are no government policies that are in place to guide the introduction and implementation of peace education in schools. The study concludes that lack of peace education curriculum framework in schools has contributed in the rise of violence, indiscipline and bullying in schools and has produced a spill over of violence to the community hence the need for the Ministry of Primary and Secondary School to adopt a peace education curriculum framework suggested in the study.

Keywords: Peace, Education, Peace Education, Curriculum, conflict.

INTRODUCTION

The world nowadays is faced with various types of conflicts, which have an overwhelming impact on people's lives from childhood. Learners get involved in precarious situations that often lead to escalated conflicts with their peers. Conflicts take place in the classroom, lunchroom, library, school bus, playground, while standing in line, and any place where children gather. Education often is seen as one of the main instruments that has a positive impact on children's lives to achieve a culture of peace through processes of peace building. Peace education has become a process of promoting the knowledge, skills and principles needed to bring about behaviour changes that will facilitate children to avert conflict and violence, both overt and structural and to be able to resolve conflicts peacefully and to create the conditions conducive to peace, whether at intrapersonal, interpersonal, intergroup, national or international level.

The theoretical roots of the new educational reform seek to address different forms of violence that appears both within and outside schools (Harris 2001). Peace education in the global view is a curriculum that teaches skills, attitudes, and values necessary to end violence and injustice and thus promotes a culture of peace in schools and communities. In 1996, the International Education System Pilot Project (IESPP), launched by the International Schools Association (ISA) in

Geneva, became operational. One of the outcomes was a curriculum framework for peace education. IESPP was established with the ambitious aim of testing the feasibility of creating an international education system. The framework thus serves as a guide for teachers to plan their activities in favour of an effective programme of peace education (UNESCO 2010). Global education gives priority to active, learner-based teaching methods, peer-learning, problem solving, community participation, and conflict resolution skills. It is values-based and future-oriented.

In Africa peace education is key. Peace is the concept of harmony, lack of conflict and freedom from fear of violence. The Inter-Country Quality Node on Peace Education (ICQN-PE) was formed as a result of a Ministerial Conference hosted by the *Association for the Development of Education in Africa (*ADEA) in June 2004 for post conflict or fragile states. The conference produced a statement signed by 20 African countries. African Ministers of Education were mobilised to utilize their respective education systems as agencies and forces for peace-building, conflict prevention, conflict resolution and nation building (Kitala 2018). UN developed a 'Skills for Life Curriculum' with the Ministry of Education Science and Technology and education clusters partners for South Sudan. Teaching and learning material were translated into Arabic so as to

*Corresponding Author: Enock Chikohora

accommodate South Sudanese refugees. The materials were meant to provide lessons on psychosocial support, peace education, protection and life skills (UNESCO 2010).

Moreover, Kitala (2018) highlighted that national school based peace education programs are still uncommon in weak states due to the political and technical challenges in the design and the implementation of such programs. Statistics show that Africa is a continent where peace has been severely threatened over the years. Nair (2018) suggests that Africa is in crisis on all forms: economic, social, environmental, political, and religious; and there is hardly any sub region that is not suffering from the aftermath of social instability, economic crisis, war, or conflict. The results of all these crises, have led to recurrent reports of violence throughout the continent hence the need to employ peace education. To create a peaceful society in Africa there is need to renew the educational society, which has no scope for inculcating the human values. The examination system needs to be re-examined which in fact fosters cutthroat competition; rather it should test of right type of the potential of the individual. The African environment at the school, playground, home and media focus more on violence rather than peace. The boys are given guns and trucks to play and violence is seen in every day games.

At any given time, education is important for any country's socio-economic, cultural and political development. Education includes equipping human index with the rightful skills, understanding, qualities and competences that will enable them participate effectively in the development of their environment for sustainability. The primary school curriculum in Zimbabwe offers a total of 13 subjects. Grades 1 to 3 are taught in the mother language. Secondary education is set for children between the ages of 13 to 18 years for Form 1 to Upper six where junior secondary school education consists of both pre-vocational and academic education. At secondary school level, there are two terminal examinations: The Ordinary Level Certificate Examination taken after four years of secondary education, and the Advanced Level Certificate Examination written after six years of secondary education. In the case of Zimbabwean Education system, the Ministry of Primary and Secondary Education (MoPSE 2016) came up with a noble idea of reviewing the curriculum. Constant review of the curriculum to reflect changing realities of the modern world is very important to the needs of a

nation. After a process of nationwide consultations, in 2014 the Ministry of Primary and Secondary Education (MoPSE) announced the release of a draft education curriculum which was meant to update and introduce major changes in the school education system in Zimbabwe. Year beginning 2017, the Ministry started implementation of this updated school curriculum. Implementation was directed by the Curriculum Framework for Primary and Secondary Education 2015 - 2022.

One of the aims of the new curriculum in Zimbabwe is to prepare learners for participatory citizenship, peace and sustainable development. Curriculum is fundamental to education. Goals of the curriculum in Zimbabwean schools include demonstration of lifelong skills and competences in civic education. It serves as an instrument for guided instruction. Curriculum entails organized and intended interactions, which involve teachers, learners and learning resources in the school or in other appropriate instructional settings. One of the principles underpinning the new curriculum in Zimbabwe is it that seeks to promote respect and peace through the concept of peace (*unhu/ubuntu/vumunhu*). However, it is observed that the framework does not have a learning area that covers the *unhu/ubuntu/vumunhu* concept besides it being embodied in Guidance and Counselling and learner welfare activities. It is observed that a culture of violence and terror is increasing day by day in the Zimbabwean schools and the region at large. In the African society living together peacefully is viewed as a way of upholding the values of the African concept of peace (Murithi 2009). This African culture posits that peace should bring about culture of healing, culture of peace and peace oriented curriculum which is clearly articulated by the integrative theory of peace. In Zimbabwe an up surge of conflicts in schools has been observed, especially amongst learners. These conflicts have led to deaths, serious injuries and even school drop outs, in some instances these conflicts have spilled over to the community as parents of rival learners also fight. Apart from the physical damage, violence has other deep effects and long term impact on education namely, the emotional and social damages.

