

## Peace Education Programme in Kenya and UNICEF's Reinforcement

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### ABSTRACT

*As a region prone to conflict, an Introduction to peace is mainly essential for Kenya. The government projects that education can build a peaceful Kenya. As a result, the government is allocating an amount of budget to improve education in Kenya especially in eradicating violence and maintaining peace – especially, post-election violence and sexual abuse. The government has also adopted a UNICEF program, the Peace Education Program (PEP). The government's ambition is limited to designing a system that is only effective in some areas. Therefore, UNICEF complements the government's effort to carry out policies of a peaceful education system and conduct action research. The efforts coming from the cooperation between UNICEF and the Kenyan government will also be adjusted to the Neoliberal institutionalism theory. This theory is essential to adjust the role of UNICEF in empowering and assisting the Kenyan government while Kenya still upholds its own interests. This paper will mainly focus on the research of the Peace Education Program in Kenya and how UNICEF assist and support its implementation.*

**Keywords:** Peace Education Program (PEP); Kenya; Children; UNICEF

### ABSTRAK

Sebagai wilayah yang rawan konflik, pengenalan perdamaian sangat penting bagi Kenya. Pemerintah memproyeksikan pendidikan dapat membangun Kenya yang damai. Oleh karena itu, pemerintah mengalokasikan sejumlah anggaran untuk meningkatkan pendidikan di Kenya terutama dalam memberantas kekerasan dan menjaga perdamaian – khususnya kekerasan pasca pemilu dan pelecehan seksual. Pemerintah juga telah mengadopsi program UNICEF, Peace Education Program (PEP). Ambisi pemerintah terbatas pada merancang sistem yang hanya efektif di beberapa daerah. Oleh karena itu, UNICEF melengkapi upaya pemerintah dalam menjalankan kebijakan sistem pendidikan yang damai dan melakukan penelitian tindakan. Upaya kerjasama UNICEF dan pemerintah Kenya juga akan disesuaikan dengan teori Neoliberal institusionalisme. Teori ini penting untuk menyesuaikan peran UNICEF dalam memberdayakan dan membantu pemerintah Kenya dengan tetap menjunjung tinggi kepentingannya sendiri. Makalah ini terutama akan berfokus pada penelitian Program Pendidikan Perdamaian di Kenya dan bagaimana UNICEF membantu dan mendukung implementasinya.

Kata kunci: Program Pendidikan Damai (PEP); Kenya; Anak-anak; UNICEF

### Introduction

The Kenyan government has prioritised education in the country and allocated 14% of the state budget for the education of children. The Kenyan government also has an article in the constitution that highlights the issue of education in Kenya which is in line with the Sustainable Development Goals of the United Nations, especially the 4th SDG, quality of education. Moreover, there are efforts to provide full subsidies for 14 years of compulsory education and the government is also paying attention to equal education for women. These ambitions were proclaimed in the planning for improving the quality of education called the National Education Sector Plan which took place from 2013-2018.<sup>1</sup> Early In 2014, the Ministry of Education Science and Technology had already realised the need for peace education within the curriculum of Kenyan education intending to achieve Kenya Vision 2030. Especially, creating a sustainable peaceful education system and institution for all well-being in the country. The government of Kenya has been cooperating with UNICEF and UNESCO to apply a Peace Education Program (PEP) to achieve a long-term peaceful society coming from the youth.<sup>2</sup>

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<sup>1</sup> "UNICEF : Situation Analysis of Children and Women in Kenya," *Situation Analysis of Children and Women in Kenya*, 2017, 2017

<sup>2</sup> "Education Sector Policy on Peace Education," Education Sector Policy on Peace Education § (2014), [https://adeanet.org/en/system/files/peace\\_education\\_policy\\_0.pdf](https://adeanet.org/en/system/files/peace_education_policy_0.pdf).

In fact, the annual data regarding education information was released by Kenya's Education Management Information System in 2014 and 2015 after several gap years of releasing the data. This has caused the lack of data such as the reason why the children are not enrolled in preschool education and also the family background of these children. Then, the education system launched by the central government was still not effective and not evenly distributed. The inequality of education in Kenya could be seen from the low quality of education in northern Kenya, specifically in Mandera province where education participation was much lower than in other provinces. Moreover, many Kenyan children were affected by post-conflict areas, resulting in difficulties in adjusting their education. This difficulty was also caused by the conflict that happened in 2008 the year of the presidential election. Even worse, it was still not uncommon for schools in Kenya to be attacked by terrorists and there was still also other violence against educators and students. This has resulted in a decrease in the number of educators who choose to flee to other areas.<sup>3</sup>

