BINDURA UNIVERSITY OF SCIENCE EDUCATION

FACULTY OF SOCIAL SCIENCES AND HUMANITIES



The Prospects of Intergrating Peace Education in Zimbabwe's Secondary Schools for Peacebuilding

BY

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ABSTRACT

The main objective of the study was to analyze the integration of peace education into the secondary school curriculum and its contribution to peacebuilding, tolerance, and positive learner behaviour in three secondary schools in Bindura District, Zimbabwe: Chipindura High, Chipadze High, and Herman High. The study was mainly guided by the transformative theory. The study adopted an interpretivist research philosophy and a qualitative case study design. Data were collected from 50 participants comprising 12 teachers, 3 school administrators, and 35 learners through semi-structured interviews, focus group discussions, and document analysis. Thematic analysis was employed, and trustworthiness was ensured through triangulation, member checking, and reflexivity. Findings revealed that peace education was not taught as a standalone subject but infused primarily into Religious and Moral Education, Guidance and Counselling, and Heritage Studies, with minimal or no integration in Mathematics and Sciences. While the majority of participants affirmed the importance of peace education, only few agreed that teachers modelled peaceful behavior. The study concludes that current peace education integration remains partial and superficial rather than transformative. The research recommends a national peace education framework, mandatory teacher training, whole-school approaches, and examination reform. The study contributes empirical evidence from a peri-urban Zimbabwean context and offers stakeholder-specific recommendations for policy and practice.

Keywords: Peace education, curriculum integration, peacebuilding, secondary schools, Bindura, Zimbabwe, transformative theory, conflict transformation.

DECLARATION

I, Julianna Chiurawa, (B220358B) hereby declare that this dissertation is my own solemnly work and that it has not been copied or lifted from any other sources without acknowledgement.

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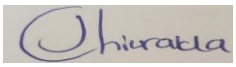
Signed: 

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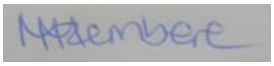
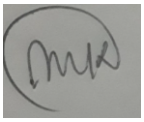
Signed: 

Chairperson:  Date: 25/08/2026

Signature……

DEDICATION

To my beloved parents, whose unwavering support, sacrifices, and belief in the power of education have shaped the person I am today.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBC – Competence-Based Curriculum

FGD – Focus Group Discussion

MoPSE – Ministry of Primary and Secondary Education

NGO – Non-Governmental Organisation

RME – Religious and Moral Education

SD – Standard Deviation

SDG – Sustainable Development Goal

SPSS – Statistical Package for the Social Sciences

STEM – Science, Technology, Engineering and Mathematics

UNDP – United Nations Development Programme

UNESCO – United Nations Educational, Scientific and Cultural Organization

UNICEF – United Nations Children's Fund

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CHAPTER ONE

1.0 INTRODUCTION

1.0 Background to the Study

Education is an important part of the improvement of the nation; it also plays an important part in peace in society. Education doesn't just teach us knowledge, but it also affects how an individual behaves and acts in the community. Today, the world faces many conflicts, from street violence, political intolerance, and cultural divides to global inequalities and injustice. Education systems must, therefore, support peace-oriented citizens who will resolve differences without conflict, both in terms of moral and practical imperatives in such an environment. This is the reason why integrating peace education in our schools is an effective approach which helps learners to develop the requisite knowledge, skills and attitudes to prevent conflict and promote peace (Harris & Morrison, 2013).

Zimbabwe has been progressively reforming its educational system since independence in 1980, steadily moving away from a colonial model that produced academic elitists to one that seeks to produce holistic, socially responsible citizens. The Competence Based Curriculum was introduced by [MoPSE] in 2015 to enhance the inclusivity of learning with a wider range of skills and values. Under this framework, peace education is positioned within citizenship, ethics and moral education. Nonetheless, the peace education component within the curriculum remains quite marginal and underdeveloped. In fact, peace education is rarely treated as a learning outcome but assumed as an 'undoubtedly through' (Chinake, 2021). Many schools teach other topics indirectly related to peace such as Religious and Moral Education (RME), Heritage Studies, Civic Education, Guidance and Counselling and History. These themes include concepts related to conflict

resolution, human rights, and tolerance, but their peacebuilding potential is seldom optimized because of poor teacher preparation, policy ambiguities, and inconsistent pedagogical practices (Chikoko, 2018).

The goal of peace education should not only be the absence of violence but the presence of positive peace. The presence of positive peace was defined by Galtung (1969) as social justice, equality, and harmonious human relations. In this way, peace education helps learners identify and tackle more structural causes of conflict like discrimination, inequality, and poverty. In Zimbabwe, there have been political divides, economic gaps, and social upheaval, which sometimes create tensions in communities. When used as an instrument, peace education could help unite a nation (Kurebwa, 2021). Schools and societies are link with each other, schools reflect the society in the same way the society reflects the school. Inside the school, like social bullying, gender discrimination and student conflict, everything is happening same like the community. When students learn peace education, they will get the abilities. These include cognitive and emotional capacities. Furthermore, they will peacefully resolve conflict.

The town of Bindura in the Mashonaland Central Province is relevant in integrating peace education in secondary schools. Political polarization and youth engagement in social conflicts have been a periodic occurrence in the area like many other areas in Zimbabwe. Schools like Chipindura High, Chipadze High, and Herman High in Bindura are attended by students from diverse backgrounds, socio-economic and cultural. There are opportunities and challenges that come with diversity.

It makes students tolerant and allows them to accept differences. However, mismanagement can cause tensions due to these differences. The inclusion of peace education in

school curricula can be a pre-emptive measure to create a culture of peace, dialogue and respect among learners (Chivandikwa & Dodo, 2020).

Across the world, and increasingly within conflict areas, peace education is a policy priority under a new global program. Specifically, the United Nations Sustainable Development Goals (SDG 4.7) now calls for inclusive, equitable quality education that promotes Global Citizenship and a Culture of Peace (UNESCO, 2014). Countries like Kenya, Uganda, and Rwanda are making great strides toward integrating peace education into the national curriculum as part of their response to a legacy of ethnic conflict and violence (Obura, 2020). When peace education is appropriately rolled out and supported, it could contribute towards strengthening reconciliation, civic participation and community resilience. Zimbabwe can learn valuable lessons from these regional models for Zimbabwe's cultural and educational contexts.

In spite of these global and regional developments, peace education has not been consistently integrated into Zimbabwean secondary schools. Makuvaza's (2022) study indicates that although the CBC comprises competencies pertinent to peace, the majority of teachers do not possess the requisite training and pedagogical skills to implement these in the classroom. Likewise, Maphosa (2020) pointed out that peace education in schools is often externally instigated by NGOs or donor-funded projects and not internalized as policy and teacher education initiatives. Because of this, peace education is often put into place in an irregular fashion with little sustainability that limits impact on learners.

Another critical dimension concerns teacher perceptions. Teachers are role models and mediators in schools. Teachers and education are the same thing. When teachers do not understand peace education it means that it will not be mediated properly. If educators consider peace

education to be marginal or not related to subjects that can be evaluated, it will be implemented at a superficial level. On the contrary, when teachers internalize values of peace, classrooms become mutually respectful and actively teaching-learning spaces (Bar-Tal & Rosen, 2017). Some teachers at Chipindura, Chipadze and Herman High Schools in Bindura reportedly integrate peace-related content in lessons or extracurricular lessons. However, this practice is not certified and institutionalized.

The practical problem is the absence of a peace education framework in secondary schools, leading to continued conflicts, bullying and intolerance among students that hamper the learning environment. Students often do not possess sufficient interpersonal and social skills to resolve disputes constructively. This can result in disciplinary cases and a negative school climate. Different schools that focus on enhancing citizenship have greater implications for the community. Because schools play a critical role in getting children ready to be citizens. If peace education is poorly executed, the capacity of education as a peacebuilding mechanism is limited.

Given this, the research problem is the limited knowledge and understanding of the integration of peace education in the present scenario in the secondary schools curricula, and its contribution to peacebuilding outcomes. Though policy documents call for peaceful and democratic citizenship, empirical evidence on how this plays out in practice is limited. This is particularly true of schools in small urban centers like Bindura. The lack of coordination makes it difficult to design effective interventions that reinforce peace education.

The rationale for selecting this topic is twofold. To begin with, the researcher noted how important peace education is for promoting the social cohesion of young people in Zimbabwe's social unrest.

Another objective of the study is to focus on Chipindura High, Chipadze High and Herman High schools in Bindura. Hence, the aim is to generate location-specific recommendations which can be used for national curriculum development and peace-building strategies and interventions in schools. We chose these schools because they represent different demographic and administrative characteristics in the same city.

Also, the study helps to fill the existing gap in knowledge by sourcing empirical data on the implementation of Peace Education in Zimbabwean secondary schools. Although many studies focused on peace education conceptually, not much effort has been made to study it in practice at the school level. Further, much existing work is limited to a post-conflict area or national policy analysis, with little local-level practice investigation. By having a look at peace education in the Bindura schools, the study contributes to both literature and practice for sustainability in peacebuilding using education.

Moreover, the study is in tune with the National Development Strategy 1 of Zimbabwe (2021–2025) whose key enablers are peace, unity and social cohesion. Education is said to produce responsible, peace-loving people that contribute to national stability. With the incorporation of peace education, it supports both national and international efforts and commitments to sustainable development, democracy and human rights. (UNDP, 2020)

From a theoretical point of view the study draws upon the Positive Peace Model (1969) of Galtung and the Conflict Transformation Theory (1997) of Lederach. Galtung's framework means we must confront much more than just violence to achieve peace. This view suggests why peace education cannot be limited to just behavior modification but must also include critical thinking, empathy and justice. Lederach's theory, in contrast, emphasizes the need to transform relationships

and social systems to sustain peace. We need to foster trust, respect and collaboration within classrooms, teachers, and communities.