Since the attainment of independence in 1980, peace has proven to be elusive in Zimbabwe and one such indicator is the rising level of violence and bullying in the school system. This is despite the fact that the schools'

curriculum claims to be offering peace education. However, the situation on the ground is that peace education is not being offered. One reason offered by class room practitioners is that there is no clear curriculum framework available for them to offer peace education. In this regard, this research seeks to provide a peace education curriculum framework for Zimbabwe's secondary schools system.

STUDY OBJECTIVES

- To identify factors militating against the introduction and implementation of peace education in Zimbabwe's schools.
- To describe the envisage nature and extent of peace education for Zimbabwe's schools.
- To design a peace education curriculum framework for Zimbabwe schools' system.

Theoretical Framework

This study is going to be informed by the Integrative Theory of Peace (ITP). The theory was developed by Dr Hash Babak Danesh. The main premise of ITP in education for peace programmes is that all human beings relate to themselves, the world, and life through the lens of their specific worldview. It further holds that education has a prime role in the formulation and development of the people's respective worldviews in the context of family, school, and community. It is based on the concept that peace is a wholesome of psychological, social, political, ethical and spiritual state with its expressions in intrapersonal, interpersonal, intergroup, international, and global areas of human life. The integrative approach brings out peace education as part of the formal curriculum.

The four prerequisites for effective peace education propounded in the ITP by Danesh are: unity-based worldview; culture of peace; culture of healing; and peace-oriented curriculum. The prerequisites are discussed to a greater extent in

this research. An integrative perspective on peace education would acknowledge that, above all, peace can only be attained through a process of transformation based on the recognition that peace is a psychosocial and political, as well as a moral and spiritual condition, requiring a conscious effort, a universal outlook, and an integrated and unifying approach (Danesh 2005). It is the research's assertion that a comprehensive curriculum review of peace education should constitute change in the current curriculum foundation and provide the framework for all curricula in schools everywhere. The long, disturbing history of human conflict and education's role in promoting conflict based worldviews demand a new approach to education delivered within the framework of peace building principles.

METHODOLOGY

The approached followed in this study is qualitative descriptive research methodology as it enabled the narration and interpretation of nature/extent of inclusion of peace education in the education curriculum of Zimbabwe. This approach was appropriate to this study as it enabled to establish the nature and even the extent of the importance of peace education in building a culture of peace among the learners through studying the context/setting in which people talk and also the voices of the participants as emotions can be observed which cannot be done in quantitative descriptive research methodology, (Creswell, 2014). A total of 88 participants took part in the study. These participants were selected on the basis of their expertise to education system. Although the study used information from other scholars, views of people who are in the teaching fraternity (teachers, administrators, Directorate and stakeholders) were also sought in order to augment the validity of the research findings by including their opinions and views.

The table below represented the sample of respondents per area.

Table.1 List of sample participants, sampling techniques and data collection tools

Category of participants	Sampling technique	Number interviewed/ observed	Data collection tools
Heads of Schools	Purposive	10	Unobtrusive
School Teachers	Purposive	15	In-depth interview 1
District Schools Inspectors	Purposive	05	Focus group discussion 1
Learners Secondary Schools	Stratified random	52	Focus group

				discussion 2
Parents	Purposive	03	In-depth interview 2
Directorate	Purposive	03	In-depth interview 3
Total	….	**88**	…...

Source: Primary (26 August 2021)

RESULTS AND DISCUSSION
Demographic Characteristics of Respondents
The main data sources were practitioners in the education sector of Primary and Secondary and stake holders who work hand in glove with them. The demographic characteristics presented below belong to the sampled group of respondents.

Table 1: Demographics (Teachers and Heads of schools).

	GENDER		QUALIFICATIONS		
AGE (Years)	**M**	**F**	**DIPLOMA/HIGHER**	**DEGREE AND ABOVE**	**TOTALS**
20-30	2	3	5	0	5
31-40	4	6	6	4	10
41-50	3	3	1	5	6
51 andabove	1	3	0	4	4
TOTALS	**10**	**15**	**12**	**13**	**25**

Table 2: Demographics (DSIs and Directors).

	GENDER		QUALIFICATIONS			
AGE (Years)	**M**	**F**	**PRIMARY**	**SECONDARY**	**DIPLOMA/HIGHER**	**DEGREE AND ABOVE**
41-50	0	1	0	0	0	1
51 and above	3	4	0	0	0	7
TOTAL	**3**	**5**	0	**0**	**0**	**8**

Table 3: Demographics (Parents).

	GENDER		QUALIFICATIONS		
AGE (Years)	**M**	**F**	**ORDINARY LEVEL**	**ADVANCED LEVEL**	**TOTAL**
41-50	1	2	3	0	3

Table 4: Demographics (Learners Secondary Schools).