Therefore, assistance from other parties such as international organisations was needed. In this paper, the role of UNICEF and local communities is devoted to complementing the performance of the government in the long run, especially the central government of Kenya, which has the highest authority. Apart from that, a peaceful and child-friendly educational adjustment is needed so that educators and students are free from violence and traumatic environments.<sup>4</sup> The Government of Kenya has already attempted to implement the Peace Education Program within the country. This program was defined by UNICEF in 1999 to articulate a clear practice of a peace education program. Specifically, it aims to conceive a peaceful society through education towards all ages and generations.<sup>5</sup> The understanding that UNICEF had for this program, made it more possible to assist a prone conflict state to pursue their long-term peace. Especially Kenya which already agreed with this program but still not effectively distribute it to the children in Kenya.

The main point in this paper is the role of UNICEF, which is recognised to be able to complement the role of the Kenyan government. Nevertheless, not only the Kenyan government but also the efforts coming from UNICEF should also be analysed. Especially in assisting and monitoring the implementation of the program. Looking at the overlapping situation, it raises a research question "What is the effort of the Kenyan government and UNICEF in improving children's education by eliminating violence in Kenya, especially by using the Peace Education Program?". The arguments presented will be supported by the theory of international relations, namely Neoliberal Institutionalism to explain the role of UNICEF in assisting Kenya, especially in the field of education.

### **Theory and Method**

Each region has its history and disputes, and therefore a variety of different approaches to solving it, is needed. On the African continent itself, there are often internal conflicts: ethnic wars, and geographical problems such as drought, and massive poverty. Kenya, part of the African continent also has conflicts which are indifferent from many other African countries. The main focus of this paper is the problem of education in Kenya. Significantly, this paper analyses Kenya's Peace Education Programme (PEP), adopted from UNICEF's PEP, as a solution for eliminating violence. Through PEP, Kenya's government realised violence could be prevented through children's and adolescent's education. The role of UNICEF in supporting and giving assistance to Kenya's government in PEP will be analysed using International Relations theory, Neoliberal institutionalism. In this theory, states and non-state actors are converging in tackling common disputes or achieving common goals. Particularly, to achieve interests, cooperation is fundamental in this theory.<sup>6</sup> According to Robert Keohane in the theory of neoliberal institutionalism, norms, values and institutions are related to each other.

*"norms, rules, and institutions are generated because they help states deal*

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<sup>3</sup> Ibid. Situation Analysis of Children and Women in Kenya, 2017

<sup>4</sup> Solvor Mjøberg Lauritzen, "Building Peace through Education in a Post-Conflict Environment: A Case Study Exploring Perceptions of Best Practices," *International Journal of Educational Development* 51 (2016): pp. 77-83, <https://doi.org/10.1016/j.ijedudev.2016.09.001>

<sup>5</sup> *Peace Education in UNICEF*, 1999.

<sup>6</sup> Timothy Dunne, Milja Kurki, and Steve Smith, *International Relations Theories: Discipline and Diversity* (Oxford: Oxford University Press, 2021). pg. 147-150

*with common problems and because they enhance welfare.” (Keohane,1989)<sup>7</sup>*

As a result, the institution is considered to be able to assist in solving state problems and improving the welfare of its people by aligning existing values and norms. In this case, UNICEF is present in providing assistance and direction to the Kenyan government.

For the research method, this research mainly uses document collection methods, especially from institutional documents also known as primary/official documents which were introduced by Piergiorgio Corbetta in his book “Social Research: Theory, Methods, and Techniques”.<sup>8</sup> First, the document that this research uses is the document from the Ministry of Education Science and Technology (MoEST) namely “Education Sector Policy on Peace Education”. In the year of 2008 election riots, the MoEST initiated the Peace Education Program to implement. It is not only to create a skilled and knowledgeable generation but also to understand the values of peace. In this document, the realisation of the initiative has become more detailed and clearly written. Moreover, the ministry has requested assistance from UNICEF, UNESCO and local institutions such as the Teachers Service Commission (TSC), the Kenya Education Management Institute (KEMI), the Kenya Institute for Curriculum Development (KICD), and Moi University. In this document, the government has explicitly stated their ambition to achieve Education for All and Millennium Development Goals-- the UN’s specific goals before the Sustainable Development Goal. Lastly, regarding this document, to achieve peaceful and developed education, these four pillars are much needed “*learning to know, learning to do, learning to be and learning to live together*”.<sup>9</sup>

