



### Research Plan

Name of Student	Mihiro Goto
Name of Institution	Nairobi University (Kenya)
Studying-abroad period	January 2016 – March 2016
Research field of potential supervisor	Peace education, Post-election Violence in Kenya
Potential supervisor	Prof. David Mungai
Research Title	Peace education in primary schools of Kenya after the Post-election Violence —Focused on perception of students and teaching methods of teachers—
Research Objective	<p>The objective of this research is to clarify how the peace education which has been introduced after the Post-election Violence occurred in Kenya from 2007 to 2008 is implemented in the primary schools.</p> <p>Moreover, this research explores how the students, their parents, the teachers, and the residents recognize peace and peace education.</p> <p>Specifically, 3 research questions are set.</p> <p>The first research question is how the peace education is implemented in the primary schools of Kenya after the Post-election Violence.</p> <p>The second research question is how the students in the primary schools think about peace and peace education classes. This research question is set in order to reveal the impact of peace education in the view of the students through exploring the answer of this question.</p> <p>The third research question is which teaching methods teachers use in the peace education classes of the primary schools, and why the teachers use the teaching methods. According to Lauritzen(2013), although the child-centered teaching is promoted in teachers' training, the teachers-centered training is implemented in peace education classes of the primary schools and the students lose the opportunity to voice own opinions.</p>
Research methods	<p>This research considers 3 research methods.</p> <p>Firstly, semi-structured individual interview will be analyzed as a main research method. The target areas are Wareng in Uasin Gishu County and Gucha in Kisii County. Interviews will be implemented to head teachers, teachers, parents of students, (and residents) of the respective primary schools of the villages.</p> <p>Secondly, it will be used by questionnaires to students in order to obtain descriptive opinions from the perspective of the learners.</p> <p>Thirdly, workshops will be implemented to let students draw pictures about peace and have discussion.</p>
Research plan at abroad university	<p>For this research, individual interviews are planned to induce the targets' thinking and opinions as natural as possible due to the psychological concern of the interviewer and an issue of sensitivity.</p> <p>In addition, targets are limited primary schools in this research since it is presumed</p>

that peace education in more early grades connect basic thinking and ideas of children stronger.

At present, the following questions are planned.

**【Head teachers】**

- What do you think about “peace”?
- When did your school introduce peace education?
- How is the position of peace education in your school?
- What is the aim of peace education in your school?
- Can you see the impact of peace education? If you can, how is it?
- At present, how are problems of peace education in your school?
- How would you like to promote peace education in the future?

**【Teachers】**

- What do you think about “peace”?
- Do you have something to take care about teaching peace education?
- What is the important thing in peace education class for you?
- How do you do in peace education classes?
- What are reactions of students who take peace education classes?
- About peace education, do you think which is the better class focused on teaching of teachers or the classes emphasized on discussion and participation of students? And what is the reason of it?
  - In peace education classes, do you think are there any problem? If there are, what are the points? And do you have any idea to improve the points?

**【Parents】**

- What do you think about “peace”?
- Do you know that there are peace education which has been implementing in primary schools?
  - (To the person who answered “Yes”) Do you know the contents of it?
- Do you think there is something to change about your child or children through the peace education classes in the school?
- Do you have something to require for peace education in primary schools?
  - (To the person who answered “Yes”) What is it?

**【Residents】**

- What do you think about “peace”?
- Do you know about peace education in primary schools?
  - (To the person who answered “Yes”) Do you know the contents of it?
- Do you have something to require for peace education in primary schools?
  - (To the person who answered “Yes”) What is it?

Moreover, as questionnaires to students, following questions are prepared at present.

**【Students】**

- What do you think about “peace”?
- How should we do to prevent/solve conflict?
- What kind of skills are needed to be the person who solves conflict peacefully?
- What do you think about the important thing in learning from the class of peace education?

- Which is type of the class of peace education is being implemented in your school?

①participating yourself in the class actively

②listening to talking of teachers

In addition, if possible, the workshop which the result of this research reports will be

	implemented at the Nairobi university. (I'd like to consult with my supervisor at the Nairobi university on this point.)
Expected results	<p>As hypotheses to research question, it is presumed that peace education is implemented only in relevant part of the Social Studies and Life Skills classes in primary schools and within only small proportion of the whole classes. For that reason, it is considered that understanding and recognition of students are not enough. Regarding to teaching method of teachers, gaps between the teachers who are trained in PEP and the teachers who are not trained in PEP may be observed.</p> <p>Moreover, it is presumed that understanding and recognition to peace of students are significantly related to teaching methods of teachers and recognition and values to peace of parents.</p> <p>This research is targeted Wareng in Uasin Gishu County and Gucha in Kisii County. The former was affected considerably when the PEV was occurred, but the latter was not affected very much. Regarding 3 research question, it is supposed that implementation of peace education in primary schools and understanding and recognition of the students are different between these two regions.</p>

### 【Reference】

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#### < 参考ウェブサイト >

- IDMC Website 【<http://www.internal-displacement.org/>】 2015年10月13日最終閲覧。

#### < その他 >

- 三菱UFJリサーチ&コンサルティング株式会社「平成26年度外務省ODA評価 ケニア国別評価（第三者評価） 報告書」平成27年2月。