	GENDER		QUALIFICATIONS		
AGE (Years)	**M**	**F**	**ORDINARY LEVEL**	**ADVANCED LEVEL**	**TOTAL**
15-25	26	26	38	14	52

The respondents were mostly of high level educational qualifications for the members in the teaching fraternity and low level were from the parents interviewed. 5 had Diploma/Higher Diploma and 28 had the Degree and above qualification, 3 respondents had secondary qualifications which totaled to 36 adult participants. Out of the 52 learners 38 were Ordinary level students and 14 were Advance level participants this group had both Lower and Upper sixth forms combined. There were 20 females and 16 males from the adults group of participants. Participants in the adult group were in the age range of 20 years and 51 years, learners were in the age group range of 15 to 20 years most of them were teenagers. The respondents' answers were mainly used to seek answers to the research questions so as to meet the set objectives of the research. The major purpose being to find out the extent to which the school's curriculum is said to be offering peace education I primary and secondary schools. The answers also provided an insight to substantiate findings from other objectives.

Factors that militate against the introduction and implementation of peace education in Zimbabwean Schools
Prior to getting in detail into the first objective it was vital for the research to first find out if the participants were on the same page with the study in terms of understanding what peace education was. Participants were asked to define or to

explain their understanding on the term peace education. The participants viewed peace education differently, although frequent descriptions included education for stability, tranquillity, justice, fairness, human rights, freedom, harmony, tolerance and equality. All the

definitions offered by participants reflected a desire for peace. The diagram below is a word cloud presentation summarizing the various frequently used words by participants in defining the term peace education.

Figure 1: Word cloud Source – Primary Data

Interview with 15 sampled teachers indicated that 5 of them said they have not come across the term peace education thus amongst the 10 one who managed to define it one said, *"it is a way of resolving conflicts and living harmoniously".* Heads of schools also scantly defined peace education in the similar manner as the teachers did. Interviews were also carried out on 10 Heads of schools defined peace education in a layman point of view which implied that they were ignorant on peace education subject. DSIs also generally described peace education as "*teaching learners to*

live in harmony with each other". The Directorate also were able to define peace education differently but still in line with what both teachers and Heads of schools did. Parents also stated that is teaching children to live together harmoniously at a tender age as the African proverb states that 'catch them while they are young'.

A discussion was held with 52 learners at Secondary Schools revealed their understanding on peace education. This is indicated by the quotation Bank below:
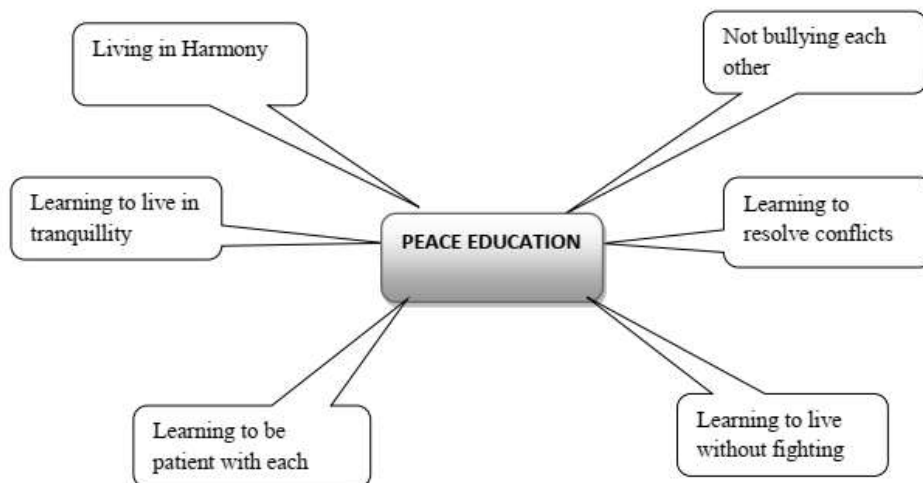

Figure 2: *Quotation Bank*
Source – Primary Data

They indicated that peace education is about them learning to live well together without fighting, bullying or hurting each other. During the interview some of the teachers indicated that they

have never come across the term Peace Education this implies that the success of peace education is impugned because they are the ones who should implement peace education to learners. Teachers

should be the pacesetters for peace education and without their knowledge in the subject area peace education is at stalemate.

Following the definition participants were then asked if peace education was offered in schools 8 of the teachers said peace education is not offered in schools and cited the reason for this being that it is not in the curriculum and that there is no syllabus or content that guides teaching of peace education, 5 said it was not offered because it is not known, 2 stated that it is in the hands of the authorities but could not explain what they exactly referred to. 5 indicated that peace education is offered in schools and further indicated that it is included in the new curriculum but not as a stand-alone subject but in other subjects like guidance and counseling, history, and Heritage studies. Interviews were also carried out on 10 Heads of schools indicated that peace education is not offered in schools and is not included in the new curriculum. 3 Heads indicated that they have not come across peace education in schools and did not understand the term peace education, 2 of them said they knew about it because they were studying it at University level and confirmed that it was not offered in schools and not in the curriculum but was assumed to be in History, FAREME, Heritage studies and Guidance and Counseling subjects, which concurs with the responses from some teachers this implies that there is still a knowledge gap on peace education in the primary and secondary education system. This implicated that because of the ignorance by the educationists (teachers and Heads) in peace education others cited that it was not offered since it was not in the curriculum yet others indicated that it was offer through incorporation in some subjects. It was assumed to be assimilated in some learning areas but not as a subject on its own.