Another official document used in this research is conducted by UNICEF which has been widely recorded and published with the title "UNICEF: Situation Analysis of Children and Women in Kenya". In 2017, UNICEF analysed the well-being of Children and Women in Kenya by looking at the progress from 2014-2015. As explained in the first literature, Kenya started the Peace Education Program in 2014. In UNICEF's document, it has explained the situation after the policy was published, including the progress of and affecting Children’s education. Moreover, UNICEF did not intervene by using other countries' practices which have succeeded in improving the well-being of children and women. Otherwise, UNICEF has an effort to align their approach to one’s country's differences and goals. It has been proven by how UNICEF wanted to help the government of Kenya to fulfil Kenya Vision 2030<sup>10</sup>-- a long-term goal, announced in 2008, to especially achieve a clean and secure environment.<sup>11</sup>

In addition, Internet-based methods to access online books and journals were opted. The first article journal entitled “Effectiveness of Peace Education Programmes in Secondary Schools: A Case Study of Kisumu Municipality” by Adada Mary. This article explained the effectiveness of the Peace Education Program after the post-election conflict in 2008 while also giving some policy recommendations so that the program could be improved in the near future. It gives a specific study case in one of Kenya’s cities called Kisumu. The writer uses a survey method to collect the data from 34 Kisumu secondary school members, and these schools are abreast of the PEP.<sup>12</sup>

The second journal used is written by Solvor Mjøberg Lauritzen “Building Peace through Education in a Post-Conflict Environment: A Case Study Exploring Perceptions of Best Practices”. This article explains a similar situation to the previous article journal. The difference is the author finds that PEP in Kenya only focuses on the interpersonal level from three levels of peacebuilding --individual, interpersonal, and community. This article has also found that local institutions in Kenya have doubted the PEP for its irrelevant implementation. Using this article journal, it can be seen that there are still some hindrances at the grassroots so the understanding of PEP especially in the local community is

<sup>7</sup> Ibid. *Regionalism in World Politics Regional organisation and International Order* pg 61

<sup>8</sup> Piergiorgio Corbetta, *Social Research: Theory, Methods and Techniques* (London: Sage, 2011), [https://www.academia.edu/41774702/Corbetta\\_Social\\_Research](https://www.academia.edu/41774702/Corbetta_Social_Research).

<sup>9</sup> “Education Sector Policy on Peace Education,” Education Sector Policy on Peace Education § (2014).

<sup>10</sup> Ibid. *Situation Analysis of Children and Women in Kenya*, 2017

<sup>11</sup> “Kenya Vision 2030,” Kenya Vision 2030, accessed August 4, 2021, <https://vision2030.go.ke/>.

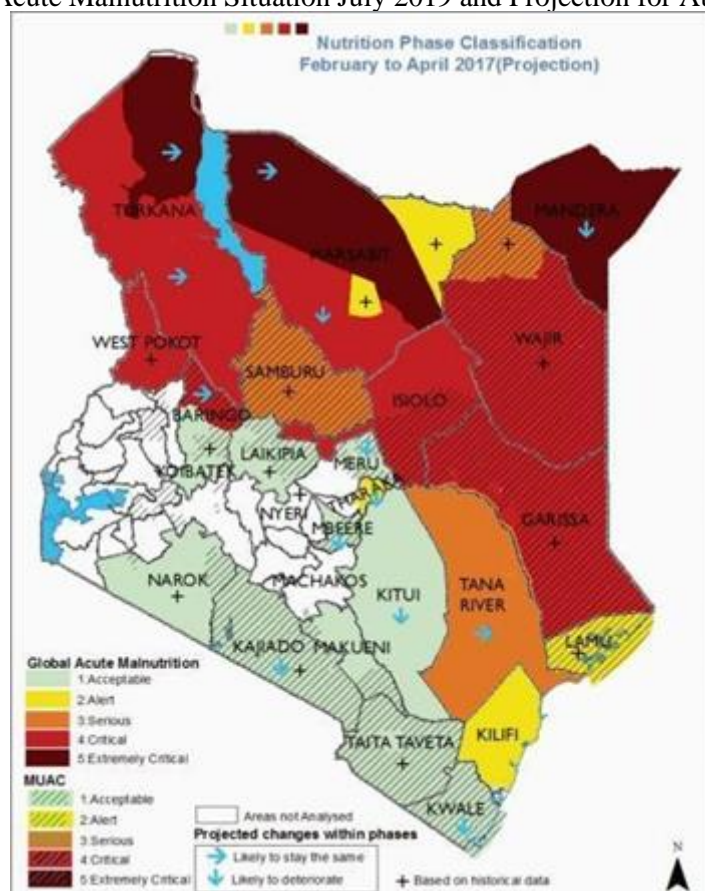
<sup>12</sup> Adada Mary, “Effectiveness of Peace Education Programmes in Secondary Schools: A Case Study of Kisumu Municipality, Kenya,” *International Journal of Liberal Arts and Social Science*, March 2016)