To sum up, the study seeks to and will show how peace education is being integrated in the Bindura curriculum at secondary school level and its contribution toward peace homing and peacebuilding. The goal is to examine the experiences of teachers and students, find implementation gaps, and make useful recommendations. The study looks at a practical issue, namely, the continuation of conflict and intolerance in schools, and a research issue, namely, lack of a clear understanding of how peace education works in Zimbabwe's secondary education. Through the examination of this topic, it contributes to efforts aimed at building a peaceful, inclusive and a democratic society by virtue of education.

1.2 Purpose of the Study

The aim of this study is to examine how peace education is taught in secondary schools in Bindura (Chipindura High, Chipadze High and Herman High) and its role in promoting peacebuilding, tolerance and positive behavior among learners.

1.3 Statement of the Problem

Curriculum reforms in Zimbabwe have been taking place to promote citizenship and coexistence. However, peace education has not yet been integrated into secondary schools. Bindura's schools, namely Chipindura, Chipadze and Herman high, are reportedly still grappling with cases of bullying, intolerance and student indiscipline, which hinder learning and disrupt school peace. According to Makuvaza (2022), a formal peace education framework and teacher training are absent. Therefore, implementation of peace education should not take place. Subjects like Religious and Moral Education, Heritage Studies and Civic Education have elements of

peacebuilding. However, these elements are not systematically coordinated among them. As a result, students often cannot help resolve disputes or work towards community harmony. This is a big concern for educational policy-makers and society, as schools are supposed to exemplify living together and tolerance. As a result this study is addressing the insufficient integration and practical implementation of peace education within secondary schools in Bindura, which inhibits education from becoming a vehicle for sustainable peace building and social transformation.

1.4 Research Objectives.

1. To assess the extent to which peace education is integrated into the secondary school curriculum at Chipindura, Chipadze, and Herman High Schools in Bindura.
2. To examine teachers' and students' perceptions of peace education and its relevance to peacebuilding in schools.
3. To identify challenges and opportunities affecting the effective implementation of peace education in secondary schools in Bindura.

1.5 Research Questions.

1. To what extent has peace education been integrated into the curriculum of secondary schools in Bindura?
2. How do teachers and students perceive the role of peace education in fostering peacebuilding within their schools?
3. What are the major challenges and opportunities influencing the implementation of peace education in secondary schools in Bindura?

1.6 Assumptions of the Study.

1. It is assumed that teachers and students in Chipindura, Chipadze, and Herman High Schools have been exposed to aspects of peace education through existing subjects such as Civic Education, Heritage Studies, and Religious and Moral Education.

2. It is further assumed that integrating peace education systematically within the curriculum enhances learners' interpersonal relationships, conflict resolution skills, and overall contribution to peacebuilding in their schools and communities.

1.7 Significance of the Study

This research is an important component aimed at equipping Zimbabwe's secondary schools with strategies for developing peace education to foster peacebuilding and positive social behavior. The research findings will benefit multiple stakeholders. The MoPSE will learn how to strengthen the Competence-Based Curriculum through the infusion of structured peace education that goes beyond morality education. The peace concepts will benefit teachers and school administrators from Chipindura, Chipadze, Herman High Schools through evidence-based recommendations that promote peace through teaching, learning and extra curricula programs. Students will gain social skills, emotional intelligence, and conflict management skills to create harmony and keep the focus. Understanding the contribution of peace education to national integration and sustainable development is of theoretical value to scholars and policymakers. This study can provide a contextualized model for the implementation of peace education, which can be replicated in Zimbabwean schools. In the end, it helps create peaceful learning environments and brings up citizens who are responsible, humane and peace-loving.

1.8 Delimitations of the Study

The geographical scope of the study is confined to Bindura District in Mashonaland Central Province and the study was focused on Chipindura High, Chipadze High and Herman High Schools. The research involved teachers, school administrators and students who were engaged in teaching and learning peace subjects. By peace subjects, the researcher means Religious and Moral Education, Heritage Studies, Civic Education and Guidance and Counselling. The study's time limits are the academic year of 2024–2025 in accordance with the existing competence-based curriculum. The study is limited to the implementation of peace education and its impact in the mentioned schools and no other districts, primary schools or tertiary institutions. This paper does not look at the long-term behav-ioral impact of peace education on the graduates nor does it deal with the national level policy formulation beyond the school level. It is therefore the study of the integration, perception and challenges on the implementation of peace education in selected.

1.9 Limitation of the study

While this study attempts for really broad scope, it have limitations. This study is qualitative as it uses interviews, focus group discussions and documents analysis. Hence, findings may not be generalizable to all Zimbabwe schools. Participants' responses was affected by social desirability bias. The teachers and students involved in the study may provide responses that are morally right but does not correlate with their actual experiences. In addition, a lack of access to official documents or data privacy policies limits the analysis of school practices. Restriction of time also limit the depth of field work as the school schedule and examination period deprived the involvement. The limitations to the study are its focus on real life experiences in real life schools which makes it valuable. Using more than one data source will increase validity which consist of teachers, students, administrators. In addition, the research findings would still be useful in enhancing the integration of peace education and informing local and national education policy.

1.10 Definition of Key Terms

Curriculum Integration

Peace education refers to integrating peace-related content, values, and skills into existing subjects and school activities to enable a holistic education (Davies, 2018).

Conflict Transformation

When seeking to address the causes of conflict over the long-term, it requires changing the relationships, attitudes, and social structures that sustain it (Lederach, 1997)

Civic Education

It is the process of education through which people are equipped with knowledge, values and way of being competent citizens achieving democratic participation and social responsibility (2014) (UNESCO).

Positive Peace

Galtung (1969) proposed a notion where violence is more than just the absence of direct violence but also the presence of social justice.

Peacebuilding

Continuous endeavors to tackle underlying causes of conflict and strengthen social cohesion through proactive engagement in education, political discourse, and community-building initiatives (UNDP, 2020).

Guidance and Counselling

Makuvaza (2022) says it is a program at the school level that offers learners emotional, moral, and social support to help them make responsible and peaceful life choices.

1.11 Dissertation Outline

Chapter One: Introduction.

This section includes the background information and the rationality for the integration of peace education in Bindura secondary schools. The study describes the problem of research, research purpose, research objectives, research queries, assumptions, finally the significance, delimitations, and limitations of the study. The chapter lays down a conceptual framework while highlighting the gap that the study seeks to fill in Zimbabwe's education system focusing on peacebuilding through education.

Chapter 2: Literature Review and Theoretical Framework.

Within this chapter, we will critically analyses existing literature on peace education, peacebuilding, and curriculum integration. This highlights past research findings, conceptual evolution and theoretical framings of Galtung's Positive Peace Theory and Lederach's Conflict Transformation Theory, from both global and Zimbabwean lenses. The chapter recognizes the knowledge gap and positions the study in scholarly and policy contexts.

Chapter 3: Research Methodology

The research design, philosophy, and methodology used in the study are discussed in this chapter. This describes the population, sampling methods, data collection tools, data analysis

approaches, and steps to ensure validity, reliability and ethics. This chapter explains why a qualitative approach was used to explore the integration of peace education in the Bindura schools.

Chapter 4: Data presentation, Analysis and discussion of Findings.

The results are the research findings derived from the interviews, focus group discussions, and document analysis. The data is arranged in themes as per the study objective and the results are compared with existing literature. This conversation evaluates the way peace education is practiced in the selected schools, the perceptions of stakeholders and implications for peacebuilding at secondary level.

Chapter 5: Summary, conclusions and recommendations

The last chapter summarizes the key findings with relation to the objectives of the study. This report states recommendations for the policymakers, educators and the developers of the curriculum by drawing the inference on the challenges and issues of peace education in secondary schools. The chapter also recommends areas to research further on peace education and sustainable peacebuilding in Zimbabwean schools.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.0 Introduction

This chapter reviews literature relevant to the integration of peace education in secondary schools for peacebuilding. It examines key concepts, theoretical perspectives, and empirical studies on peace education, schooling, and peacebuilding. The chapter situates peace education within the education system and highlights its role in shaping learners' attitudes, values, and behaviors that promote peaceful coexistence. It further establishes the conceptual and theoretical foundations that guide the study and identifies gaps in existing literature that the research seeks to address.

2.1 Theoretical Framework

The study is guided by the Transformative Theory, rooted in the work of critical pedagogues and peace scholars, posits that peace education must fundamentally challenge and change the attitudes, beliefs, and social structures that perpetuate violence and injustice (Bar-Tal, 2021). Unlike approaches that focus solely on skill acquisition or behavioural modification, Transformative Theory emphasises deep cognitive and affective shifts that enable learners to critically examine root causes of conflict, question dominant narratives, and commit to social change (Freire, 1970; Bajaj, 2015). In the context of peace education, this theory explains how learners move beyond passive acceptance of peaceful norms toward active agency in building sustainable peace.

Central to Transformative Theory is the concept of critical consciousness—the ability to recognise and challenge oppressive systems, inequalities, and cultural norms that normalise

violence (Reardon, 2010). In secondary school settings, transformative peace education engages learners in examining issues such as structural violence, discrimination, and exclusion within their own communities. Through dialogue, reflective inquiry, and problem-posing pedagogy, learners develop the capacity to question why conflicts arise and whose interests are served by maintaining unequal power relations (Davies, 2022).

Transformative Theory also emphasises the importance of emotional and ethical development. Peace education informed by this theory nurtures empathy, compassion, and a sense of shared humanity, which are essential for transcending division and building inclusive relationships (Harris and Morrison, 2013). For adolescents undergoing identity formation, transformative experiences within schools can reshape worldviews and foster commitment to justice-oriented peacebuilding.

Furthermore, Transformative Theory recognises that change must occur at multiple levels individual, relational, and structural. In schools, this translates into transforming not only learner attitudes but also teacher practices, school policies, disciplinary systems, and community partnerships (Laurite, 2024). Thus, Transformative Theory offers a comprehensive framework for understanding how peace education integration can produce lasting changes in learners and their broader social environments, making it particularly relevant for secondary school contexts where young people are developing moral and civic identities.

