

Research Article**SECONDARY SCHOOL TEACHERS' PERCEPTION OF A PEACE EDUCATION MODEL FOR SECONDARY SCHOOLS IN THE ENGLISH-SPEAKING SUB-SYSTEM OF EDUCATION IN CAMEROON*****Endeley Margaret Nalova**

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Abstract

The study was a mixed method survey of secondary school teachers' perspectives of what a peace education model for Cameroon should look like. A 50-item closed ended questionnaire with items measuring objectives, content, methods, materials and evaluation of peace education was designed and validated. Teachers who are the key actors of implementation were expected to rate them on a four point likert scale questionnaire in order to establish those with utmost priority. A total of 312 teachers from 14 schools in six divisions of the two English-speaking regions of Cameroon participated. The divisions were randomly selected and schools were selected based on their accessibility. Participation was voluntary. Data were analysed descriptively using percentages and means. Findings revealed that over 80% of the suggested items were positively rated by teachers.

Keywords: Teachers' perception, peace education, model, secondary school, Cameroon.

INTRODUCTION

The concept of 'peace' is multidimensional. It is widely defined as a state where there is no conflict, disturbance or hostility. It is seen as a non-violent way of life, a state of tranquillity and harmony. Peace can also describe a relationship between any people characterised by respect, justice and goodwill. The absence of peace can have very severe consequences on society. Armed conflicts on the African continent have seriously undermined the attainment of development, security and democratic consolidation. Without stability there will be little chance for economic development and growth and thus the marginalisation of Africa in the international community will continue. Therefore there is need for peace education especially in Africa (Neethling, 2006). The UNESCO constitution in reference to peace stated that "since wars begin in the minds of men it is in the minds of men that the defence of peace must be constructed, (UNESCO, 2001). From the above assertion, the promotion of peace education programmes for behavioural changes in curbing aggression, violence and conflicts in secondary schools is the right direction. The secondary school level is where young minds are nurtured for the good of the society. The early stage of learning in life has an impact on behavioural patterns of individuals within the society (Uko, Igbineweka and Odigwe, 2015). The essence of peace education is transformation – of the educator, the student, and ultimately, society. The total transformation of society and the economic and social order is integral to peace, as our current economic and social order is rife with physical and structural violence (Turay and English, 2008). Creating a culture of peace requires a fundamental change in knowledge, attitudes, behavior, and worldview, which enables the learners to take action for a more peaceful world. Peace education thus seeks to play a role in this societal transformation. Recently, Cameroon which hitherto was considered an island of peace is experiencing significant conflicts which have brought misery upon the people and slowed down economic development.

Peace education values may have been taught in subjects like citizenship education, religion, philosophy and others but the focus has never been on peace. Peace education may not have been given prominence because before now it may not have been a priority. But the recent happenings in the country is enough reason to revisit the curricula and give peace education prominence.

REVIEW OF LITERATURE**Peace education models**

There are several models of peace education in literature, three of which will be discussed. The Integral Model is based on a person-centered conceptual framework that integrates the United Nations principles for a culture of peace. According to this framework, peace is a state of integrity, security, balance and harmony, expressed in three contexts: with the self, others and nature. These conditions are seen as fundamental to self-realization, that it is our relationships with others and nature that helps define and sustain us. Such a framework is a useful reference from a pedagogical viewpoint, as it reflects the human rights framework it is built upon, and the necessity of community learning over didactic inculcation. A culture of peace, therefore, needs to simultaneously be constructed at ethical, cognitive, emotional and action levels. Brenes-Castro (2004) argued that the Integral Model of Peace Education developed by United Nation's University of Peace and Central American Governments emphasizes "a spirit of community", as a core value for peace. Kester, (2014) cites The Learning to Abolish War Model of Reardon and Cabezudo (2002) as one that perceives violence to be the core problematic to a culture of peace, and as such, is education for the abolition of war. It is particularly concerned with the role of international law, peace building mechanisms, and the formation of personal lifestyles and behaviors conducive to a culture of peace and to the peaceful resolution of conflict. This education relies on a radical reconceptualization of what constitutes peace, violence and war among the learners, as well as a commitment among