A follow up question was asked if the schools had Guidance and Counseling as a stand-alone subject and all teachers indicated that it indeed was taught as an extracurricular subject, when asked why it was so the teachers indicated that because it is a non-examinable subject and it was taught to lower classes only. 9 of the teachers then added that although Guidance and Counseling was on the timetable sometimes they did not teach the subject because they concentrated on putting more effort on examinable subjects. This then implicates that the subject which was said to be incorporating peace education was not actively taught is most schools which then meant that peace education was left out.3 Directors indicated that the Ministry

does not offer peace education and it was not included in the new curriculum. When learners were asked if peace education was offered in schools they said it was offered but not compulsory. When asked how it offered one said, "*it is offered through peace clubs and scripture union that we have*". The research was eager to find out more about the peace clubs and the learners gave insight that in peace clubs there are activities like punishing those who do not adhere to rules and they are taught to respect authority starting with respect of a class monitors and Prefects, teachers and parents and the clubs also offer educational games which incarnate peace. The researcher noted the difference in the education practitioners' response against the learners' on the question whether peace education is offered in schools or not. This implies that there is no consensus on the subject peace education between the learners and the teachers. Parents said they have never heard their children talking about peace education not evening asking for assistance in homework in that area (*asikaze sizwe abantwana bekhuluma nge peace education lomsebenzi abawenza ngekhaya asikaze sizwe bebuza ngezokuhlalisana kuhle.*). The parents' response indicated that peace education was not offered at all in schools.

The first objective of the study was to identify factors that militate against the introduction and implementation of peace education in Zimbabwean schools. 12 of the teachers indicated that factors that militated the introduction of peace education in schools were lack of knowledge by the classroom practitioners and what militated the implementation of peace education and schools did not have teaching and learning materials, among the 12 some added the factor of the packed timetables as one of the militating factors. 3 teachers indicated that peace education is a new field, "*Peace education is not widely known and valued, so I don't see it being successfully included or implemented in schools up until people are fully aware of it*". Teachers were asked what they referred to as the packed timetables. All teachers at primary schools indicated that the new curriculum was too demanding and had too many subjects especially at primary school level thus they were suggesting that the subject be introduced at secondary level as a standalone subject so that it will be examinable.

When asked about the same issue at secondary level, 15 teachers lamented that the new curriculum was too demanding had had no

resources, adding this new subject would congest the already filled up timetable which leaves inadequate time for examinable subjects. This is interpreted by the researchers as that there was high level of ignorance on the peace education subject amongst the classroom practitioners and resistance for its introduction. Teachers seem to classify peace education as a non-examinable subject that would congest their timetable. Teachers were asked how they were managing discipline and conflicts in schools 15 indicated they referred all disciplinary cases and conflicts to the administrators (the Head, Deputy and the Senior teachers) because they were not allowed as they referred to a Circular P35 which instructed Heads of Schools only to inflict corporal punishment to learners. They indicated that this was a policy in place that deterred them form inflicting corporal punished and any form of other punishment was viewed as child abuse.

Furthermore, 8 Heads indicated that factors that influence against introduction of peace education in schools was the lack of knowledge and it could not be implemented as long as it is not there in the curriculum as a standalone subject, 2 indicated that it was lack of support from the top. Asked to elaborate on that Heads of schools said they have been reporting conflicts and indiscipline acts and omissions that are prevalent in schools and in some meetings with senior management they have requested that something be done however all has been to no avail, therefore it is the senior management who are responsible for the lack of introduction and implementation of peace education in schools. 8 of the Heads when asked how they managed discipline and conflicts among learners they indicated that although they were the only ones allowed to inflict corporal punished they did not do so because there were procedures they were supposed to follow and the Constitution of Zimbabwe which they termed as the 'law above all laws' prohibited every citizen including parents from inflicting corporal punishment therefore they followed provisions of Circular P35 which had guidelines on student discipline which comprised of exclusion and expulsion recommendations otherwise other forms of discipline were viewed by the Human Rights activists as child abuse. DSIs raised that factors that militate the introduction and implementation of peace education was the lack of a teaching framework on the subject was the main reason and that support on teaching of the subject should be implemented from managerial levels meaning the Heads were subscribing a top down approach on the introduction of peace education.

Lack of knowledge was perceived as an honest response received from the educationist as it builds up from their failure to show an understanding on term earlier in the interviews. This implies that peace education is till at its embryo stage in the Primary and Secondary education sector. Others raised the need of teaching and learning material however these cannot be availed unless the teachers are aware what peace education is and its needs in the school environment. The issue of packed time table when analysed by the researchers, it is interpreted as just a scapegoat or an excuse to cover the knowledge gap because others still believe the subject there within other subjects. Jefcas (2015) states that since its inception in 2004, peace education in African countries still has its fair share of multidimensional and multi-layered challenges to address in the conflict-prone context. It is in light of these challenges that peace education was introduced as antidote, premised on assumptions. Firstly, on assumption, that peace is the source of security and development in a conflict-prone, stressed, fragile, failed state, and second, that a robust peace education curriculum can be instrumental in stopping hostilities that normally undermine the productive use of resources. Despite such projections, peace education has suffered conceptual and operational deficiencies. Operational deficits include institutional, structural and ideological. Institutionally, there is dearth of qualified lecturers, possibly the reason why peace education is undervalued. Relatedly, because of lack of proper qualifications, peace academics don't have a voice. As such, offering a robust curriculum in a conflict-prone environment is viable if the peace educators have a significant voice. Peace education is teacher-dependent; without a teacher who understands and can model peace education, the enterprise will not succeed (Mishra 2015).

Moreover, during in-depth interviews one director indicated that there were no factors that militate against introduction and implementation of peace education because schools were managing conflicts well through the grievance and complaints handling procedures. Directors were asked if there were textbooks, study maters or teachers guide on peace education they indicated that there was none specifically but peace education topics were infused in some subjects and could be taught in various subjects such as

Heritage Studies. Parents indicated that they had no idea why peace education was not taught in schools yet there is need for schools to reinforce the *unhu/ubuntu* values which are a continuation from values taught through socialization from home and society. Parents said since pupils came from various cultures, the schools had to make sure that they are taught the *unhu/ubuntu* values since these were uniform across the African people, they gave examples such as children should be punished for bypassing a teacher without greeting them and they should be severely punished for bullying, fighting or beating other children. However, 1 of the parents said, "*isifiso sethu ngesokuthi u Hulumende ahlolisise umthetho wokuthi ababalisi bangatshayi abantwana ngoba sokubangela ukudelelwa kwababalisi bacine bezenzela santando onkabi, amaticha ebukele nje* (our wish is that the Ministry reviews the law that they put saying teachers should not beat children because some children do not respect teachers and teachers end up just looking at them as they do wrong things". In essence the parents do not subscribe to the policy of 'no corporal punishment' because they said it handicapped teachers from instilling discipline.