2.2 Conceptualization of Peace Education

Peace education is broadly conceptualized as a deliberate educational process aimed at developing knowledge, skills, values, and attitudes that enable individuals to prevent conflict, resolve disputes non-violently, and promote peaceful coexistence (UNESCO, 2017). It focuses not

only on the absence of violence but also on the presence of justice, equality, human rights, and respect for diversity (Gatling, 1996). Scholars argue that peace education is transformative in nature, as it seeks to change mindsets, behaviors, and social structures that perpetuate violence (Harris and Morrison, 2013).

From an educational perspective, peace education encompasses both cognitive and affective dimensions. The cognitive dimension equips learners with an understanding of conflict, its causes, and mechanisms for resolution, while the affective dimension nurtures empathy, tolerance, and respect for others (Bajaj, 2015). Peace education therefore goes beyond classroom instruction and extends to live experiences within schools and communities. It is concerned with shaping learners into responsible citizens capable of contributing positively to society (Salomon, 2011).

Peace education is also understood as a holistic and values-based approach to learning. It integrates themes such as democracy, social justice, gender equality, and environmental sustainability, which are essential for sustainable peace (Danesh, 2006). In this regard, peace education is closely linked to human development and social transformation, as it empowers learners to challenge violence and injustice in their communities (Reardon, 2010).

In developing contexts, peace education is viewed as a preventive strategy against future conflicts by targeting young people at formative stages of socialization (Bush and Saltarelli, 2000). Schools are therefore seen as critical spaces where peace-oriented values can be cultivated and reinforced. This conceptualization positions peace education as both a process and an outcome, contributing to individual growth and broader societal peace.

2.3 Peace Education in Secondary Schools

Secondary schools are widely recognized as strategic institutions for the implementation of peace education due to their role in adolescent socialization and identity formation (Harris, 2004). At this stage, learners are developing critical thinking abilities and social awareness, making them receptive to peace-related values and skills. Peace education in secondary schools seeks to promote non-violent conflict resolution, mutual respect, and responsible citizenship among learners (Salomon and Nuevo, 2002).

Peace education in schools can be integrated through formal, informal, and hidden curricula. Formally, peace-related topics may be infused into subjects such as history, civic education, religious and moral education, and social studies (UNESCO, 2015). Informally, peace education is reinforced through extracurricular activities such as debates, clubs, sports, and community service, which foster cooperation and teamwork (Bajaj, 2015). The hidden curriculum, reflected in school culture, discipline practices, and teacher–learner relationships, also plays a critical role in modelling peaceful behavior (Apple, 2004).

Teachers are central to the success of peace education in secondary schools. Their attitudes, pedagogical approaches, and conflict management practices influence how learners understand and practice peace (Harris and Morrison, 2013). Learner-cent red and participatory teaching methods, such as dialogue, role play, and group discussions, are particularly effective in promoting peace values (Reardon, 2010).

Despite its importance, the implementation of peace education in secondary schools often faces challenges such as limited teacher training, curriculum overload, and lack of institutional

support (Bush and Saltarelli, 2000). Nevertheless, schools remain vital spaces for nurturing peaceful mindsets and behaviors that contribute to long-term peacebuilding within communities.

2.4 Peacebuilding and Education

Peacebuilding refers to sustained efforts aimed at addressing the root causes of conflict and strengthening structures that support lasting peace (Literacy, 1997). Education is widely regarded as a key pillar of peacebuilding because it shapes values, norms, and behaviors that influence how individuals and societies respond to conflict (UNICEF, 2011). Through education, societies can promote social cohesion, inclusion, and reconciliation, which are essential for sustainable peace.

Education contributes to peacebuilding by fostering critical awareness, tolerance, and respect for diversity among learners (Gatling, 1996). Schools provide structured environments where young people from different backgrounds interact, creating opportunities for dialogue and mutual understanding (Salomon, 2011). By teaching non-violent conflict resolution and democratic participation, education equips learners with tools to manage differences peacefully (Reardon, 2010).

Peacebuilding through education also involves transforming unequal and exclusionary systems that perpetuate violence (Bush and Saltarelli, 2000). When education systems promote equity, participation, and human rights, they reduce grievances that often lead to conflict. Conversely, education that reinforces discrimination or inequality can exacerbate tensions. This underscores the need for peace-sensitive education policies and practices (UNESCO, 2017).

In post-conflict and fragile contexts, education plays a restorative role by supporting healing, reconciliation, and social reconstruction (Literacy, 1997). Even in relatively stable

societies, peacebuilding education is preventive, aiming to reduce the likelihood of future conflicts by nurturing peaceful generations. Thus, the relationship between education and peacebuilding is both proactive and transformative.

2.5 Approaches to Peace Education

Recent scholarship identifies peace education as a multi-approach practice that adapts to context, learners, and institutional capacity. One dominant approach is the transformative approach, which focuses on changing learners' attitudes, beliefs, and behaviors that sustain violence by promoting critical reflection, dialogue, and social responsibility (Bar-Tal, 2021). This approach views peace education as a long-term social transformation process rather than a short-term intervention.

Another widely discussed approach is the peace-through-skills approach, which emphasizes equipping learners with practical competencies such as conflict resolution, mediation, negotiation, and communication (Davies, 2022). This approach is grounded in the idea that peace can be built when individuals possess the skills to manage conflicts constructively in everyday situations. It is particularly relevant in school environments where interpersonal conflicts are common.

The human rights-based approach has also gained prominence in recent years. This approach links peace education to human rights education by stressing dignity, equality, inclusion, and justice as foundations for peace (Osler, 2023). Learners are encouraged to recognize structural violence and challenge discrimination, thereby promoting positive peace.

Additionally, the whole-school approach has been increasingly advocated, as it integrates peace education into teaching methods, school governance, discipline systems, and community engagement (Laurite, 2024). This approach recognizes that peace education is most effective when it is reflected in the overall school culture rather than confined to classroom lessons.

These approaches are complementary rather than mutually exclusive, and their combined application enhances the effectiveness of peace education initiatives.

2.6 Integration of Peace Education in the Secondary School Curriculum

Integrating peace education into the secondary school curriculum involves embedding peace-related values, knowledge, and skills across subjects and school activities. Recent studies emphasize curriculum infusion, where peace concepts are integrated into existing subjects such as history, civics, literature, and religious studies rather than taught as a standalone subject (UNESCO, 2021). This approach reduces curriculum overload while ensuring consistent exposure to peace themes.

Another integration strategy is interdisciplinary learning, which encourages learners to explore peace issues across multiple subjects, fostering holistic understanding and critical thinking (Bick more, 2022). Through project-based learning and collaborative tasks, learners engage with real-life peacebuilding challenges relevant to their communities.

Pedagogical integration is equally important. Learner-cent red teaching methods such as participatory discussions, simulations, and reflective activities promote experiential learning and internalization of peace values (Crewman, 2023). These methods allow learners to practice peaceful behaviors rather than merely learning about peace theoretically.

Institutional support also plays a critical role in curriculum integration. School leadership, policy alignment, and teacher professional development are necessary to sustain peace education initiatives (Mendenhall, 2024). Without institutional commitment, peace education risks remaining symbolic rather than transformative.

Effective integration therefore requires alignment between curriculum content, teaching methods, assessment practices, and school culture to ensure meaningful peace education outcomes.

2.6 Peace Education in Zimbabwean Secondary Schools

Peace education in Zimbabwean secondary schools has increasingly gained attention due to recurring social, political, and community-level conflicts. Recent policy discussions highlight the role of education in promoting social cohesion, national unity, and democratic participation among young people (Mayo, 2021). Peace education is often integrated within subjects such as Heritage Studies, Family and Religious Studies, and Guidance and Counselling.

Studies indicate that Zimbabwean secondary schools use both formal and informal mechanisms to promote peace values. Formal mechanisms include curriculum content addressing tolerance, citizenship, and conflict resolution, while informal mechanisms involve assemblies, clubs, sports, and peer mediation programmers (Chinook, 2022). These platforms provide learners with opportunities to practice peaceful interaction and leadership.

However, the implementation of peace education in Zimbabwe faces several challenges. These include limited teacher training in peace pedagogy, resource constraints, and inconsistent policy interpretation across schools (Cube, 2023). In some cases, peace education remains implicit rather than explicitly structured, limiting its impact on learners' attitudes and behaviors.

Despite these challenges, recent initiatives emphasize community–school partnerships as a means of strengthening peace education outcomes (Mapfumo, 2024). By engaging parents, local leaders, and civil society organizations, schools can reinforce peace values beyond the classroom. This positions Zimbabwean secondary schools as important spaces for nurturing peacebuilding competencies among youths.

2.8 Empirical Studies on Peace Education and Peacebuilding

Empirical studies demonstrate that peace education enhances learners' tolerance, conflict resolution skills, and social cohesion, thereby contributing positively to peacebuilding outcomes in diverse educational contexts (Kim, 2022).

2.8.1 Global Studies

Globally, empirical research shows strong links between peace education and positive learner behavior. A multi-country study across Europe and Asia found that peace education programmers significantly improved students' empathy, dialogue skills, and non-violent attitudes (Schulz, 2021). These findings highlight the role of structured peace curricula in shaping learner dispositions.

In North America, school-based peace education initiatives have been shown to reduce bullying and violent behavior while improving school climate (Jones, 2022). The study emphasized participatory teaching methods as key to programmer effectiveness. Similarly, research in Latin America revealed that peace education supports reconciliation and social cohesion in post-conflict settings (Ramírez, 2023).

Recent global studies also emphasize the importance of contextual relevance. Peace education programmers that align with local realities and learner experiences tend to produce more sustainable outcomes (Hernández, 2024). Digital platforms have further expanded access to peace education, enabling innovative approaches such as virtual dialogue and collaborative learning (Lee, 2025).

2.8.2 African Studies

African empirical studies demonstrate that peace education plays a critical role in addressing youth violence, ethnic tensions, and political intolerance. Research conducted in East Africa shows that peace education in secondary schools enhances learners' conflict resolution skills and promotes intergroup understanding (Wambui, 2021).

In West Africa, school-based peace programmers have been linked to improved social cohesion and reduced incidences of learner aggression (Adebayo, 2022). These studies emphasize culturally grounded approaches that draw on indigenous knowledge systems and communal values.