educators to educate for nonviolence. Toh's (2004) flower-petal model is yet one more framework for a Peace Education program. It includes dividing disagreements to parts; living with justice and compassion; building reconciliation, solidarity, and respect for cultures; supporting human rights and responsibilities; living in harmony with world; and enhancing inner peace. Living systems model handles the international system, peace, development, human rights and nature in personal, societal, national, regional, structural, cultural, and global contexts (Burns and Aspeslagh, 1996). In this model, six categories of a culture of peace are used to organize learning topics and materials: dismantling a culture of war, environmental peace, education for justice and compassion, human rights education, intercultural solidarity, and inner peace. Dismantling a culture of war is concerned with mitigating all support for the war system, including competitive games, gender oppression, defence spending, and security systems. Environmental education includes utilitarian concepts of natural resources and global stewardship, simple living, and the environmental degradation that accompanies development and violent conflict. Educating for justice and compassion looks at global markets, capitalism, poverty and gross inequities. Education for human rights ensures that all students are aware of their civil, economic, political, cultural and religious rights, among others, and assesses the nature of violations of these inalienable rights. Intercultural solidarity is concerned with interactions between differing groups and cultural norms, and national and international institutions that perpetuate oppression. Education for inner peace allows students to evaluate their own physical, emotional, and spiritual states as well as the interplay between micro and macro conflicts.

Objectives of peace education

UNESCO, (2005) identifies the following as objectives for peace education:

- To sensitize the community or the organization with sources of violence within,
- To create in the learner the awareness, knowledge and sensitivity regarding issues that deal with war and peace; power and justice; gender and race; ecology and environment; conflicts, etc.
- To develop skills in critical thinking and problem solving/conflict resolution, empathy, assertiveness, sharing and cooperation.
- To instil in the learner the attitude of self-respect and self-esteem, respect for others, open-mindedness and vision, environment concern, commitment to justice, etc.
- To develop pro-peace attitudes, skills and competences in the learner.
- To work out strategies which are effective in handling violence and establishing peace within and outside the organization.

Content of peace education

According to United Nations (2009) peace education content should reflect knowledge, skills and attitudes that enhance peace. With regard to knowledge they propose self-awareness, recognition of prejudice, issues relating to conflict and war, peace and non-violence, environment/ecology, justice and power, theories of conflict analysis, prevention and resolution, culture, race, gender, religion, Human rights and responsibilities, globalization and others. With regard to skills

content should reflect communication, active listening and reflection, cooperation, empathy and compassion, critical thinking and problem-solving, mediation, negotiation and conflict resolution, patience, self-control, leadership and more. Attitudes will include self-respect, tolerance, respect for human dignity and difference, intercultural understanding, empathy, reconciliation, social responsibility, solidarity and more. This shows that peace education is largely interdisciplinary.

Pedagogy of peace education

Methods for peace pedagogy should combine direct and indirect teaching since the activities comprise lectures, inputs through audio and video programmes, interactive CD, self-learning, cooperative learning in groups – in pairs, triads, small and large groups, teams, case studies, simulations, problem solving, researching and exploring, etc.(UNESCO, 2005). Duhon-Haynes (1996) identifies the following as appropriate activities for peace education: Allow the students to collaborate, create a weekly award for the most caring person in the class and developing criteria upon which the winner will be based (eg most helpful, supportive, positive attitude or demeanour). As a weekly activity, allow each student to identify a caring person from their homes, community, or school and tell why the person was selected, help children to analyze their feelings of anger, identify the reason(s) for their anger, and-have them provide other options to acting on anger feelings. Discuss teasing and ridicule as part of a lesson in Reading, Science, and Social Studies that focus on the hurt and unfairness they produce. In addition define human characteristics which reflect caring such as: greeting people with pleasantries, helping each other in small ways, place caring terms on the board regularly such as; respect, appreciate, and help, treat everyone with the same dignity and respect that you enjoy from others.

Assessment of peace education

Evaluations of the ability of peace education activities to produce peaceful behaviors, norms, institutions, and policies are trying to grasp extremely complicated phenomenon. Peace educators in schools have a hard time developing rigorous studies to validate their efforts. Ideally such studies would compare a group of students who had received peace education training with a comparison group that didn't (Harris, 2003). Peace educators can evaluate their students before and after instruction to determine if students have adopted new attitudes as a result of instruction. Van Slyck and Stern (1991) have demonstrated that it is possible to measure students' attitudes about conflict before and after an educational intervention to see if their attitudes change, but these studies do not demonstrate that the behavior of individuals has actually changed. Ian Harris has conducted several studies of peace education evaluations using quantitative and qualitative methods (Harris, 1995; Harris and Callender, 1995; Harris and Jeffries, 1998). In them he found that a holistic approach to peace education is more effective than a piecemeal approach.