essential.<sup>13</sup>

This writing uses qualitative data from the literature above. The difference is that it focuses on not only one actor who pursues a peaceful and fair education for children in Kenya but also the cooperation between national and international actors. This writing focuses on the efforts and cooperation between the government of Kenya especially the Ministry of Education Science and Technology (MoEST) with UNICEF in implementing the Peace Education Program (PEP). Lastly, this research uses qualitative research from Piergiorgio Corbetta, especially by document searching. The topic of the documents was related to the education system in Kenya and the conflicts that still occur and affect the lives of children. The independent variables that the author focuses on are the government and UNICEF while the dependent variables are the education system and conflict in Kenya. Qualitative data analysis will be utilised, which is to collect data that is expected to be in accordance with the research questions. Qualitative data analysis was chosen because problem analysis cannot use quantitative calculations.<sup>14</sup>

### Analysis

**Figure.1** Kenya Acute Malnutrition Situation July 2019 and Projection for August-October 2019



Source: Integrated Food Security Phase Classification, 2019

#### a. The Prolonged Conflict in Kenya and Its Effect on Kenya's Children's Education

Geographically, Kenya is separated into several different climates which are tropical in the southern, western and central regions; arid and semi-arid land (ASAL) in the north and northeast regions; and lastly equatorial climates in the central highlands. These various climates have affected the different well-being of the people. People in ASAL could not perceive the same quality of a better life compared to other parts of Kenya. Moreover, rainfall and temperatures have long been affecting the food supply

<sup>13</sup> Solvor Mjøberg Lauritzen, "Building Peace through Education in a Post-Conflict Environment: A Case Study Exploring Perceptions of Best Practices," *International Journal of Educational Development* 51 (2016): pp. 77-83, <https://doi.org/10.1016/j.ijedudev.2016.09.001>.

<sup>14</sup> Ibid. Piergiorgio Corbetta, *Social Research*

of Kenya. Some regions have higher rainfall and temperature and some are lower. With lower rainfall, those parts of Kenya have deteriorated from drought. This leads to some parts of the country not being able to produce food from agriculture and depending on livestock. This has widely occurred in arid and semi-arid areas that suffered from drought and resulted in food insecurity.<sup>15</sup> Even worse, the Kenyan government has affirmed drought as the national disaster in 2017 due to the failure of the rains two times in 2016. The disaster could affect approximately 4 million people in Kenya and also increase the number of food insecurity sharply. Food insecurity leads to malnutrition towards children and even extremely critical malnutrition, it could be seen from the picture below with the worst malnutrition happening in Mandera, Marsabit and Turkana. Moreover, data showed that mothers without education are more likely to have malnutrition compared to mothers with education.<sup>16</sup> This proves that education could also be the answer to other problems including health insecurity.

The previous situation has occurred naturally in Kenya for a long time but there is other internal insecurity that is caused by humans themselves. Other internal insecurity has triggered the people of Kenya and even the world. This happened in the presidential election of 2008 and led to riots and even casualties, with approximately 1,000 deaths in the post-election violence (PEV). The citizens are not in favour of the election and demonstrate their disappointment. They protested due to the performance and false hope of the elected president who was chosen once again in 2008. Both the winning and opposition supporters are in a clash. The police have not remained still and even used force towards these protestors.<sup>17</sup>

The presidential election is not the main cause of the emergence of this violence. In fact, the root cause came from the prolonged ethnic conflict. Then, this triggering situation led the people of Kenya to respond by executing ethnic-based killings. Even worse, people take the advantage to create chaos by turning into riots, massive killings and raping.<sup>18</sup> As reported by Al Jazeera, a witness told Amnesty International that he/ she saw some teachers from a local school had joined the killings. The teachers who should have contributed to a peaceful future for their students rather choose to join violence.<sup>19</sup> Moreover, the PEV has resulted, in children not being able to go to school for several months and even years. So then, children in Kenya are marginalized within their country's education.<sup>20</sup> In the recent election of 2017, the fear of the situation reoccurring was once again felt by the people of Kenya. In fact, the violence against one another, the winning and opposition supporters was not recurred. But still, police have abused the protestors and resulted in some casualties, Human Rights Watch has reported that there are at least 33 people who have been killed by the police.<sup>21</sup>

## **b. Government efforts in advancing education in Kenya and barriers to education in Kenya**

Kenya is one of the countries in Africa that already has the ambition to prioritise the education aspect. In fact, the Kenyan government made a National Education Sector Plan (NESP) which was adapted to the UN ambition of the fourth Sustainable Development Goals, the quality of education. In 2014, the Ministry of Education Science conducted a Peace Education Program that was initiated by UNICEF in 1999. The government recognised the need to stop the prolonged conflict by using the Peace Education Program (PEP). By using this program in its curricula, MoEST has paid attention to first, preparing educational institutions to be proactive and understand the prevention of conflict. Second,

<sup>15</sup> Ibid. Situation Analysis of Children and Women in Kenya, 2017. pg 3-4

<sup>16</sup> Ibid

<sup>17</sup> "Ballots to Bullets," Human Rights Watch, May 15, 2018, <https://www.hrw.org/report/2008/03/16/ballots-bullets/organized-political-violence-and-kenyas-crisis-governance>.