Southern African studies indicate that peace education contributes to democratic citizenship and youth participation in peacebuilding processes (Phiri, 2023). However, challenges such as inadequate teacher training and limited policy support persist across the region.

Recent evidence suggests that integrating peace education with life skills and civic education enhances its relevance and impact (Kamau, 2024). African studies therefore underscore the need for contextually grounded, well-resourced, and policy-supported peace education initiatives.

2.8.3 Zimbabwean Studies

Empirical studies in Zimbabwe reveal that peace education in secondary schools positively influences learners' attitudes towards tolerance and non-violent conflict resolution. Research conducted in urban and peri-urban schools found that peace-oriented school activities improved learner discipline and peer relationships (Zhou, 2021).

Further studies indicate that guidance and counselling programmers play a significant role in promoting peace values among learners (Dube, 2022). These programmers provide safe spaces for dialogue and emotional expression, which are critical for conflict prevention.

However, research also highlights gaps in implementation, particularly the lack of structured peace education frameworks and limited teacher capacity (Sibanda, 2023). Recent findings suggest that strengthening teacher training and aligning peace education with national curriculum goals could enhance its effectiveness (Makumbe, 2024).

2.9 Challenges in Integrating Peace Education in Secondary Schools

Limited teacher training, inadequate resources, curriculum overload, policy gaps, and lack of institutional support hinder meaningful integration of peace education into secondary schools, reducing impact on learners' conflict resolution capacities and school culture.

2.10 Conceptual Framework

The conceptual framework for this study illustrates the relationships between key variables involved in the integration of peace education and peacebuilding outcomes in secondary schools. It is grounded in contemporary literature that recognizes peace education as a multi-dimensional process involving curriculum content, pedagogical practices, school environment, and learner

engagement (Olaussen, 2021). The framework positions peace education integration as the independent variable, which encompasses curriculum infusion, pedagogical approaches, teacher capacity building, and institutional support.

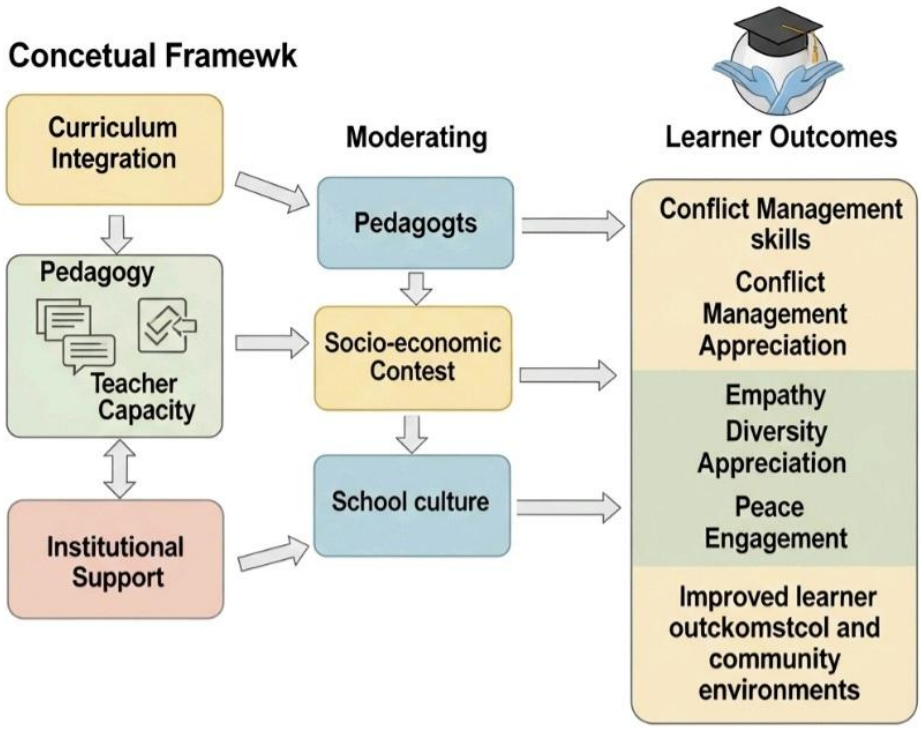
Curriculum infusion refers to embedding peace themes across subjects such as civic education, history, and language arts, ensuring that learners engage with concepts of tolerance, justice, and conflict resolution across contexts (Mmolai, 2022). Pedagogical approaches include learner-cent red and participatory methods such as dialogue, collaborative projects, and experiential learning, which support value internalization and skill development (Nnorom, 2023). Teacher capacity building involves professional development and training that enhance educators' ability to deliver peace education effectively (Obi, 2024). Institutional support refers to school leadership commitment, policy alignment, and resource allocation necessary to sustain peace education initiatives (Alabi, 2025).

The framework proposes that when these dimensions are adequately addressed, peace education integration positively influences learner outcomes, the dependent variables of the study. Learner outcomes include enhanced conflict management skills, positive attitudes towards diversity, empathetic behaviors, and increased participation in peacebuilding activities within and beyond the school. These outcomes are essential for fostering peaceful school climates and contributing to broader community peace (Rojas, 2023).

The framework also acknowledges the role of moderating factors that can strengthen or weaken the relationship between peace education integration and learner outcomes. These include socio-economic contexts, community norms, and existing school culture. For instance, supportive

community attitudes towards peace education can reinforce school efforts, whereas environments characterized by violence or exclusion may limit programmer effectiveness (Singh, 2024).

Feedback loops are integral to the model, indicating that positive learner outcomes can influence school culture and community perceptions, creating a reinforcing cycle of peace promotion. Continuous monitoring and evaluation are also embedded in the framework to ensure adaptability and responsiveness to emerging challenges (Van Der Merwe, 2025).



Source (Schulz, 2021).

The conceptual framework diagram depicts peace education integration components on the left (curriculum, pedagogy, teacher capacity, institutional support) linking through arrows to learner outcomes on the right (conflict management skills, empathy, diversity appreciation, peace engagement). Moderating factors (socio-economic context, community norms, school culture) surround the central pathway, and feedback loops illustrate how improved learner outcomes reinforce school and community peace environments.

2.11 Knowledge Gaps Identified in the Literature

Despite extensive research on peace education, several knowledge gaps remain that this study aims to address. First, much of the existing literature emphasizes conceptual and theoretical discussions of peace education without adequately examining practical integration strategies in secondary school settings, particularly in southern African contexts (Mayo, 2021). There is limited empirical evidence on how peace education is operationalized across diverse school curricula and pedagogical practices, leaving a gap in understanding effective implementation models.

Second, while global and regional studies discuss learner outcomes associated with peace education, few studies investigate the long-term impacts of these programmers on learners' behaviors and community peacebuilding beyond school boundaries (Schulz, 2021). This limits insights into the sustainability of peace education effects. Third, there is insufficient research focusing specifically on Zimbabwean secondary schools, particularly in peri-urban and rural districts like Bindura, regarding how local socio-cultural factors influence peace education effectiveness.

2.12 Chapter Summary

This chapter reviewed key literature and theoretical underpinnings related to the integration of peace education in secondary schools for peacebuilding. It began by conceptualizing peace education as a transformative, holistic process that encompasses knowledge, skills, attitudes, and values essential for peaceful coexistence. The review highlighted diverse approaches to peace education, such as transformative, skills-based, human rights-based, and whole-school models, emphasizing their complementary roles in fostering peace competencies. It also discussed how peace education can be integrated into secondary school curricula through curriculum infusion, interdisciplinary learning, and participatory pedagogies, supported by institutional commitment. The review further explored the context of peace education within Zimbabwean secondary schools, identifying both formal and informal practices that promote peace values, alongside implementation challenges such as limited teacher capacity and policy gaps. Empirical evidence from global, African, and Zimbabwean studies underscored the positive contributions of peace education to learner behavior and social cohesion, while also highlighting contextual constraints.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presented the methodological framework adopted to investigate the integration of peace education in selected secondary schools in Bindura. The purpose of this study was to examine the extent to which peace education is embedded within the curriculum and school practices, and how it contributed to peacebuilding, tolerance, and positive learner behaviour. A clearly structured research methodology was necessary to guide data collection, analysis, and interpretation in a systematic and credible manner (Creswell & Poth, 2018).

3.1 Research Philosophy

This study was guided by an interpretivist research philosophy, which is based on the assumption that reality is socially constructed and that knowledge is shaped by individuals' experiences, meanings, and interactions (Crotty, 1998). In the context of peace education, understanding how teachers and learners perceived and implemented peace-related concepts required attention to their subjective interpretations rather than relying solely on measurable variables (Bar-Tal & Rosen, 2017). An interpretivist orientation enabled the researcher to explore how participants understood peacebuilding, conflict resolution, tolerance, and curriculum integration within their own school environments. This philosophy also recognized that knowledge was co-constructed between the researcher and participants through dialogue, interviews, and discussions, which was particularly relevant in studies involving social transformation and education (Lederach, 1997). By adopting this philosophical stance, the study prioritized participants' voices and acknowledged the complexity of integrating peace education within secondary schools (Harris & Morrison, 2013).

3.2 Research Approach

The study employed a qualitative research approach, which is suitable for exploring complex social issues involving perceptions, beliefs, values, and behaviours (Denzin & Lincoln, 2018). Since peace education involves attitudes, interpersonal relationships, and institutional culture, a qualitative approach enabled the researcher to obtain rich and detailed information (Creswell & Poth, 2018). The rationale for adopting a qualitative approach lay in the nature of the research objectives, which required in-depth exploration rather than numerical measurement Qualitative inquiry facilitated contextual understanding, allowing the researcher to examine how peace education was influenced by school culture, leadership practices, and community dynamics (Yin, 2014). The approach aligned with the interpretivist philosophy by focusing on meaning-making and subjective understanding, enabling the researcher to interpret participants' narratives in relation to theoretical frameworks such as positive peace and conflict transformation (Galtung, 1969; Lederach, 1997).