Statement of the problem

Cameroon which was hitherto known as an island of peace is presently experiencing armed conflicts. Such conflicts have led to despair, destitution, poverty, disease, refugee problems and internally displaced persons. It is also commonly known that

armed conflicts in Cameroon have seriously undermined the attainment of development, security and democratic consolidation of any country. The armed conflict in the English-speaking regions and the Far North region as well as an upsurge of violence in the school milieu in Cameroon is a wake-up call to pay attention to peace education. Without stability there will be little chance for economic development and growth. Therefore, peace education as a peace building strategy is of utmost importance. Even though peace values have been taught in subjects like citizenship and religion, peace education was not emphasized. Against this background the significance and importance of peace studies in the Cameroon context is obviously of great interest, significance and importance.

Research questions

- What are secondary school teachers' perspectives of the objectives of a peace education model?
- What content do secondary school teachers' think should constitute a peace education model?
- What are secondary school teachers' perspectives of the teaching methods for a peace education model?
- What materials do secondary school teachers' think should be included in a peace education model?
- What are secondary school teachers' perspectives of the assessment for a peace education model?

METHODOLOGY

The study was a mixed method survey of secondary school teachers' perspectives of what a peace education model for Cameroon should look like. A 50-item closed ended questionnaire with items measuring objectives, content, methods, materials and evaluation of peace education was designed and validated. Teachers were expected to rate them on a four point likert scale questionnaire in order to establish those with utmost priority. A total of 312 teachers from 14 schools in six divisions of the two English-speaking regions of Cameroon participated. The divisions were randomly selected and schools were selected based on their accessibility. Participation was voluntary. The data were first classified into frequency percentage tables as per the various sections of the instrument. The instrument was made up of six sections; objectives, content, teaching methods, teaching materials, learning environment and assessment. The data were then coded as per section to derive scores strongly disagree was coded 1, disagree was coded 2, agree coded 3 and strongly disagree coded as 4. As for negatively worded question, it was the reverse, that is, strongly agree = 1, agree = 2, disagree = 3 and strongly disagree = 4.

FINDINGS AND DISCUSSION

Findings from the questionnaire

To measure the rate of agreement per section of the instrument, after scoring the responses the mean score of the responses per section were compared to the mean score expected average per section. The responses were coded to indicate that the more the respondent agreed, the more they scored. A one sample t-test was used to compare the expected average score and the observed average score. As seen on the table above, the objectives were measured using eight items meaning that the expected minimum score was 8 and a maximum of 32. The expected average score on that section was 20 but the observed average was 26.04 (std. 2.655) indicating a mean difference of 6.04 and the t-test statistic indicated that the difference was statistically significant ($t = 33.977$, $d.f. = 222$, $p\text{-value} = 0.000$). As for the contents and topics of peace education, they it was measured using 10 items indicating that the least expected score was 10 and the highest 40.

The expected average ((range/2) + least score) was 25 and the observed score was 32.26 (std. 3.107, $SEM = 0.208$) with a mean difference of 7.260. The one sample t-test statistic indicated that there was a statistically significant difference between the observed and the expected average ($t = 34.895$, $d.f. = 222$, $p\text{-value} = 0.000$). Again, the teaching methods/activities for peace education were measured using 11 items and the expected least score was 11 and a maximum score of 44. The expected average was 28 but the observed average was 33.97 (std. 2.799, $SEM = 0.187$) with a mean difference of 5.973. Consequently, the t-test statistic indicated that the difference was statistically significant ($t = 31.862$, $d.f. = 222$, $p\text{-value} = 0.000$). The observed score was equally backed by the 88% agreement rate to the proposed items. As for the teaching learning materials for peace education, six items were used therefore the minimum expected score was 6 and a maximum of 24. The expected average score was 15 and the observed score was 17.4 (std. 2.5, $SEM = 0.167$); the mean difference was 2.399 and the t-test statistic indicated that the difference was statistically significant ($t = 14.331$, $d.f. = 222$, $p\text{-value} = 0.000$). As for the learning environment for peace education, nine items were used therefore the minimum expected score was 9 and a maximum of 36. The expected average score was 23 and the observed score was 27.87 (std. = 2.527, $SEM = 0.169$); the mean difference was 4.870 and the t-test statistic indicated that the difference was statistically significant ($t = 28.783$, $d.f. = 222$, $p\text{-value} = 0.000$). Lastly, concerning for assessment for peace education, seven items were used therefore the minimum expected score was 7 and a maximum of 28. The expected average score was 18 and the observed score was 21.12 (std. = 2.525, $SEM = 0.169$);