<sup>18</sup> Ibid

<sup>19</sup> James Brownsell, "What Went Wrong in 2007?," Kenya | Al Jazeera (Al Jazeera, March 3, 2013), <https://www.aljazeera.com/features/2013/3/3/kenya-what-went-wrong-in-2007>.

<sup>20</sup> Jenestar Wanjiru, "Inclusive Education for Internally Displaced Children in Kenya: Children Perceptions of Their Learning and Development Needs in Post-Conflict Schooling," International Journal of Child Care and Education Policy 12, no. 1 (2018), <https://doi.org/10.1186/s40723-018-0046-1>.

<sup>21</sup> "Kenya Elections 2017," Kenya Elections 2017 | Human Rights Watch, February 20, 2018, <https://www.hrw.org/blog-feed/kenya-elections-2017>.

recognising the existence of cultural, religious and especially ethnic diversity, should be applied in all actors. Therefore, educational actors participating in violence will never happen again in the future. Third, as explained in the theory, the understanding of one's culture is deemed necessary. For that reason, the government recognises the identity of its country and integrates all relevant local educational policies with relevant international policies. This realisation also should be abreast with several values like human rights, social justice, non-discrimination and others. The previous point is in line with the fourth principle which is understanding human rights and even more creating a human rights-friendly environment for all. Fifth, PEP should also include environmental sustainability knowledge for those who receive it. Sixth, PEP should have been inclusive and include all participation of gender and all various communities. Seventh, again deeply realising the prolonged conflict, the government has upheld the integrity of the Kenyan people to create an honest and responsible community. Eighth, collaboration in increasing the quality of PEP, in this research, this point is clearly seen by the cooperation with international actor, UNICEF. Ninth, finally, conflict sensitivity, is to encourage the people of Kenya to understand and avoid future conflict.<sup>22</sup>

Specifically, MoEST has applied the program to all educational activities and policies within Kenya. Other than that, the central government has also realised that to fulfil the subsidies for 14-year compulsory education for its citizens is deemed necessary. This is clearly written in the Kenyan constitution article 53 of 2010 that "All children have the right to get a free compulsory basic education". With this aim, education can be obtained by all levels of Kenyan society equally. In fact, the government's efforts to advance education in Kenya have proven to be progressive over almost the past 10 years.<sup>23</sup> Comparing the years 2007 and 2015, there have been 10,756 new institutions for primary school; 4,837 for secondary school; 202 for teacher training; 334 for TIVET institutions; and 25 new universities.

**Table 1.** Number of Institutions from 2007-2015

	2007	2008	2009 2010	2011 2012 2013	2014	2015
Primary schools	20,587	21,702	22,876 24,114	25,382 26,549 28,026	29,460	31,333
Secondary schools	4,663	5,128	5,639 6,201	6,257 7,174 7,834	8,747	9,440
Teacher training	69	132	179 233	236 245 256	267	271
TIVET institutions	540	568	597 627	630 701 753	755	874
Universities	28	28	31 32	34 35 52	53	53

*Source: Situation Analysis of Children and Women in Kenya Human Rights Watch, 2017<sup>24</sup>*

The government has also succeeded in increasing gender equality in education, this has been proven by a small gap of numbers between men and women in attending formal school.<sup>25</sup>

**Figure.2** The ratio of male and female students in Kenya (Secondary School)

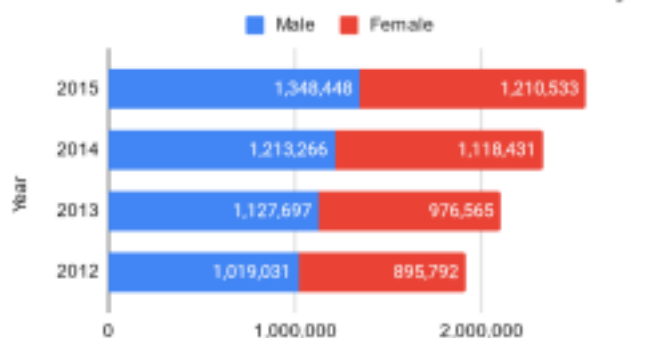
<sup>22</sup> Ibid. Education Sector Policy on Peace Education