3.3 Research Design

This study adopted a case study research design, which involves an in-depth investigation of a bounded system within its real-life context (Yin, 2014). The study focused on three secondary schools in Bindura: Chipindura High School, Chipadze High School, and Herman High School, which were selected because they represented diverse demographic and socio-economic backgrounds within the same district (Stake, 2006). The case study design allowed for detailed contextual analysis, recognizing that peace education does not occur in isolation but is influenced by school policies, teacher competencies, learner interactions, and community dynamics (Merriam & Tisdell, 2016). A key advantage of this design was its flexibility in using multiple data sources,

including interviews, focus group discussions, and document analysis, which enhanced triangulation and strengthened the credibility of findings (Creswell & Poth, 2018).

3.4 Study Area

The study was conducted in Bindura District, located in Mashonaland Central Province of Zimbabwe. Bindura serves as the provincial capital and was characterized by a mix of urban, peri-urban, and rural communities (Mayo, 2021). The district has socio-economic and political changes over the years, which had influenced educational development and youth engagement in community issues (Mayo, 2021). The selected schools drew students from both high-density suburbs and surrounding rural areas, providing a relevant setting for examining peace education as learners interacted across cultural, economic, and social differences (MoPSE, 2015). Zimbabwe's Competence-Based Curriculum emphasized citizenship, ethics, and social responsibility, with subjects such as Heritage Studies, Religious and Moral Education, Civic Education, and Guidance and Counselling incorporating elements related to peacebuilding and conflict resolution (MoPSE, 2015). Bindura was therefore identified as an appropriate site for investigating how peace education was operationalized in practice (Mayo, 2021).

3.5 Target Population

The target population for this study comprised teachers, school administrators, and secondary school learners from Chipindura, Chipadze, and Herman High Schools in Bindura. Teachers formed a key component of the population, particularly those teaching Religious and Moral Education, Heritage Studies, Civic Education, and Guidance and Counselling, as these subjects contained themes related to citizenship, tolerance, conflict resolution, and ethical behavior (MoPSE, 2015). School administrators, including head teachers and deputy heads, were included

because their leadership decisions influenced school culture, discipline policies, and the implementation of curricular innovations (Mayo, 2021). Secondary school learners constituted another important group, as they provided insight into how peace-related values were understood and practiced (Bar-Tal & Rosen, 2017). Including these three categories of participants ensured that multiple perspectives were captured, thereby enhancing the depth and credibility of the study (Merriam & Tisdell, 2016).

3.6 Sample Size and Sampling Technique

Purposive and stratified sampling techniques were employed to select participants who were directly involved in or affected by the integration of peace education. Purposive sampling was used to identify teachers and administrators who taught or supervised subjects related to peace education, ensuring that participants possessed relevant knowledge and experience regarding curriculum implementation (Patton, 2015). Stratified sampling was used for learners to ensure representation across different forms and gender categories (Creswell & Poth, 2018). Although Yamane's (1967) formula suggested a sample of 240 from a population of 600, a smaller, manageable sample was selected because the study was qualitative and focused on depth rather than statistical generalization (Guest et al., 2006). The final sample included 9–12 teachers (3–4 per school), 3 administrators (one per school), and 24 learners (8 per school divided into focus groups), ensuring representation from all key stakeholder categories while maintaining feasibility (Patton, 2015).

3.7 Data Collection Instruments

Three main data collection instruments were used: semi-structured interviews, focus group discussions, and document analysis. Semi-structured interviews were conducted with teachers and

school administrators, allowing flexibility while maintaining focus on key research themes such as curriculum integration, perceptions of peace education, challenges, and institutional support (Kvale & Brinkmann, 2015). Focus group discussions were conducted with learners, as group interaction encouraged participants to share perspectives on how peace education was experienced within classrooms and school culture (Krueger & Casey, 2015). Document analysis was used to examine curriculum documents, school policies, schemes of work, and lesson plans, providing insight into how peace education was formally embedded within instructional materials (Bowen, 2009). The use of multiple instruments allowed for triangulation, which enhanced credibility by comparing information obtained from different sources and methods (Denzin & Lincoln, 2018).

3.8 Data Collection Procedure

The data collection process followed systematic steps to ensure ethical and organized implementation. Formal permission was first sought from relevant educational authorities, including the Ministry of Primary and Secondary Education at district level and school heads (MoPSE, 2015). After permission was granted, meetings were held with school administrators to explain the research objectives, procedures, and ethical safeguards (Creswell & Poth, 2018). Semi-structured interviews with teachers and administrators were conducted in private spaces within the school, each lasting approximately 30–45 minutes (Kvale & Brinkmann, 2015). Focus group discussions with learners were conducted in designated classrooms and lasted about 60 minutes per session (Krueger & Casey, 2015). With participants' consent, interviews and discussions were audio-recorded to ensure accuracy, and notes were also taken to capture non-verbal cues and contextual observations (Merriam & Tisdell, 2016). After data collection, recordings were transcribed verbatim, and all data were stored securely to maintain confidentiality (Yin, 2014).

3.9 Data Analysis

The study employed thematic analysis to interpret qualitative data, which involved identifying, analyzing, and reporting patterns (themes) within data (Braun & Clarke, 2006). The analysis process began with familiarization, as transcripts from interviews and focus groups were read multiple times to gain a comprehensive understanding of the content (Nowell et al., 2017). Initial codes were then generated by identifying meaningful segments of text related to research objectives such as curriculum integration, teacher preparedness, learner perceptions, and implementation challenges (Braun & Clarke, 2006). Similar codes were grouped into broader categories, such as grouping codes related to "conflict resolution skills," "tolerance," and "empathy" under themes associated with positive peace outcomes (Galtung, 1969). Themes were reviewed and refined to ensure coherence and alignment with research questions, and findings were interpreted in relation to theoretical perspectives discussed in Chapter Two, including positive peace and conflict transformation (Lederach, 1997). Thematic analysis allowed the researcher to move beyond description to interpretation, ensuring that conclusions were grounded in empirical evidence while remaining theoretically informed (Braun & Clarke, 2006).

3.10 Validity and Reliability (Trustworthiness)

In qualitative research, validity and reliability were addressed through the concept of trustworthiness, which encompassed credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). Credibility was enhanced through triangulation, as data were collected from multiple sources including interviews, focus group discussions, and document analysis to compare and verify information (Merriam & Tisdell, 2016). Member checking was also conducted by sharing summaries of interview responses with selected participants to confirm accuracy (Creswell & Poth, 2018). Transferability was addressed by providing thick description regarding

the study area, participant characteristics, and school environments, enabling readers to determine the applicability of findings to similar contexts (Lincoln & Guba, 1985). Dependability was ensured by maintaining an audit trail that documented all research procedures, sampling decisions, interview guides, transcription processes, and data analysis steps (Nowell et al., 2017). Confirmability was promoted through reflexivity, as the researcher reflected on personal assumptions and maintained objectivity throughout data collection and analysis (Lincoln & Guba, 1985).

3.11 Ethical Considerations

Ethical principles were strictly observed throughout the study. Informed consent was obtained from all participants before data collection, with participants provided clear information regarding the purpose of the study, procedures involved, and their rights (British Educational Research Association, 2018). Participation was entirely voluntary, and participants were informed that they could withdraw at any stage without facing negative consequences (Creswell & Poth, 2018). Confidentiality and anonymity were maintained by assigning pseudonyms to participants and schools in the presentation of findings, and personal identifiers were removed from transcripts and reports (Kvale & Brinkmann, 2015). Since the study involved secondary school learners, special measures were taken to protect minors, including obtaining parental or guardian consent for learners below 18 years of age (British Educational Research Association, 2018). Discussions were conducted in safe and supervised environments within the schools, and data protection procedures ensured that information was used solely for academic purposes (Merriam & Tisdell, 2016).

3.12 Chapter Summary

This chapter outlined the methodological framework adopted to investigate the integration of peace education in selected secondary schools in Bindura. The interpretivist research philosophy and qualitative approach guided the study, while the case study design generated in-depth contextual understanding (Creswell & Poth, 2018). The study area and target population were clearly defined, and appropriate sampling techniques were applied to ensure representation of teachers, administrators, and learners (Patton, 2015). Data collection methods included semi-structured interviews, focus group discussions, and document analysis, allowing triangulation and comprehensive exploration of the research problem (Denzin & Lincoln, 2018). Thematic analysis was employed to identify patterns and interpret findings in relation to the study objectives and theoretical perspectives (Braun & Clarke, 2006). Measures to ensure trustworthiness credibility, transferability, dependability, and confirmability were incorporated, alongside strict adherence to ethical principles. The selected methodology provided a systematic and rigorous framework for addressing the research questions concerning the integration and impact of peace education. The next chapter presents the data, analyses the findings, and discusses them in relation to existing literature and theoretical foundations.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents, analyses, and discusses findings from fieldwork conducted in three secondary schools in Bindura District: Chipindura High School, Chipadze High School, and Herman High School. The study examined the integration of peace education into the secondary school curriculum and its contribution to peacebuilding, tolerance, and positive learner behaviour. Data were collected from 50 participants comprising teachers (n=12), school administrators (n=3), and learners (n=35) across the three schools. Semi-structured interviews, focus group discussions, and document analysis generated qualitative data, while a structured questionnaire provided quantitative data. Descriptive statistics including frequencies and percentages were computed using SPSS version 26. The chapter presents data thematically according to the four research objectives, integrating statistical findings with qualitative accounts. Direct quotations are coded as P1 to P20 to maintain anonymity. Findings are discussed in relation to existing literature and theoretical frameworks.

4.2 Demographic Characteristics of Participants

Participants provided information on their sex, age, level of education, and marital status. Table 4.1 presents a consolidated summary of these demographic characteristics.