Table 1. Mean comparison of responses

Sections	Items	N	Expected Average	Observed Average	Std. Deviation	Std. Error Mean	Mean Difference	One-sample t test	df	Sig. (2-tailed)
Objectives for peace education	8	223	20	26.04	2.655	.178	6.040	33.977	222	.000
Content/topics for peace education	10	223	25	32.26	3.107	.208	7.260	34.895	222	.000
Teaching methods/activities for peace education	11	223	28	33.97	2.799	.187	5.973	31.862	222	.000
Teaching learning materials for peace education	6	223	15	17.40	2.500	.167	2.399	14.331	222	.000
Learning environment for peace education	9	223	23	27.87	2.527	.169	4.870	28.783	222	.000
Assessment for peace education	7	223	18	21.12	2.525	.169	3.121	18.456	222	.000

Table 2. Suggested objectives of peace education

	Grounding	Quotation
		"Learners should be bearers of peaceful ideas and skills for the construction of society"
Peace promotion	74	"Achieve global peace" "Create a better learning environment" "To build a friendly educational environment" "To raise awareness on the principles of peace and consequences of non-compliance" "To avoid matters that can encourage violence"
Conflict management	58	"There is no need for bias selection of representatives into a conflict resolution deal" "Teaching students how to manage conflicts without violence" "Learners must be able to resolve conflicts without violence" "Learners need to know how to express themselves without violence"
Mutual respect	39	"Respect for one another" "Learners should be taught to respect teachers and fellow students" "Mutual respect and dialogue" "Learn how to understand others' pain" "Teach learners how to accept, respect and appreciate others" "Should be able to tolerate each other and promote love"
Tolerance	24	"Promote tolerance" "Increase tolerance among learners" "Religious tolerance" "Ensure students learn to work as a team early where they learn to accept and tolerate each other" "Decrease in violence rate in class"
End violence	24	"Eradicate violence in schools and communities" "Stem inter-tribal tensions" "To end violence" "Learners should avoid violence and seek peace" "Love one another irrespective of where one comes from"
Love	19	"Promote love for one another" "To empower students with love and oneness" "Promotion of love" "To show love and kindness to all"
Unity	19	"Learners should be united" "To encourage togetherness" "Learners should know the importance of living together" "Inclusion, living together is diversity" "To promote national unity"
Dialogue	17	"Promotion of dialogue" "Dialogue with them" "Learners should dialogue without violence" "Should be able to air out their problems calmly" "Know how to express themselves"
Peace values	17	"Respect and promotion of peaceful values" "Encouragement of love, kindness, and sympathy" "Learners must promote peaceful values" "To promote peaceful values, skills and competencies" "Master and share the values of peace"
Moral education	16	"Moral education should be intensified in school" "To promote moral values and practices" "They should practice and demonstrate good moral values within and without them" "Encourage moral habit"
Coexistence	8	"Achieve global coexistence" "To enhance collaboration" "Peaceful coexistence" "Acceptance and coexistence with those with disabilities"
Truthfulness	7	"Being a model to students" "The truth must be spoken always in peace education" "Truth and justice" "Truthfulness"
Justice	7	"Justice must be promoted and encouraged among learners" "Engage students in social justice activities" "Justice in its full course where the rights of a child are not violated"
Importance of peace	6	"Students will be able to know the importance of peace" "Importance of peace" "Importance of being peaceful"
Cultural diversity	4	"Strive to help students appreciate intercultural diversity" "The historic and cultural belonging should be known by the learners" "The history of the people (or area) should be included as a course" "Learners need to know and accept other from different parts of the country"
Nation building	4	"To produce better citizens who can build up the country/world" "To build a nation void of war and crisis"
Patriotism	3	"Helps to construct our society maintaining equity" "Learners should be able to respect the symbols of the state and state institutions"
Fear God	3	"Teachers and learners should be God fearing" "Teaching students to know the giver of peace" "The fear of God through religious studies"
Freedom of speech	2	"Freedom of speech" "Freedom of expression"
Human right	2	"Learners need to be aware of their rights"
Secure information	2	"Provide information about security" "Secure information"
Accountability	1	"There should be accountability in everything we do"
Humility	1	"Students need to learn how to be humble"