<sup>23</sup> Ibid. Situation Analysis of Children and Women in Kenya, 2017 pg 66

<sup>24</sup> Ibid

<sup>25</sup> Situation Analysis of Children and Women in Kenya, 2017 pg 80

The ratio of male and female students in Kenya



Source: *Situation Analysis of Children and Women in Kenya Human Rights Watch, 2017*<sup>26</sup>

The government reflects on the conflict that occurred in 2008 after the general election. At that time, as explained in the previous section, there was mass violence and rape which caused the education system to stop. The government desires to apply peaceful education in the hope of building and maintaining peace in the future.<sup>27</sup> The expectation and ambition of the Kenyan government was a great stepping stone, but the existence of inequalities and obstacles is inevitable. Also, the budget allocation is still considered unfair towards some provinces in Kenya. There is still a lack of data and one of them is about why children decided not to go to school. Data collected by UNICEF has shown that the girls who choose not to go to secondary school have feared that if they are educated, they could not get married and especially escape poverty. The girls are also prone to be treated horribly since they are still risking their lives against sexual abuse.<sup>28</sup> Even worse, the latest report from UNICEF that in 2015, 147 educators and students had been killed due to terrorist attacks in northern and eastern Kenya.<sup>29</sup> The concrete examples previously mentioned, prove that quantitatively there has been progress in the number of educational institutions and an increase in the education budget. But qualitatively, child-friendly peace education has not been carried out optimally. Even, it becomes horrific for some children and educators to fulfil educational needs, because they must deal with violence and insecurity from their surroundings. Therefore, many cannot or are reluctant to become educators, even more, the ratio of students to educators is very unequal, at 30.4: 1. This has also resulted, in the excessive workload of educators and also affected their mental health.<sup>30</sup>

### **c. The implementation of neoliberal institutionalism in UNICEF's role in adapting, supporting and complementing government efforts**

States have overarching interests that they pursue which are in line with the unanimous agreement in the international convention or institution. Neoliberal institutionalism argues that states eventually need support from international organisations to achieve their goals.<sup>31</sup> Norms, values and institutions are coherent which Kenya's government and UNICEF uphold in this Peace Education Programme. Kenya's government's goal is to eliminate all kinds of violence including post-election

<sup>26</sup> Ibid

<sup>27</sup> Adada Mary, Effectiveness of Peace Education Programmes

<sup>28</sup> Ibid. Situation Analysis of Children and Women in Kenya, 2017 pg 80

<sup>29</sup> Ibid. pg 86

<sup>30</sup> Ibid. Inclusive Education for Internally Displaced Children in Kenya: Children Perceptions of Their Learning and Development Needs in Post-Conflict Schooling

<sup>31</sup> Timothy Dunne, Milja Kurki, and Steve Smith, International Relations Theories: Discipline and Diversity (Oxford: Oxford University Press, 2021). pg. 102 -119

violence (PEV), and sexual abuse. This ambition has been aligned with UNICEF's universal goal in 1996 in its 'Anti-War Agenda'<sup>32</sup>

"...Disputes may be inevitable, but violence is not. To prevent continued cycles of conflict, education must seek to promote peace and tolerance, not fuel hatred and suspicion."<sup>33</sup>

Kenya has an ambitious agenda to fulfil a harmonious country through education in line with UNICEF's Anti-War Agenda. However, variations of violence towards children and adolescents still exist. Hence, the gaps that have not been successfully filled by the government are filled by UNICEF.

The purpose of UNICEF's presence in the issue of education in Kenya is not to intervene against the entire policy and education system in Kenya. On the other hand, UNICEF fully supports the efforts and ambitions of the government which is considered progressive in improving education in Kenya.<sup>34</sup> UNICEF has aligned itself using the Peace Education Program with the norms, rules, and institutions, that are existing and developing in the world, especially in education and child development. The support was proven by its assistance in the development of Kenya's peace education policy along with other non-state actors including local organisations<sup>35</sup> Kenya's government and UNICEF is fully aware that peaceful education is a solution for other aspects such as gender issues, development of education according to the demands of the times, and even the survival needs in Africa such as education on landmine awareness.<sup>36</sup> With the assistance of UNICEF in its policy, the application of PEP was still not effectively well implemented, this program is only made by the central government but its application to the grassroots (province/ county and especially educators and children) was not so significant.<sup>37</sup> Conflict-prone areas and ASAL (north and east areas) are the most underdeveloped. The local environment tends to increase the traumatic effects of the violence. Apart from that, patriarchal culture is still very much embedded in northern Kenya society. Women fear that they will not be able to marry in the future because they are afraid to dominate the household and by going to school, they think that it will take up time and consequently cannot take care of the household.<sup>38</sup> Thus, UNICEF formed a more thorough support by proposing solutions and conducting action research towards Kenya's PEP.