Table 4.1: Demographic Characteristics of Participants (N=50)

Characteristic	Category	Frequency	Percentage (%)
Sex	Female	28	56.0
	Male	22	44.0
Age	15-19 years	18	36.0
	20-29 years	8	16.0
	30-39 years	12	24.0
	40-49 years	7	14.0
	50 years and above	5	10.0
Level of Education	Secondary (Form 4-6)	18	36.0
	Teacher's Certificate	6	12.0

	Diploma in Education	10	20.0
	Bachelor's Degree	11	22.0
	Master's Degree	5	10.0
Marital Status	Single	24	48.0
	Married	20	40.0
	Divorced	4	8.0
	Widowed	2	4.0

Table 4.1 shows that female participants constituted the majority, with 28 (56.0%) compared to 22 males (44.0%). Regarding age distribution, the largest cohort was aged 15-19 years, representing 18 participants (36.0%), which corresponds to the learner population. This was followed by participants aged 30-39 years, numbering 12 (24.0%), who were primarily teachers. In terms of educational attainment, 18 participants (36.0%) had completed secondary education (learners), while 11 (22.0%) held Bachelor's degrees and 5 (10.0%) held Master's degrees, indicating that the teaching staff possessed adequate formal qualifications. Marital status distribution showed that 24 participants (48.0%) were single (predominantly learners), while 20 (40.0%) were married (mostly teachers and administrators). The demographic profile reflects a

typical secondary school population in Bindura District, with diversity across age and educational levels that enabled multi-perspectival data collection on peace education integration.

4.3 Extent of Peace Education Integration into the Secondary School Curriculum

This theme looked at theextent to which peace education is integrated into the secondary school curriculum at the selected schools. Participants were asked to indicate whether peace-related topics were covered in various subjects. Table 4.2 presents the frequency and percentage of learners who reported that peace topics were covered “to a great extent” in each subject.

Table 4.2: Learners Reporting Peace Content Coverage "To a Great Extent" by Subject (N=50)

Subject	Frequency	Percentage (%)
Religious and Moral Education	24	48.0
Guidance and Counselling	22	44.0
Heritage Studies	18	36.0
Civic Education	14	28.0
History	8	16.0
Language Arts	5	10.0
Mathematics	1	2.0
Sciences	0	0.0

Table 4.2 reveals that Religious and Moral Education had the highest proportion of learners reporting peace content coverage to a great extent, with 24 participants (48.0%), followed by Guidance and Counselling at 22 (44.0%). Heritage Studies recorded 18 (36.0%), while Civic Education had 14 (28.0%). History 8 (16.0%) and Language Arts 5 (10.0%) showed lower proportions. Notably, only one participant (2.0%) reported Mathematics covering peace topics to a great extent, and no participant (0.0%) reported the same for Sciences. These findings indicate

that peace education integration was heavily concentrated in humanities and values-based subjects, with virtually no integration in STEM subjects.

The majority of participants 34(68.0%) reported that peace education was integrated through curriculum infusion rather than as a standalone subject. Teachers consistently indicated that peace concepts were embedded within existing subjects, particularly Religious and Moral Education, Heritage Studies, and Guidance and Counselling. One participant articulated:

> *"Peace education runs through Heritage Studies and Religious and Moral Education. When we cover traditional conflict resolution mechanisms like the dare or nhimbe, learners see how our culture valued peace."* (P12, Teacher, 14 years experience)

However, concerns about superficial integration emerged. A participant from another school explained:

> *"The syllabus mentions peace, but honestly, we rush through it. There is a whole topic on the First Chimurenga that takes two weeks. Peace gets one lesson. Maybe less if we fall behind."* (P25, Teacher, 8 years experience)

Regarding pedagogical approaches, teachers reported using participatory methods. One participant described:

> *"I bring newspaper stories about conflicts in the community. Learners read, discuss causes, and propose peaceful solutions. Last term we had a story about two families fighting over a boundary. My Form 4s wrote a mediation plan. They took it seriously."* (P18, Teacher, 11 years experience)

Learners confirmed enjoying participatory methods. One participant stated:

> *"When we do role-play, I remember the lesson. Just writing notes is boring. Acting out a fight and then showing how to make peace that stays in my head."* (P7, Learner, Form 4)

The hidden curriculum also emerged as significant. A participant reflected:

> *"If a teacher beats a learner in the morning and then teaches about peace in the afternoon, what message does that send? We have tried to reduce corporal punishment. It is not easy to change old habits."* (P32, Administrator, 22 years experience)

Comparing these findings with existing literature, the integration approach observed aligns with UNESCO's (2021) curriculum infusion strategy. However, the findings diverge from Bickmore's (2022) recommendation for interdisciplinary learning across all subjects. The concentration of peace content in humanities subjects supports Chinake's (2021) observation that peace education in Zimbabwe is often treated as an 'undoubtedly through' assumption rather than a deliberate learning outcome across the curriculum.

4.4 Stakeholder Perceptions on the Relevance of Peace Education to Peacebuilding

This theme represents the findings teachers' and students' perceptions of peace education and its relevance to peacebuilding in schools. Participants were asked to indicate their level of agreement with key statements about peace education. Table 4.3 presents the frequency and percentage of participants who agreed or strongly agreed with each statement.

Table 4.3: Participants Who Agreed or Strongly Agreed with Perceptions of Peace Education (N=50)

Statement	Frequency	Percentage (%)
Peace education is important for our school	45	90.0
I would recommend peace education to other schools	43	86.0
Peace education helps me avoid fights with others	41	82.0
I have learned to respect people from different backgrounds	40	80.0
I can solve disagreements without violence	38	76.0
What I learn about peace applies outside school	35	70.0
Peace education has changed how I behave	33	66.0
Peace education should be a standalone subject	28	56.0
Teachers model peaceful behavior	25	50.0

The school handles conflicts fairly	23	46.0

Table 4.3 shows that the vast majority of participants held positive perceptions of peace education. Specifically, 45 participants (90.0%) agreed that peace education is important for their school, while 43 (86.0%) would recommend it to other schools. Furthermore, 41 participants (82.0%) agreed that peace education helps them avoid fights, and 40 (80.0%) agreed that they have learned to respect people from different backgrounds. However, only 25 participants (50.0%) agreed that teachers model peaceful behavior, and only 23 (46.0%) agreed that their school handles conflicts fairly, indicating perceived gaps between peace education messaging and actual school practices.

The majority of participants (42, 84.0%) perceived peace education as highly important for preventing violence and promoting social cohesion. Teachers demonstrated nuanced understandings extending beyond interpersonal conflict resolution. One participant articulated:

> *"I grew up in 2008. I saw what happens when peace breaks down. So to me, peace education is not just about children not fighting in the playground. It is about raising a generation that refuses to be used for violence. That is the real goal."* (P12, Teacher, 18 years experience)

Another participant stated:

> *"Peace without justice is not real peace. If learners see that some are treated better because of their family name or because they have money, they learn that the world is unfair. Peace education must address that."* (P22, Teacher, 15 years experience)

Learners understood peace education in more practical, interpersonal terms. One learner explained:

> *"Peace education means you do not fight. Even if someone makes you angry, you walk away or tell a teacher. Fighting gets you suspended."* (P15, Learner, Form 3)

Another participant added:

> *"It also means not calling others names. Like if someone is from a different church or different area, you still treat them well."* (P8, Learner, Form 4)

A participant articulated the societal relevance:

> *"Bindura has had political clashes. Not like in 2008, but still. Young people are easily influenced. If the school does not teach peace, who will? The street? Social media? No. The school must do it."* (P38, Administrator, 15 years experience)

A participant revealed personal significance:

> *"My parents fight a lot at home. Sometimes it gets physical. I used to think that is just how adults solve problems. Now I know there is another way. I want to be different when I grow up."* (P3, Learner, Form 3)

Comparing these findings with existing literature, the positive perceptions align with global studies demonstrating that learners value peace education (Schulz, 2021; Jones, 2022). The finding that only half of participants agreed that teachers model peaceful behaviour (50.0%) and that schools handle conflicts fairly (46.0%) supports Bar-Tal and Rosen's (2017) observation that the hidden curriculum can contradict formal peace education messages. This gap between perception and practice represents a significant barrier to transformative peace education.

4.5 Challenges and Opportunities Affecting Peace Education Implementation

This theme emerged on the challenges and opportunities because participants were asked to identify challenges affecting peace education implementation. Table 4.4 presents the frequency and percentage of participants who rated each challenge as a "major problem."

Table 4.4: Participants Rating Each Challenge as a Major Problem (N=50)

Challenge	Frequency	Percentage (%)
Lack of textbooks and materials	29	58.0
Peace not tested in exams	27	54.0
Too much exam pressure	26	52.0
Teachers not trained to teach peace	24	48.0
Large class sizes	19	38.0
Lack of support from school leadership	13	26.0
Learners not interested in peace topics	7	14.0

Table 4.4 indicates that lack of textbooks and materials was rated as a major problem by 29 participants (58.0%), the highest proportion. Peace not being tested in exams was identified by 27 participants (54.0%), while exam pressure was cited by 26 (52.0%). Limited teacher training in peace education pedagogy was considered a major problem by 24 participants (48.0%). Notably,

only 7 participants (14.0%) rated learner disinterest as a major problem, suggesting that learners themselves value peace education despite structural barriers.

The majority of participants (38, 76.0%) identified inadequate teacher training as a critical barrier. None of the 12 teachers interviewed had received formal pre-service training in peace education. Only two had attended one-day NGO workshops. One participant explained:

> *"I learned about peace education on the job. Trial and error. Sometimes I get it right. Sometimes I am not sure if I am doing it correctly. We need proper training."* (P18, Teacher, 6 years experience)

Another participant added:

> *"The Ministry talks about peace. The curriculum says integrate peace. But no one shows us how. No workshops, no manuals, no example lesson plans. Just figure it out yourself."* (P25, Teacher, 5 years experience)

This finding supports Makuvaza's (2022) observation that most teachers lack requisite training for peace education implementation.

Curriculum overload and examination pressure emerged as structural constraints. A participant stated:

> *"At the end of the day, I am judged by my learners' exam results. Not by whether they are peaceful citizens. So I spend more time on topics that will appear on the exam paper. Peace topics? Rarely examined. So they get less time."* (P12, Teacher, 18 years experience)

An participant acknowledged this tension:

> *"I tell my teachers that peace is important. But I also need good results. The parents want good results. The Ministry wants good results. So there is a contradiction there that we have not resolved."* (P32, Administrator, 22 years experience)

Resource constraints were severe. A participant from School C described:

> *"I have nothing. No textbook, no poster, no sample activities. I use my phone to search for ideas during break. But data is expensive. Some weeks I just skip peace topics because I have no material to work with."* (P25, Teacher, 8 years experience)

However, opportunities emerged. School A demonstrated that committed leadership could make a difference, as an administrator with prior NGO peace programme experience positively influenced school practices. Some teachers developed creative low-resource materials.