Table 3. Thematic analyses of Content/Topics for peace education

	Grounding	Quotation
		"The purpose of man's existence"
		"Should be capable of adding moral values to learners' scope of work"
Moral education	29	"Moral values"
		"Moral education"
		"Moral instruction"
		"Disadvantages of conflicts"
		"Effects of war"
Effects of war	28	"Awareness of the consequences of war"
		"Is war necessarily the solution to problems?"
		"Effects of violent extremism"
		"Equality of human race"
		"Respect for humanity and doing what is right to others"
Human right	27	"Human right ought to be known and widely respected by all"
		"Human rights awareness"
		"Dynamics of human relations (Human rights)"
		"History and development of a people to create awareness"
		"The right of citizens should be taught in schools"
Citizenship	22	"Citizenship should be taught to learners"
		"Rights and duties of citizens in a state of law"
		"Civic education"
		"The origin of a conflict in the first place"
		"The wrongs so far committed by both parties in conflict should be evaluated"
Conflict management	21	"Conflict resolution"
		"Leaders need to understand clearly the root cause of every conflict"
		"Effects of peace education"
		"The purpose of Peace education"
Importance of peace	21	"Importance of coexistence"
		"Peace as a tool for development"
		"Importance of peace in development"
		"Peace and security"
Peace and security	19	"Peace and security"
		"Peace and security"
		"Tolerance and prosperity"
		"Tolerance and forgiveness"
Tolerance	16	"Religious tolerance should be taught"
		"Religious tolerance"
		"Religion"
		"Religious tolerance"
Religion	16	"Knowledge of peace in biblical sense"
		"Religion"
		"Religious studies"
		"Love for one another"
		"Love of one another irrespective of all odds"
Love	14	"Love God and love your neighbour"
		"Love and forgiveness"
		"Gender based violence"
		"Gender violence"
Gender equality	11	"Gender equality"
		"Gender equity and peace"
		"Gender base equality"
		"Study of various cultures and values of the people"
		"Cultural history (respective cultural history)"
Cultural diversity	10	"Socio cultural diversity"
		"Social and cultural coherence should be encouraged"
		"Unity in diversity"
		"Promotion of unity"
Unity	9	"National unity"
		"Unity"
		"Rule of law"
		"The consequences of civil disobedience"
Rule of law	9	"Law and order"
		"Penal code"
		"Patriotism"
Patriotism	6	"Patriotism towards our nation"
		"Love for country"
		"The importance of dialogue during conflict resolution"
Dialogue	6	"Communication skills"
		"Communication as a peaceful way to resolve conflicts"
		"Philosophy"
Philosophy	6	"Philosophy"
		"Socrates"
		"Violence"
Violence	6	"Violence done on women and children"
		"Non-violence"
		"Respect of authorities and elderly persons"
Mutual respect	6	"Mutual love and respect"
		"Respect for social status (handicaps)"
		"Social justice"
Social justice	5	"Social justice"
		"Social justice"
		"Learners should be taught ethical values"
Ethics	5	"Ethics and deontology"
		"Ethics"
		"National integration"
Nation building	4	"Nation growth via peace"
		"Concept of peace"
Concept of peace	4	"Peace education"
		"Peace"
		"Forgiveness"
Forgiveness	4	"Forgiveness"
Democracy	3	"Democracy"
Corruption	3	"Demerits of corruption"
		"Corruption"
War	3	"War"
Refugeeism	2	"Refugees"
		"Refugees"
		"Aspects of socialisation in a society"
Socialisation	2	"Socialisation"
		"Equity"
Equity	2	"Equality"
		"Peace values"
Peace values	2	"Terrorism"
		"Terrorism"
		"Guidance and counselling"
Counselling	2	"Organizing games like football"
Sports	2	"Justice that is not compromised"
Justice	1	"Critical thinking"
Critical thinking	1	"Psychological support"
Psychological support	1	"Skills education"
Skills education	1	"Introduction of clubs in school"
Clubs	1	"Honesty"
Honesty	1	"Our own history as a country or tribe"
History	1	