There are several techniques and substances described in the application of UNICEF's Peace Education Program. First, determine and rehabilitate an area that is used as a place to establish educational institutions by also creating a peaceful community (teachers, principals, employees, and students). A safe and child-friendly environment gives children the probability of not being reluctant to go to school. Therefore, UNICEF provides direct assistance in the rehabilitation of 185 classes in 65 schools in Kenya.<sup>39</sup> Then, to produce excellent students who maintain the peace of the Kenyan state, there is also a need to increase the number of educators and their quality. In this case, UNICEF has also trained and educated 2700 teachers, 41% of whom are women. From this, in addition to aligning norms and values, UNICEF also pays attention to other aspects related to education such as improving gender equality.

There must be an adjustment to the education system that upholds peace, non-violent education, human rights, social justice and global issues that have been written in the principle of Kenyan PEP. This point is very urgent to apply, especially in the most basic circles of society (grassroots), to create an understanding of the peace that must be created in their environment. Most importantly, in carrying out these stages, it is necessary to adjust to the grassroots (roots of the problem and local systems) of

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<sup>32</sup> Ibid. *Peace Education in UNICEF*, 1999. Pg 10

<sup>33</sup> Ibid

<sup>34</sup> "Quality Education," UNICEF Kenya, <https://www.unicef.org/kenya/quality-education>)

<sup>35</sup> Ibid. Education Sector Policy on Peace Education. Pg 3-5

<sup>36</sup> Ibid. *Peace Education in UNICEF*, 1999.

<sup>37</sup> Ibid. Building Peace through Education in a Post-Conflict Environment: A Case Study Exploring Perceptions of Best Practices

<sup>38</sup> Ibid. Quality Education

<sup>39</sup> Ibid. Quality Education



each region in Kenya. Government should also pay more attention to several areas in Kenya located in the ASAL region which should require more attention from both the central and local governments.<sup>40</sup> However, as explained in the last sentence, it is imperative that the attention of the central government is coherent with the local government to understand the root causes of each region. Therefore, proper educational system analysis techniques are needed. Every province in Kenya shall not receive the same homogeneous system because each region in Kenya has different dominant issues that affect the quality of its education. In 2016, UNICEF proposed a way to analyse the education system in various regions in Kenya using the 4Rs (Redistribution, Recognition, Representation, Reconciliation) method.<sup>41</sup>

**Table 2.** Indicators of education system analysis using 4Rs

<b>Analyzing education systems using the 4Rs: Potential 'indicators'</b>	
Redistribution (addressing inequities)	<ul style="list-style-type: none"> <li>• Vertical and horizontal inequalities in education inputs, resources, and outcomes (quantitative data)</li> <li>• Distributive effects of macro education reforms or policies (e.g. impact of decentralization and privatization on different groups and conflict dynamics)</li> </ul>
Recognition (respecting difference, addressing cultural equity)	<ul style="list-style-type: none"> <li>• Policies on language of instruction</li> <li>• Recognition of cultural diversity and religious identity in curriculum</li> <li>• Citizenship and civic education as a means of state-building</li> <li>• 'Relevance' of curriculum to diverse communities and local livelihoods</li> <li>• Addressing violence</li> </ul>
Representation (encouraging participation, addressing political equity)	<ul style="list-style-type: none"> <li>• Participation (local, national, global) in education policy and reforms</li> <li>• Political control and representation through education administration</li> <li>• School-based management and decision-making (teachers, parents, students)</li> <li>• Support for fundamental freedoms in the education system</li> </ul>
Reconciliation (dealing with injustices)	<ul style="list-style-type: none"> <li>• Addressing historical and contemporary injustices linked to conflict</li> <li>• Integration and segregation in education systems (e.g. common institutions)</li> <li>• Teaching about the past and its relevance to the present and future</li> <li>• Vertical trust in schools and education system, and horizontal trust between identity-based groups</li> </ul>

*Source: Education and Peacebuilding in Kenya: Research Report, UNICEF 2016<sup>42</sup>*

The first point is that Redistribution focuses on analysing discrimination and equality, resources, and outcomes of the education system that has been implemented in the territory. Second, recognition is an analysis of identity and religious diversity that should be considered in the education curriculum. Third, representation by solidarity with all elements related to education. All these elements are obliged to support the right to education and teaching. The last is reconciliation, focusing on analysing history, injustice and other aspects that affect children's mentality.<sup>43</sup>

Through action research, UNICEF analysed how grassroots including individuals, family, peers, schools, and communities have acted according to violence that occurred in Kenya and proposed

<sup>40</sup> Ibid. *Peace Education in UNICEF*

<sup>41</sup> *The Links between Equity, Governance, Education and Peacebuilding in Kenya: Research Report* (Nairobi: Unicef, 2016)

<sup>42</sup> Ibid

<sup>43</sup> Ibid

activities that can be conducted in the community.