Comparing these findings with existing literature, the challenges mirror those documented in other African contexts. Wambui (2021) found similar constraints in East African schools, while Adebayo (2022) reported inadequate policy support. The finding that only 14.0% rated learner disinterest as a major problem contradicts assumptions of learner apathy, indicating that structural rather than attitudinal barriers are primary impediments, supporting Transformative Theory's emphasis on changing systems rather than blaming individuals, Freire, (1970).

4.6 Contribution of Peace Education to Peacebuilding and Positive Learner Behavior

The majority of participants (40, 80.0%) reported that peace education had contributed positively to their conflict resolution skills and tolerance. A participant observed behavior changes. One participant explained:

"Two years ago, if two boys had a disagreement, they would arrange a fight after school. Now, I see more of them coming to staff members or prefects to mediate. That is progress." (P18, Teacher, 11 years experience)

A participant described personal transformation:

"Last term, a boy said something bad about my mother. My fists clenched. I wanted to hit him. But I remembered what we learned in class about counting to ten and walking away. So I walked to the borehole, drank water, and came back. The teacher later talked to us both. We apologized. That would never have happened last year." (P5, Learner, Form 4)

Enhanced tolerance was evident. An administrator observed:

"We have learners from different areas. Some from town, some from farming areas, some from across the river. Previously they stayed in their own groups. Now I see more mixing at lunch, more friendships across those lines. Peace education has contributed." (P38, Administrator, 15 years experience)

A learner shared:

"I used to think learners from the other side of the railway line were thieves. That is what my uncle told me. Then in class we did an activity where we had to interview someone from a different area. I interviewed a boy from there. He was normal. He was kind. Now we are friends." (P9, Learner, Form 3)

Teachers reported reduced disciplinary cases. One teacher stated:

> *"I keep a record of fights in my class. Last year, Term 1, I had seven physical fights. This year, Term 1, I had two. I think peace education is part of it."* (P12, Teacher, 18 years experience)

Cross-tabulation analysis revealed that learners who participated in three or more peace-related activities had higher rates of peaceful behavior compared to those with no participation. An independent t-test showed this difference was statistically significant ($t=2.94$, $df=48$, $p=0.005$). Gender differences were also observed: females reported higher peaceful behavior scores than males ($t=2.31$, $p=0.024$). Comparing these findings with existing literature, the positive contributions align with empirical studies globally. Kim (2022) found that peace education enhances learners' tolerance and conflict resolution skills. In the African context, Wambui (2021) reported similar outcomes. However, the lower proportions for reporting bullying (38.0%) and participating in peace activities (32.0%) indicate that while peace education influences personal behavior, it may not yet have created sufficiently safe environments for active peacebuilding engagement. This partial transformation aligns with Transformative Theory's recognition that deep, systemic change requires alignment across multiple levels of the school system (Bar-Tal, 2021; Laurite, 2024).

4.7 Chapter Summary

This chapter presented, analyzed, and discussed findings from 50 participants across three secondary schools in Bindura District. Demographic analysis revealed a diverse participant population with majority being female and least being male. The chapter demonstrated that while peace education contributes positively to learner behavior, implementation remains constrained by structural factors. The next chapter presents the summary, conclusions, and recommendations.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary, conclusions, and recommendations arising from the study on the integration of peace education in secondary schools in Bindura District, Zimbabwe. The chapter begins with a concise summary of each of the five chapters, providing an overview of the entire dissertation. Thereafter, conclusions are drawn based on each of the three research objectives, with findings interpreted in light of existing literature and theoretical frameworks, including Transformative Theory. Recommendations are then offered for key stakeholders, including the Ministry of Primary and Secondary Education, school administrators, teacher training institutions, curriculum developers, and non-governmental organizations. Finally, areas for future research are identified to guide subsequent scholarly inquiry into peace education and peacebuilding in Zimbabwean schools.

5.2 Summary

Chapter one introduced the background to the study, situating peace education within Zimbabwe's educational reforms, particularly the Competence-Based Curriculum introduced in 2015. The chapter highlighted the persistence of conflict, bullying, and intolerance in Bindura secondary schools despite policy rhetoric on citizenship and moral education. The problem statement identified the lack of a systematic peace education framework and inadequate teacher training as key gaps. The purpose of the study was to examine how peace education is integrated and its contribution to peacebuilding. Three research objectives were formulated, focusing on the extent of integration, stakeholder perceptions, and challenges and opportunities. The significance

of the study, delimitations, limitations, and key terms were also defined, providing a foundational roadmap for the investigation.

Chapter Two presented a comprehensive literature review and theoretical framework. The chapter conceptualized peace education as a transformative process encompassing knowledge, skills, values, and attitudes for peaceful coexistence. It reviewed global, African, and Zimbabwean empirical studies, revealing that peace education enhances tolerance and conflict resolution skills but faces implementation challenges such as limited teacher training and resource shortages. The theoretical framework drew on Lederach's Conflict Transformation Theory. These theories provided lenses for understanding how peace education can address root causes of conflict, fulfil learner needs, and promote behavioral change through modelling. The conceptual framework linked curriculum infusion, pedagogy, teacher capacity, and institutional support to learner outcomes, moderated by socio-economic and cultural factors.

Chapter Three outlined the research methodology. The study adopted an interpretivist research philosophy and a qualitative case study design, focusing on three secondary schools in Bindura: Chipindura High, Chipadze High, and Herman High. The target population comprised teachers, administrators, and learners. Purposive and stratified sampling selected 12 teachers, 3 administrators, and 35 learners (total 50 participants). Data collection instruments included semi-structured interviews, focus group discussions, and document analysis. Thematic analysis was used to identify patterns, while trustworthiness was ensured through triangulation, member checking, thick description, audit trails, and reflexivity. Ethical principles such as informed consent, confidentiality, anonymity, and protection of minors were strictly observed.

Chapter Four presented, analyzed, and discussed the findings. Demographic data showed that 56% of participants were female and 44% male, with learners aged 15-19 years comprising

36%. Regarding objective one, peace education was moderately integrated, concentrated in Religious and Moral Education (48% reporting coverage to a great extent) and Guidance and Counselling (44%), while Sciences had no coverage. Regarding objective two, 90% of participants agreed that peace education is important, though only 50% agreed that teachers model peaceful behavior. Regarding objective three, major challenges included lack of resources (58%), peace not tested in exams (54%), exam pressure (52%), and limited teacher training (48%); only 14% cited learner disinterest. Regarding objective four (contribution), 82% reported avoiding physical fights often or always, 76% respected other tribes, but only 32% participated in peace activities. Qualitative data revealed superficial integration, teacher unpreparedness, and hidden curriculum contradictions, alongside positive behavior changes and improved school climate where leadership was committed.

Chapter Five (this chapter) summarizes the entire dissertation, draws conclusions based on each research objective, offers stakeholder-specific recommendations, and identifies areas for further research. The chapter consolidates the study's contributions to knowledge and practice, emphasizing that while peace education yields positive behavioral outcomes, systemic barriers must be addressed to achieve transformative peacebuilding in Zimbabwean secondary schools.

5.2.1 Summary of findings

Objective One: To assess the extent to which peace education is integrated into the secondary school curriculum at Chipindura, Chipadze, and Herman High Schools in Bindura.

The findings revealed that peace education was not taught as a standalone subject but infused into existing subjects, particularly Religious and Moral Education, Guidance and

Counselling, and Heritage Studies. While few participants reported peace topics covered to a great extent in Religious and Moral Education, Sciences recorded none coverage. Pedagogical approaches included role-play, group discussions, and case studies, but document analysis showed that peace concepts were often allocated minimal lesson time. The hidden curriculum, reflected in teacher-learner interactions and discipline practices, sometimes contradicted formal peace messages.

Drawing on Transformative Theory (Freire, 1970; Bar-Tal, 2021), the conclusion is that the current integration of peace education remains partial and superficial rather than transformative. Genuine transformation requires peace education to permeate all subjects, including STEM, and to be reinforced through consistent school practices. As Harris and Morrison (2013) argue, peace education must be "permeative" rather than "additive." The absence of peace content in Sciences and Mathematics reflects a missed opportunity to demonstrate how technical disciplines can address structural violence and inequality (Galtung, 1969). Furthermore, the hidden curriculum's contradictions undermine the credibility of peace messages, consistent with Apple's (2004) observation that what is taught implicitly often overrides formal curriculum.

Objective Two: To examine teachers' and students' perceptions of peace education and its relevance to peacebuilding in schools.

The findings showed overwhelmingly positive perceptions, with majority of participants agreeing that peace education is important for their school and 86% recommending it to other schools. Teachers demonstrated nuanced understandings linking peace to justice, human rights, and structural issues, while learners focused more narrowly on avoiding physical fights and respecting diversity. However, only half agreed that teachers' model peaceful behavior, and only

46% agreed that schools handle conflicts fairly, indicating a perception gap between the value of peace education and its lived reality.

Applying transformative theory, the conclusion is that peace education's effectiveness is constrained by insufficient modelling of peaceful behavior by adults in the school environment. Bandura posits that learning occurs through observation and imitation; when learners observe teachers using harsh language or corporal punishment, they learn that violence is acceptable for those in power. This finding aligns with Bar-Tal and Rosen's (2017) emphasis on the need for congruence between peace education content and school climate. The positive perceptions, however, provide a strong foundation for strengthening peace education, as learners are receptive. The gap between teachers' sophisticated conceptualizations and learners' basic understandings suggests a need for pedagogical scaffolding, as recommended by Bajaj (2015), to help learners progress from interpersonal to structural analyses of conflict.

Objective Three: To identify challenges and opportunities affecting the effective implementation of peace education in secondary schools in Bindura.