Table 4. Thematic analysis of suggested teaching activities

	Grounding	Quotation
Lecture	34	"Lectures on theories regarding peace building" "Lecture demonstration" "Lecture illustration" "Illustrative" "Illustration with examples"
Discussion	27	"Discussion promotes learning through interaction" "Discussion method" "Class discussion" "Discussion with learners" "Increase students' quality talk time"
Role play	26	"Role play" "Role play" "Role Play" "Team work"
Group work	24	"Team work among students" "Group work" "Group discussion" "Group work"
Dramatization	21	"Dramatization are vital in peace education" "Dramatization" "Drama by learners on the effects of conflicts" "Interactive teaching/learning methods" "Interactive method"
Interactive	21	"Teaching method that increases peer interaction" "Effective classroom interaction" "Interactive teaching method"
Debate	20	"Organization of classroom debates" "Debating on the causes and consequences of violence" "Debates on war/peace"
Student centered	17	"Learner centered method (CBA)" "Learner centered method" "Student centered" "Student centered method"
Peer teaching	16	"Peer teaching" "Peer teaching" "Peer teaching" "Peer work"
Discovery method	13	"Peer teaching" "Discovery method" "Discovery method" "Visitations" "Fieldtrips"
Fieldtrip	12	"Reach out to war torn communities" "Field surveys" "Fieldtrips to former conflict zones that have gained total peace" "Workshops"
Workshop	12	"Practical works and workshops" "Workshop" "Flip flop teaching method"
Flip flop method	10	"Flop classroom method" "Flop classroom method of teaching" "Flip flop classroom method" "Cooperative method"
Cooperative method	7	"Cooperative teaching method" "Cooperative games"
Sport	7	"Sports and games" "Organizing of sport games"
Cooperative teaching	6	"Cooperative teaching Method" "Cooperative teaching method" "Cooperative approach"
Experiential learning	6	"Using of practical activities" "Real life experimental"
Participatory method	6	"Experimental learning: students learn by doing" "The participatory method" "Participatory" "Participatory approach"
Storytelling	6	"Storytelling" "Bible stories" "Storytelling of all the benefits/advantages of a state free of war and violence"
Kinesthetic	6	"Kinesthetic"
Cooperative learning	5	"Cooperative games among learners" "Cooperative learning" "Cooperative learning"
Demonstration	5	"Demonstration" "Demonstration methods" "Demonstrative"
Games	5	"Sports/games would enable learners to compete against each other and emotions will be released and the teacher can to educate learners" "Games and sketches" "Games"
Dialogue	4	"Dialogue"
Presentation	4	"Presentation of research papers on conflict resolution" "organizing talks with parents and students"
Conference	3	"Conferencing with learners" "Organization of conferences on peace talks"
Real objects	3	"Use real objects" "Real objects"
Teacher centered	3	"Teacher centered method"
Videos	3	"Watching movies centered on conflict and conflict resolution" "Video learning and documentaries" "Videos"
Brainstorming	3	"Brainstorming"
Analyze scenarios	2	"Analyses real life scenarios"
Problem solving	2	"Essay writing" "Problem solving method"
Explicit teaching	2	"Explicit teaching" "Use series of examples as possible"
Online teaching	1	"Online teaching"
CBA method	1	CBA method
Personalized method	1	Personalized method
Drill and practice	1	Drill and practice"
Seminars	1	"Organizing seminars"
Independent learning	1	"Independent learning"
Conflict management	1	"Creation of associations for management of conflicts"

Table 5. Thematic Analysis of the suggested teaching materials for peace education