Directorate was asked to respond to the issue that was raised by both teachers and Heads that peace education be brought in as a standalone subject, 3 said it was not feasible as teachers already cannot effectively manage to implement all the learning areas due to inhibiting time factor and the lack of expertise in new learning areas since they are using a new curriculum recently adopted by teachers and human resources was a mammoth task. The responses from the Directorate construe that peace education cannot be adopted as a standalone subject due to the already oversubscribed curriculum and lack of Human resources. However, Directorate seemed to embrace that peace education can be taught as a cross cutting issue into the education system. The Directorate clearly indicated that there were no factors that militate against introduction and implementation of peace because they believed all is well in their schools. The researchers observed that, there is a move of resentment by the Directorate who are the leadership of the education system in the province. Their responses lacked committed or value of peace education which implies that the embryo stage might never grow into the next stage without managerial support. According to Jefcas (2015) the philosophical underpinnings of peace education is not clear to the generality of the population therefore runs the risk of being misconstrued as a regime change agenda, and the other being of unclear ideological relationship between politicians, academia and economists, as peace education sparklingly cuts across such everyday life domains in conflict settings. This research, and many that share the thinking that these senior educationists seem to downplay the tension that exists in introduction of peace education, which is content related, and education for peace which is holistic in transforming individuals and societies as it focuses on processes and practices. This tension manifests in the peace education curricula in most African countries that seem to lack coherence as evidenced by numerous subjects both at Primary and Secondary schools that are intended to cover peace education in schools such as life skills orientation.

Learners were asked if they would appreciate having peace education as a standalone subject they all showed resentment. They said they already had too many subjects to study for examinations. When asked if they were aware that there is a degree at University that offers peace studies they seemed perplexed for they were not aware. They indicated that they would love to purse this degree given the enlightenment on the subject area they had attained from the peace education clubs. Others indicated that they would pursue it using History and Heritage studies back ground. When asked if they learn peace in guidance and counselling learners said yes a bit was there. The researcher again notes a contradiction of perspectives between learners and education practitioners on the issue of Peace education being offered as a standalone subject. Classroom practitioners (teachers and the Heads) perceive no challenge in the subject being taught as standalone yet learners and the Directorate viewed it otherwise, although their sentiments of otherwise view are slightly different. These contradictions still go a long way in putting issues of peace education to light in the education sector. According to UNICEF (2011), the effort in mainstreaming peace education in primary and secondary school curriculum has not been done across the board. This has negatively affected the implementation of peace education at the school level. Emphasis has been on academic subjects at the expense of value based subjects, such as peace education, this has led to a situation where life skills, which is a component of peace education, has been relegated to a second place, hence peace education has not received the attention it deserves

in schools. The Education for All (EFA) and Education Development Authority (EDA) in its report by UNICEF (2011) noted that conceptualization and measurement of life skills based programs is a challenge due to lack of quantifiable benchmarks. This poses a challenge in measuring results of the peace education program. Peace education initiatives through the school often lack adequate community based interventions to support and reinforce the gains made. To make it worse there are weak coordination of psychosocial intervention during violent conflicts due to lack of framework for response.

Implementation of peace education in Zimbabwean Schools

The second objective was to describe the envisage nature and extent of peace education for Zimbabwean's schools. Interviews with 15 teachers indicated said that peace education could be implemented in schools through training of teachers, production of teaching and learning material. Asked which leaning material was required, they cited text books, newsletters, magazines and computer gadgets for online research on peace education. All teachers indicated that Peace education should be included in the school's main stream curriculum and master timetable as an implementation strategy. Teachers added that there was no specific content in all syllabi and textbooks that guided them in teaching peace education. 2 teachers indicated that there is need for Zimbabweans educators to liaise with other countries that have implemented peace education successfully, 3 teachers lobbied for their inclusion and involvement in drawing up of the peace education teaching content and syllabi, 1 teacher said "*stakeholders' involvement is needed for implementation to be successful*". Another said there was need for exchange programs on peace education especially with other countries and 8 said they should be fully involved in curriculum framework formulation of peace education.

The teachers' views were that, without their input implementation of peace education is not possible. Teachers called for full involvement in curriculum formulation and mainstreaming peace education in the school's timetable this implies that they felt that they were not adequately involved in the formulation of the new curriculum that was adopted. According to Jefcas (2015) the 2-3 July 2015 Curriculum Development and Staff Training on Peace and Security Education in Zimbabwe was controversial, among other objectives, to design a

tapestry of curricula that address the complex conflicts and build pedagogic capacities of peace educators from most universities. Most significantly, the workshop sought to re-conceptualize the peace curriculum by involving wider community members, inclusive of the security sector actors (army and police), line ministry (Ministry of Primary and Secondary Education), NGOs and students. Each university represented was given an opportunity to share curriculum experiences, milestones and militating factors. What emerged was a crying chorus demanding a totally new peace approach commensurate with increasingly dynamic internal conflicts. In his key note address, running under the title: 'Education for Peace Education in Africa: Challenges and Opportunities', in this training David Francis identified who was a facilitator identified militating factors confronting the viability of education for peace in the 21st century Africa. Among others, the most prominent challenge is failure to localise peace building in Africa and failure of discipline in peace education or peace and conflict research to originate itself (Jefcas 2015). Provision of learning aides such as text books, pamphlets and computers also were cited as needed to implementation of peace education. The researchers interpret that the teachers' sentiment as need for the Ministry of avail resources as per teacher requirements and to benchmark teaching of peace education with other countries have successfully implemented.