**Table 3.** Preventive and interventions towards sexual abuse in Kenya pg 297-299

	Risks and limits to preventive factors	Existing protective/ preventive factors	Intervention activities developed by community
Individual		Good behavior such as dressing modestly by girls	Life skills of "saying no" to boys and men
Family	Poor parenting (lack of knowledge and skills about talking with children about puberty and sex) Strong peer norms of consensual sex outweighed guidance and threats of punishment for engaging in early sex Girls were often coerced into sex and became pregnant as a result of sexual exploitation and abuse Poor families were unable to meet girls' basic needs, leading many girls to engage in transactional sex	Paying school fees, taking on additional work <i>Education:</i> Parents and extended family advised children and taught them good values and behavior <i>Discipline:</i> Parents did not allow children to go to night events at which drinking and sex were likely and beat children if they went <i>Economic support:</i> Parents with sufficient income met girls' basic needs for food and items such as sanitary pads	Parent training and support groups Parent-child dialogues Advising and counseling daughters
Peer	Norms of early sexual debut and consensual sex with peers, peer pressure from boys to have sex in exchange for goods, norms of having boyfriends/girlfriends and engaging in sex	Youth clubs; village soccer team for girls	Soccer teams for all girls and boys; child and adolescent messaging; peer mentoring
School	Significant numbers of children were out of school; teachers sexually abused girls	Teachers provided guidance and education about appropriate behavior, and they monitored children's behavior Provision of food at school to encourage children to attend; pregnancy tests	Life skills training

(continued)

	Risks and limits to preventive factors	Existing protective/ preventive factors	Intervention activities developed by community
Community	Older men sexually abused girls Boda boda (motorcycle taxi) drivers enticed girls with money and transportation Norms of boys and men giving girls material items in exchange for sex	<i>Religion:</i> Religious leaders counseled abstinence and taught good values and behavior. Religious groups helped to raise money to help children stay in school <i>Contraception:</i> Birth control methods such as "injections," pills, and implants were available <i>Discipline:</i> Village elders disciplined girls for inappropriate behavior <i>Economic support:</i> Community groups helped to raise or loan money that enabled children to stay in school	Sports; mentors; parenting classes and support groups; children out of school committee; theater group

Source: *Children and Peace from Research to Action, 2020*<sup>44</sup>

With UNICEF's assistance in complementing the government's performance, the number of qualified educators and students will continue to increase. Furthermore, the education quality of all educational institution members. A better quality of members and system will eventually spill over to other aspects for example increasing the quality and percentage of gender equality and social justice. Most important is the realisation of sustainable peace in Kenya.

## Conclusion

The Kenyan government's ambition has been shown to be progressive proven by the increase in the number of institutions in recent years after the conflict that hit Kenya in 2008. UNICEF, as an international organisation focused on children, has participated in the Kenyan children's well-being, especially in eradicating violence through the Peace Education Programme. Therefore, the answer to "What is the effort of the Kenyan government and UNICEF in improving children's education by eliminating violence in Kenya, especially by using the Peace Education Program?" comes from the implementation of the programme by both actors. The Kenyan government has allocated 14% of its state budget to the education sector and provided free school subsidies to the Kenyan people for 14 years. Moreover, the government's efforts have been adjusted to the UN SDG 4 and adopted the peace education program / PEP from UNICEF to create sustainable peace. However, the central government's efforts have not yet reached the root of the problem, the action was still centralised and irrelevant for varied areas. UNICEF presents as an international organisation that aligns with the existing norms and values of Kenya. Keohanne's Neoliberal institutionalism emphasises how the state, Kenya, has their interests and how an International Organisation, UNICEF, which has a similar overarching goal, the Peace Education Programme, can be an option to achieve sustainable peace in Kenya through education. Hence, with the existing Kenya programme, UNICEF provided indicators of education system analysis using 4Rs and action research to prevent sexual violence in Kenya. UNICEF also trained and educated 2700 teachers, 41% of whom are women, and provides direct assistance in the rehabilitation of 185 classes in 65 schools in Kenya. Finally, The Peace Education Programme has been progressively conducted by Kenya and UNICEF. However, maintaining the programme needs contributions from all related actors and is inclusive to all children and youth despite the varied areas in Kenya.

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