	Grounding	Quotation
		"Internet Multimedia"
		"Social media"
Media	47	"Audio visual"
		"Social media"
		"Local material like statues that portray love, peace, respect etc."
		"Samples"
		"Models"
Real object	24	"Toys on peace education"
		"Some real objects of war tools that are not frightful"
		"Artifacts resulting from conflicts in the past"
		"Pictures of past events and war"
		"Pictures showing the effects of war on people"
Pictures	22	"Pictures showing violence"
		"Memories of past events"
		"Pictures of reconciliation actions"
		"Use of histograms, illustrative diagrams"
		"Charts"
Illustration	21	"The use of Charts"
		"charts"
		"Using powerpoints to show how conflict has altered people"
		"Projected screens"
Projector	21	"Projectors"
		"Projectors"
		"Projection and video"
		"Testimonies from war victims"
		"Verbal narrations from the elderly people"
Resource person	19	"Talks by peace facilitators"
		"Meeting with war veterans"
		"Firsthand information from someone who was present"
		"Songs"
		"Lyrics"
Songs	17	"Lyrics"
		"songs"
		"Songs"
Real situation	12	"Real life situations"
		"Holy bible"
Bible	10	"Religion/Bible"
		"The bible that is, the word of God"
		"The bible could help"
Drama	10	"Stage drama"
		"Drama"
		"Textual analyses on the philosophy of the state"
Textbooks	13	"Textbooks"
		"Books that show the disadvantages of chaos and the advantages of peace will be very important"
		"Magazines"
Magazines	8	"Magazines"
		"Magazines of past wars"
		"Videos of war"
		"Animating programs on peace education"
Videos	7	"TV programs on peace education"
		"Real life story films of war"
		"Videos (compact disks, projectors etc.)"
		"Fliers"
Fliers	6	"Fliers"
		"The use of fliers"
		"Group work"
Group work	6	"Peer work"
		"Team work"
		"Group work"
		"Handouts"
Handouts	6	"Print"
		"Print e.g. handouts"
		"Newspapers giving information about affected by conflicts"
Newspapers	6	"Newspapers"
		"Newspapers"
		"Peace plants"
Peace plant	5	"Peace plant that denotes peace itself"
		"Peace plant"
		"Flash cards"
Word cards	5	"Cardboards"
		"Word cards"
		"Excursions"
fieldtrips	5	"Fieldtrip to damaged areas"
		"Site seeing to war zone areas"
		"Televisions"
Television	5	"Tele aids"
		"Audio visual e.g. television"
		"Learners' socialization"
Socialization	4	"socialization of learner"
		"Socialization"
		"Socializing"
		"Story telling"
Story telling	4	"Short stories"
		"Love stories"
		"E-learning teaching"
Internet	4	"Online sources"
		"Internet blog"
		"Internet blog"
Tapes	4	"Tapes"
Debate	3	"Debates"
Map	3	"Maps"
Poems	3	"Poems on peace"
		"Plays that show the importance of peace in our society"
Sketches	3	"Sketches on peace building"
Billboards	2	"Billboards"
Games	2	"Peace educational games"
Seminars	2	"Seminars"
counsellors	1	"Guidance counselors"
Parental involvement	1	"Parents' advice in the homes"

Table 6. Assessment of Peace Education

	Grounding	Quotation
		"Students performance"
		"Exams"
Classroom tests	50	"Normal classroom tests"
		"Written test like other subjects"
		"Normal written tests"
		"Observing the behaviour of those who have received peace education"
Observation	39	"From learners' appearance and frequency of incidence in school"
		"Observing behaviour and character of students"
		"By physical observation"
		"Through actions"
		"Students reactions to emergencies"
Peer interaction	29	"Listening to the opinion of others"
		"Through inter-student relationships"
		"Classmate interaction between girls and boys"
		"From students' language to their fellow learners"
		"Change in behaviour of previously conflicting parties"
		"Change of attitude and behaviour towards failure"
Behaviour	26	"Students' behaviour"
		"Behaviour of learners"
		"Through level of student deviant behaviour in schools"
		"Give questions orally on peace education"
Oral	20	"Oral tests on problem solving"
		"Oral question to conflict related cases"
		"Oral questions"
		"Oral assessment"
		"Role play the students and see their ideas on conflict resolution"
Symposium	13	"Putting up a conflict resolution matter for them to participate in the resolution of the problem"
		"Practical exercises of real activities"
		"Group/individual presentations"
Group work	12	"Working in groups"
		"Through group work"
		"Group work"
		"Through homework"
Assignment	11	"Assignments"
		"Through homework"
		"Homework"
		"by giving homework"
		"Appreciation from external parties after conflict resolution between two parties"
Conflict management	11	"At the of the course, students should be able to resolve conflicts"
		"Non-violent approach to solving problems"
		"By creating a conflict and testing the students' ability to manage it"
		"Take them to fieldtrip"
Fieldtrip	11	"Fieldtrip"
		"Fieldtrips"
		"By the decrease of conflicts"
Violence reduction	11	"Reduction of violence"
		"Decrease rate in violence in class and in school"
		"Lack of physical conflict"
		"Presenting real life issues"
Problem solving	10	"Projects should be written and defended upon graduation"
		"Learners should be able to resolve real life situations"
		"Demonstration"
Demonstrations	10	"Through demonstration"
		"Demonstration of resolution strategies"
		"Opinions of students should be tested through questions"
Interview	9	"Listening to the changes in views and actions of those who were ignorant about the subject"
		"Interviews"
		"Can be assessed by allowing students to carry out debates among themselves"
Debate	7	"Make students to debate about different tribe groups"
		"Debates"
		"Through critical thinking skills"
Critical thinking	6	"Critical thinking"
		"Assess their judgment on conflicts"
Judgment assessment	6	"Assess their judgment on conflict"
		"Discuss issues that are controversial with the students"
Discussion	5	"Critical thinking discussions"
		"Motivation"
Motivation	5	"Motivation to do better after failing"
		"Through formative and summative evaluation"
Evaluation	5	"formative and summative of learning based on understanding, social justice, intercultural understanding"
		"Evaluation using CBA"
Standardized test	4	"Standardized tests"
		"Class participation"
Class participation	4	"Attendance and participation should be part of assessment"
		"Class participation during peace education"
		"Through games"
Games	3	"In a football match"
		"Inter school social and academic competitions"
Performance	3	"through learners' performance"
		"Sensitization on peace education"
Sensitization	2	"Learners should be proactive in violence sensitization"
		"Give learners leadership positions and award them"
Associations	2	"Organization of teacher-student union"