Lack of educational resources is a big challenge in many countries Christe (1997). There is dire shortage of resources such as text books, teachers; teaching guide and various learning aids on peace education. and Rosen (2009) state that in order to achieve the objectives of peace education, a school system has to be prepared for drastic changes including setting new educational objectives, preparing new curricula, writing and re writing school textbooks, developing instructional materials, and training teachers to create a school climate that is conducive to peace education. To facilitate the teaching of peace education in schools, it is important to develop a teacher's guide and source book that will enable the teachers understand the essential tools of training for students as well as the expected impact and outcome. Teaching practitioners and child psychology experts are relevant for the development of the teachers' guide and source book (Enaigbe and Igbinoghene 2016).

The Heads were asked on how best peace education can be implemented in schools, 3 indicated that it was being implemented by the guidance and counseling teacher and there are disciplinary committees in place at school. 4 indicated that it was difficult to implement it as long as it was not part of the curriculum there was no content guiding its teaching. 3 stated that it was up to the policy makers to initiate and they would follow. This implicates that implementation of peace education in schools is still a long way as supervisors still have different views on how it could be integrated into the education system. This answer then led the researcher to asking Heads how best peace education could be introduced and implemented if raising the issue in meetings seemed fruitless as they raised earlier, 6 said it should be introduced as a subject on its own, amongst this group only 1 said "*peace education should start being taught at ECD level*," the rest were saying it should start from the middle grade at Primary and 40 said teachers should be trained on the subject first then provided with teaching material, learning material should be availed for learners.

Additionally, 2 directors indicated that implementation of peace education in schools could be done only if it was taught as a cross cutting issue because the current curriculum is oversubscribed with an array of learning areas.1 Director indicated that peace education was being implemented in schools through Guidance and Counseling subject.2 DSIs also responded indicating that implementation of peace education in schools would not be possible since it is not part of the curriculum. When asked if they would like to have a new curriculum framework that would pave way to implementation of peace education 1 DSI said "*peace education is being implemented though not explicitly but in other learning areas a new curriculum framework would be a waste of resources that could be channeled in other areas of dire need*". The responses from both groups of participants (Directorate and DSIs) indicate a lack of commitment in the implementation of peace education in schools. This construed that the leadership in the education fraternity strongly believe that peace education is being taught in the hidden curriculum. Parents were interviewed on the same subject and 3 indicated that they were not sure how it could be implemented but suggested that the school authorities should consider itwhich was interpreted as that parents believed the education system is the best to decide on how to implement peace education in schools.

A discussion with learners on the implementation of peace education in schools was carried out. Learners indicated that peace education was being implemented. The quotation banks below summarises their responses when they were asked the part of the curriculum/syllabus which exactly which included peace education.
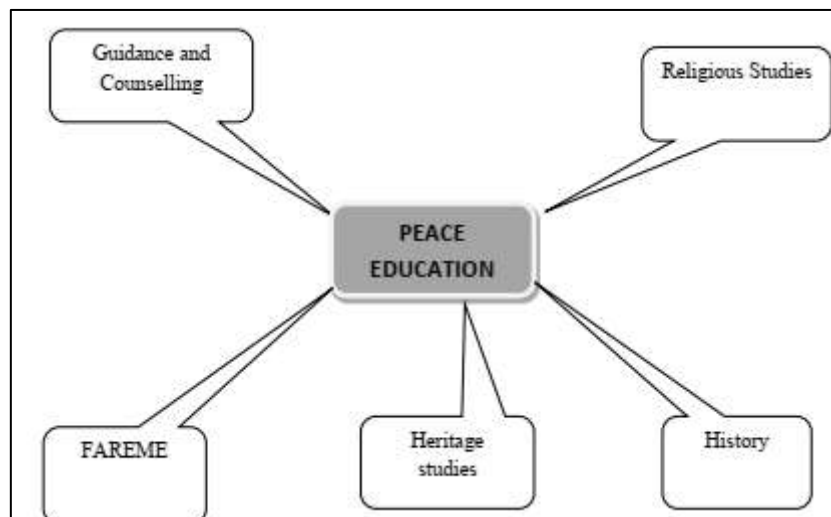

Figure 3: Quotation Bank Source – Primary Data

They indicated that they understood peace education as being delivered in the subjects above. However, they could not clearly give the topics from their textbooks as they did not have them at hand during the discussion.

DSIs were asked if there were any polices in line with peace education which could promote the implementation of peace education. All the 5 DSIs said the policies were not explicitly there however there were circulars that encouraged harmonious living in schools, 1 DSI responded saying

"Circular P35 is on Student Discipline and it assists in bringing sanity and peace in schools as it guides teachers on how to handle issues of indiscipline". The Directors were asked if there are any policie**s** that are aligned to peace education they all indicated that there were none. Lack of policies that are in place in line with peace education is a great concern to the researcher and peace ambassadors. This implicates that all that is being said by the participants about peace education being implemented in schools is just a perception which has no basis, rules or regulations that makes peace education functional in schools.