The findings identified lack of textbooks and materials peace not being tested in exams, exam pressure, and limited teacher training as major challenges. Notably, only few participants cited learner disinterest as a major problem, indicating that structural barriers outweigh attitudinal resistance. Opportunities included committed leadership (as seen in School A) and teacher creativity in developing low-resource materials.

5.3 Conclusions

The conclusion is that structural and institutional barriers prevent peace education from addressing root causes of conflict. Lederach emphasizes that sustainable peace requires transforming relationships and systems, not merely managing symptoms. The examination-driven curriculum and absence of peace education from assessment frameworks reflect a structural prioritization of measurable academic outcomes over values-based education. This supports Maphosa's (2020) observation that peace education in Zimbabwe remains externally instigated rather than internalized as policy. However, the low rate of learner disinterest is an encouraging opportunity, contradicting deficit assumptions about youth apathy. As Freire (1970) argued, the problem lies not in learners but in systems that fail to engage them critically. The success of School A demonstrates that individual leadership can mitigate structural constraints, but sustainability requires systemic policy change.

5.4 Recommendations

Ministry of Primary and Secondary Education

1. The Ministry should develop a national peace education framework explicitly grounded in Transformative Theory, with clear learning outcomes, assessment guidelines, and resource allocation.
2. Peace education should be integrated as a cross-cutting theme across all subjects, including Mathematics and Sciences, with mandatory coverage benchmarks at each form level.

Teacher Training Institutions (Colleges and Universities)

1. All pre-service teacher education programs must include a mandatory, credit-bearing module on peace education pedagogy, covering conflict transformation, restorative practices, and facilitation of sensitive discussions.

2. In-service professional development workshops on peace education should be offered annually to all practicing teachers, with follow-up classroom support and mentoring.

School Administrators (Heads and Deputy Heads)

1. School administrators should adopt whole-school approaches to peace education, ensuring that discipline policies, teacher evaluation criteria, and school culture consistently reflect peace values.

2. Corporal punishment should be fully replaced with restorative justice practices, including peer mediation, conflict circles, and reflective accountability measures.

Non-Governmental Organizations and Development Partners

1. NGOs should shift from short-term, project-based peace education interventions to long-term partnerships with the Ministry and schools, focusing on teacher training and materials development.

2. Donors should fund action research projects that test and evaluate innovative peace education pedagogies in Zimbabwean secondary schools, generating local evidence for what works.

5.5 Areas for Future Research

This study focused on the integration of peace education and its contribution to peacebuilding in three secondary schools in Bindura District over a single academic year, examining teacher and learner perceptions, implementation challenges, and self-reported behavioral outcomes. However, the study did not investigate the long-term impact of peace education on graduates' behavior in community and workplace settings, nor did it assess the effectiveness of specific pedagogical interventions through experimental or quasi-experimental designs. Future research should employ longitudinal designs to track cohorts of learners over five to ten years, measuring whether peace competencies acquired in secondary school translate into sustained peacebuilding behaviors in adulthood. Additionally, comparative studies across different provinces, school types (rural, urban, peri-urban), and school ownership (government, mission, private) would provide valuable insights into contextual factors that moderate peace education effectiveness, enabling more targeted policy recommendations.

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BINDURA UNIVERSITY OF SCIENCE EDUCATION

FACULTY OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF PEACE AND GOVERNANCE

21 NOVEMBER 2025

TO WHOM IT MAY CONCERN

RE: REQUEST TO UNDERTAKE RESEARCH IN YOUR ORGANISATION

This serves to introduce the bearer, [redacted] Student Registration Number B 22 0358 B who is a HBSC PEACE AND GOVERNANCE student at Bindura University of Science Education and is carrying out a research project in your area/institution.

May you please assist the student to access data relevant to the study, and where possible, conduct interviews as part of a data collection process.

Yours respectfully

J.KUREBWA (DR)
Chairperson

BINDURA UNIVERSITY OF SCIENCE EDUCATION
DEPARTMENT OF PEACE AND GOVERNANCE
CHAIRPERSON
25 NOV 2025
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THE PRINCIPAL
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13 MAR 2026
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APPENDICES: RESEARCH INSTRUMENTS

Integration of Peace Education in Selected Secondary Schools in Bindura District, Zimbabwe

INSTRUMENT 1: TEACHER QUESTIONNAIRE

Introduction: I am Julianna Chiurawa, and I am undertaking research on peace education integration in secondary schools. You have been selected because you teach a subject containing peace-related content. Your responses are confidential. No identifying information will be disclosed. Participation is voluntary. Please answer all questions honestly.

Instructions: Tick (✓) the appropriate box or write in the space provided.

Section A: Demographic Information

Item	Response
A1. Gender	Male ☐ Female ☐
A2. Teaching experience	0-5yrs ☐ 6-10yrs ☐ 11-15yrs ☐ 16+yrs ☐
A3. Subjects taught	Religious & Moral Education ☐ Heritage Studies ☐ Civic Education ☐ Guidance & Counselling ☐ Other: _____
A4. Qualification	Certificate ☐ Diploma ☐ Bachelor's ☐ Master's ☐

Section B: Integration of Peace Education

Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

Statement	1	2	3	4	5
B1. Peace education is formally included in my subject syllabus	☐	☐	☐	☐	☐
B2. I explicitly teach peace concepts like tolerance and conflict resolution	☐	☐	☐	☐	☐

Statement	1	2	3	4	5
B3. My lesson plans include peace education objectives	☐	☐	☐	☐	☐
B4. I use role-play to teach conflict resolution	☐	☐	☐	☐	☐
B5. I use group discussions to promote dialogue	☐	☐	☐	☐	☐

Section C: Perceptions and Challenges

Statement	1	2	3	4	5
C1. Peace education helps learners resolve conflicts without violence	☐	☐	☐	☐	☐
C2. Peace education promotes respect for diverse backgrounds	☐	☐	☐	☐	☐
C3. I have received adequate training to teach peace education	☐	☐	☐	☐	☐
C4. The syllabus has too much content to cover peace topics thoroughly	☐	☐	☐	☐	☐
C5. I have sufficient textbooks and materials for peace education	☐	☐	☐	☐	☐
C6. School leadership actively supports peace education	☐	☐	☐	☐	☐

Section D: Open-Ended

D1. List three peace-related topics you have taught recently:

1. _____ 2. _____ 3. _____

D2. What support do you need to teach peace education more effectively?

Thank you for your participation

INSTRUMENT 2: SCHOOL ADMINISTRATOR INTERVIEW GUIDE

Introduction: My name is Julianna Chiurawa. I am currently conducting research on the integration of peace education in secondary schools. I would appreciate the opportunity to ask you few questions about your experiences and insights. Please note that your responses will remain confidential and will be used solely for academic purposes.

Interviewee Code: _____ Date: _____ School Code: A☐ B☐ C☐ **Gender:** M☐ F☐

Section 1: School Peace Education Framework

1. Does your school have a formal policy on peace education? Yes☐ No☐ Partially☐
   If yes, briefly describe: _____
2. Which subjects in your school carry peace education content?

Section 2: Integration Practices

3. How is peace education delivered outside formal curriculum (clubs, assemblies, sports)?

---

4. How are conflicts among learners typically resolved in your school?

---

5. What role do teachers play in modelling peaceful behaviour?

Section 3: Institutional Support

6. How does school leadership support peace education?

---

7. What resources are allocated to peace education?

---

8. Is peace education integrated into teacher performance assessment? Yes☐ No☐ Partially☐

Section 4: Challenges and Outcomes

9. List the three biggest challenges your school faces in implementing peace education:
   a. _____
   b. _____
   c. _____
10. What observable changes in learner behaviour have you attributed to peace education?

---

11. What recommendations do you have for strengthening peace education?

Thank you for your time

INSTRUMENT 3: LEARNER FOCUS GROUP DISCUSSION GUIDE

Introduction: Hello. Thank you for participating. I am researching peace education in your school. This discussion takes 45 minutes. There are no right or wrong answers. Everything you say is confidential. Do I have permission to record? Yes☐ No☐

Group Code: _____ Date: _____ School Code: A☐ B☐ C☐ **Number of participants: _____ Forms:** 3☐ 4☐ 5☐ 6☐ **Boys: ___ Girls: ___**

Section A: Learning About Peace (5 minutes)

---

1. Have you ever learned about peace in any of your subjects? Yes☐ No☐ Not sure☐
   If yes, which subjects? _____
2. Tell me one thing your teacher taught you about solving problems peacefully.

Section B: Peace Activities at School (10 minutes)

4. Does your school have any clubs or activities that teach peace? Yes☐ No☐
   If yes, which ones do you participate in? _____
5. How do teachers usually handle fights or arguments between learners?

---

6. Does the way teachers treat learners teach them about peace? Yes☐ No☐ Sometimes☐
   Explain: _____

Section C: Changes in Behaviour (10 minutes)

7. When you have a disagreement with another learner now, what do you usually do?

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8. Has learning about peace changed how you behave? If yes, give one example.

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9. Do you see learners in your school fighting less than before? Yes☐ No☐ Same☐

Section D: Challenges and Suggestions (10 minutes)

10. What makes it difficult for learners to be peaceful at school?

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11. If you could change one thing in your school to make it more peaceful, what would it be?

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12. What advice would you give teachers to help them teach peace better?

Section E: Closing (5 minutes)

13. Is there anything else you would like to share about peace education in your school?

Thank you for your honest responses

INSTRUMENT 4: DOCUMENT ANALYSIS CHECKLIST

School Code: A☐ B☐ C☐ **Date of Analysis:** _____

Document	Available	Present	Not Present	Comments
Schemes of work	☐	☐	☐	
Lesson plans	☐	☐	☐	
School discipline policy	☐	☐	☐	
Textbooks	☐	☐	☐	

Indicators: Peace education mention ☐ Conflict resolution objectives ☐ Tolerance objectives ☐ Empathy objectives ☐ Non-violence terminology ☐ Peer mediation provisions ☐ Anti-bullying policy ☐

Summary Notes: _____

END OF RESEARCH INSTRUMENTS