Parents were asked what the benefits of peace education were to the society, 2 cited that it would help eradicate fighting among learners, 1 parent said, "*bayadinga ukufundiswa ngokuhlalisana kuhle abantwana ngoba bakhona abatshaya abanye ngesikhathi besesikolo baze babalandelele sebesiya ngekhaya. Bacina abanye bengasafuni ukuza esikolweni besesaba ukutshaywa ngabanye abayiziqholo ngoba basuke babalimaze kakubi* (peace education is needed because there are some children who beat others during school or at home time and others end up not wanting to come to school in fear of those bullies who beat them because sometimes they hurt them badly.) This indicates that peace education is perceived in the society as a way that it would eradicate bullying among peers and would make the community manageable without disturbance from the troublesome learners as it would build character modeling. Given that peace education teachings and relevant trainings were absent from the curriculum content, it is assumed that the connections between relevant course content and the umbrella term of peace education are not made.

Adoption of the New Curriculum inclusive of peace education
The third objective of the study was to design a peace education curriculum framework for Zimbabwe schools' system so that it could be adopted into the next curriculum. Children are in many ways aware of their environment and of the social and political issues that affect their daily lives. Moreover, the disorder of the world around them is reflected in school in many ways. Schooling simply intervenes in an ongoing educational process whereby they learn attitudes, skills and knowledge, which they will require to function as responsible members of their societies. The very skills that are needed to address the local or global crisis are the very same qualities required to function in school settings. This means that the

schools and other educational institutions can effectively become social arenas by adopting the curriculum inclusive of peace education, which model how the ideal world ought to be (Moser and Shrader 1999).

Interviews with 15 sampled teachers indicated that there was need for the Ministry of Education to come up with a framework of the peace education learning areas through carrying out outreach programmes to communities so that they have an appreciation of the subject and the new curriculum is expected to include conflict management, conflict resolution, conflict transformation, cohabiting, organizational behavior regardless of one's religion, race and tolerance. And this should be done through in class lessons and learners are expected to sit for examination in those areas. The teachers' responses infer that if a syllabus is drawn using the suggested topics, peace education will be adopted, on top of it all the teachers indicate that if the subject is examinable, more teaching effort will be put. There was lax in teaching non examinable subjects especially guidance and counseling which is said to be housing peace education as the teachers concentrated on examinable subjects.

When Heads of schools were asked on how best peace education could be adopted in schools they indicated that adoption of any subject in the school system emanated from the syllabus, if there was no syllabus to guide the teaching there was no way the subjected could be adopted. 1 Head indicated that his school having realized the upsurge of indiscipline and violence by learners and recent school leavers they adopted introduction of scripture union and a peace club, these two were used to teach learners on harmonious living with each other and bringing in speakers from outside the school to move the motion of peaceful living ways.

Parents were interviewed on the same subject and all indicated that they would want peace education to be taught as a subject to be taught in schools. One parent said "*abantwana bakhathesi laba abazibiza ngokuthi ngama 2000 bayakhathaza sebesebenzisa kakhulu abakuthola emafonini lekubaleni lakumabonakude kungabakuhle nxa ababalisi bengangenela ekufundiseni ukuhlalisana kuhle*" (the new generation which is nicknamed the '2000' is difficult to manage and since they are much into media and reading we would appreciate teachers to take up the role of teaching peace education). Parents indicated that they did not

mind whether it was a standalone subject or not as long as the education system embraced peace education it would be welcome. This implicates that parents didn't mind whether the subject was examinable or not all they wanted was that the schools address issues of conflicts and indiscipline in learners of today through peace education adoption.

The 5 DSIs responded indicating that they did not see the possibility of adopting of peace education as a standalone subject but instead as being incorporated into other subjects due to the pressure that is already in the learning areas, for that reason they did not see the need for them to participate in the formulation of a peace education framework. Which construed that adoption of peace education as a standalone subject is not being supported by senior education officers and worse still the need to have a new framework being designed was just out of line to them, however, they agree on it being taught as topics in other subjects which they claimed it was in already place.

The 3 Directors were interviewed raised sentiments similar to DSIs'. They are concerned with the overloaded curriculum and learning areas being covered already. They all raised that it cannot be introduced as a subject but be addressed strongly in cross cutting learning areas which meant that they did not subscribe to the formulation of a new curriculum on peace education.1 Director said *"there is no need to adopt peace education as a standalone subject, teachers already have too much work due to the new curriculum which introduced a number of new subjects. The Ministry is still trying to help teachers manage the work load that they already have therefore there cannot be another designing of a peace education framework".*

There is notable lack of leadership will to adopt peace education as part of the education policy despite the increasing appreciation of its positive impact on the psycho social behaviour of learners who have already benefited from the peace education programmes provided informally outside the school system. Inadequate knowledge about the concept of peace education as well as its aims and objectives by the policy makers, members of the general public and government is also a challenge that contributes to implementation of peace education in schools (Enaigbe and Igbinoghene 2016). There are a plethora of tools and methodologies for assessing the role and impacts of conflict and peace in programming and policymaking but they are simply not being implemented. While this has something to do with lack of knowledge, it probably has more to do with lacking political will (UNICEF 2011).

A discussion with 52 secondary school's learners was done. They indicated that they did not really know how peace education can be adopted other than through the peace clubs that they already believed that peace education is there in schools unless if the framework was meant to improve what is already in place such as Heads making peace clubs more active and supporting the activities financially. The examinable classes (O and A level) raised that they already had up to 15 subjects which was already too much. One learner said *"we would appreciate the adoption of peace education as a subject like Guidance and Counseling as long as we will not write it in the examinations because as for me I already have 13 subjects to read for examinations and I had to split them and sit for 5 in the June examinations hoping that if I pass them I will remain with 8 for November examinations. We really need peace education because there are too many conflicts that we are facing everyday".* This implicates that learners dread having an additional work load by introduction of peace education as a standalone subject although they embrace the need of peace education in their livelihoods. The responses on the adoption of the new curriculum framework that is inclusive of peace education (especially those from the Directorate implicate that there is no acceptance of the ideology in formulating a peace education curriculum in Zimbabwe so at to fully adopt its teaching in primary and secondary schools as it is done in the colleges and universities globally.

The Primary and secondary textbooks were studied the results are shown on the table below.

Table 5: Textbooks for Secondary Schools. Source: Primary data

CLASS	PEACE EDUCATION TOPICS / SUBJECTS		
	HISTORY	RELIGIOUS STUDIES	FAREME
Form 1	Nil	Nil	Nil
Form 2	Nil	Nil	Nil
Form 3	Nil	Nil	Nil
Form 4	Nil	Nil	Nil
Lower 6th	Nil	Nil	Nil
Upper 6th	Nil	Nil	Nil

The secondary schools' text books as indicated above did not have any content that indicated on topics on peace education.

Table 7: Textbooks for Primary Schools Source: Primary data

CLASS	PEACE EDUCATION TOPICS / SUBJECTS	
	HERITAGE STUDIES	FAREME
Grade 1	Nil	Nil
Grade 2	Nil	Nil
Grade 3	Nil	Nil
Grade 4		Conflict and Conflict Management
Grade 5		Conflict and Conflict Management
Grade 6	Nil	Conflict and Conflict Management
Grade 7	Nil	Nil

The Primary school's textbooks indicated that FAREME had a Unit on Conflict and Conflict Management. It was found in grade 4 to 6 textbooks who are doing the new curriculum. The topics clearly described the ways in which conflicts arise and how learners should react to conflict.

CONCLUSION

In summation, findings from this study were presented and discussed in line with what other scholars have discussed before. Several themes and sub-categories emerged from the data analysis that helped in explaining why and how peace education should be introduced in the primary and secondary education system in Zimbabwe. A predominant theme surfacing from the data analysis was that Zimbabwean curriculum does not offer peace education. The lack of peace education in Zimbabwean primary and secondary curriculum is convincing evidence that learners will continue in the uprising of indiscipline and engaging in conflicts which remain unsolved and there is no room for healing of the affected learners which is the uprising of a dangerous future society which will not have groomed peacemakers and peace builders. A related theme emerging from participants' perspectives was that peace education was difficult to implement due to

a policy that is in place of non-infliction of corporal punishment by teachers who act in loco parentis at school. It was therefore interesting to note that despite the fact that some participants were against the introduction of the subject peace education as a standalone subject but raised the need for training of teachers in the subject area meaning that it could still be taught on a day to day basis in other subjects. Teachers were viewed by some participants as role models whom if equipped with the necessary tools would assist in cascading peace education in schools and contributing in the construction of more peaceful environments. In addition, findings from this study showed the need to develop a peace education curriculum that reflects the needs of Zimbabwean learners.

Furthermore, findings from this research have provided evidence that the introduction of peace education in schools in Zimbabwe is a worthwhile endeavour necessary for bringing discipline and managing conflicts in schools spilling over to the community. It is important to note that the data gathered using phenomenological methods including semi-structured interviews, focus group discussions and documentary analysis were useful as they enabled the researcher to address the main research question and the sub-research questions.

The new curriculum which was set rolling in Zimbabwe in 2017 does not address peace education. Peace education is assumed to be infused in the principle of respect (*unhu/ubuntu/vumunhu)* but there is no programme of study that is in line with peace education specifically. Emphasis by the MoPSE has been on academic subjects at the expense of value based subjects, such as peace education, this has led to a situation where life skills which is a component of peace education, has been relegated to a second place. Integrated theory of peace is needed as it is one that can holistically account for the intrapersonal, inter-personal, inter-group and international dynamics of peace, as well as its main principles and prerequisites.

RECOMMENDATIONS
The research recommends the following:
Policy formulation on peace education
Lack of a Curriculum framework pointed to lack of polices in line with teaching of peace education in Zimbabwean schools. It is recommended management steps up its role in policy formulation and consider policies that are inclusive of peace education that will enable the teachers and heads of schools to introduce and implement peace education syllabi in all schools at all levels. When polices have been promulgated the rest pertinent issues like training of teachers, supply of teaching and study material, and adopting a curriculum framework will automatically fall in place with little effort from all stakeholders.

Inclusive approach on the implementation of peace education
There is need to move out of the minimalist approach to peace education by incorporating various stakeholders as well as international actors. Inclusive approach would ensure a cross cutting peace education curriculum. There are two groups of stakeholder which MoPSE should embrace, the internal and the external stakeholders. Internal stakeholders are groups within a business which are the teachers, students, parents and support staff. Education stakeholders are interested in the curriculum and can shape the school curriculum operation which has been designed for the students and will be the ones influenced by it. External stakeholders are parastatal organisations and non-governmental organisations these also provide financial and technical assistance needed in the Curriculum framework design and implementation.

Restructuring of the Zimbabwe Education Curriculum framework
There is need to employ the integration approach so as to successfully implement and adopt peace education curriculum in schools. Shizha (2009) purports a strong peace education program and offers curriculum guides that employ a sequential approach to rethinking the structure of relationships that are built in the classroom. The process of integration necessitates that people face difficulty as an integral part of a truly lived and seamless curriculum (Jardine 1997) and to transform to desired behaviour best for at parties in the education fraternity especially learners. There is a place in every activity and lesson where critical thinking can be integrated and transformed so as to provide all students with settings that require conflict resolution. Peace education should not be a sidebar issue, nor should it simply supplement the existing curriculum (Simpson 2004).

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