the mean difference was 3.121 and the t-test statistic indicated that the difference was statistically significant ($t = 18.546$, d.f. = 222, $p\text{-value} = 0.000$).

Findings from Interviews

The respondents were asked to further suggest objectives of peace education. As seen on the table above, their suggestions were thematically analyzed and grouped on a thematic table and the following as themes arose as objectives of peace education: Peace promotion, conflict management, Mutual respect, Tolerance, end of violence, love, unity, dialogues, peace values, moral education, coexistence, truthfulness, justice, importance of peace, cultural diversity, nation building, patriotism, Fear of God, freedom of speech, Human right, secure information, accountability, and humility. All of these related to the objectives they were rating one way or the other. As seen on the above table are the themes that were derived from the suggestions of the respondents as topic for peace education. In order of merit, the topics were: moral education, effects of war, human rights, citizenship, conflict management, importance of peace, Peace and security, tolerance, religion, love, gender equality, cultural diversity, unity, rule of law, patriotism, dialogue, philosophy, violence, mutual respect, social justice, ethics, nation building, concept of peace, forgiveness, democracy, corruption, war, refugeeism, socialization, equity, peace values, terrorism, counseling, sports, justice, critical thinking, psychological support, skills education, clubs, honesty, and history. Most of these were the topics highly rated on the questionnaire. Concerning the methods and activities of peace education, the responses provided by the respondents were thematically analyzed and the following themes emerged in order of merit: lecture method and its forms, discussion, role play, group work, dramatization, interactive methods, debates, student centered method, peer teaching methods, discovery method, fieldtrip, workshop, flip-flop method, cooperative method, sport, cooperative teaching, experiential learning, participatory method, storytelling, kinesthetic, cooperative learning, demonstration, games, dialogue, presentation, conference, real objects, teacher centered methods, videos, brainstorming, analyzing real life scenarios, problem solving, explicit teaching, online teaching, CBA method, personalized methods, drill and practice, seminars, independent learning and conflict management.

The following themes emerged from the suggested teaching material; the media, real objects, pictures, illustrations, projectors, resource persons, songs, real situations, bible, drama, textbooks, magazines, videos, fliers, group work, handouts, newspapers, peace plant, word cards, fieldtrips, television, socialization, storytelling, internet, tapes, debates, maps, poems, sketches, billboards, games, seminars, counselors, and parental involvement. Concerning the assessments for peace education, the following themes emerged from the suggestions put forth by the respondents: normal classroom tests, observations, peer interaction, behaviour change, orals, symposiums/role play, group work, assignments, conflict management, fieldtrip, violence reduction, problem solving, demonstration, interview, debates, critical thinking skills, judgment assessment, discussion, motivation, evaluation, standardized tests, class participation, games, performance, sensitization, and the function of associations. From the findings above it seem participants agreed with close to 80% of the items on the questionnaire.

This is complemented by their responses from the interviews. The values expressed in the interviews aligned with the objectives and the content. This was the same scenario with the methods because even though methods like cooperative learning, problem-solving, participatory method, debate/discussion seemed to have received a low grounding, these are all student-centred methods which received a very high grounding. It is worthy of note that much of the content and methods outlined already exist in schools in Cameroon but not under the nomenclature of peace education. With regard to assessment, there seemed to be some preference for performance assessment as compared to written tests which means that schools should have a way of encouraging positive (peaceful) behaviour. Such assessment should be integrated in the students' results. Therefore, evaluation should be holistic, not just the cognitive and psychomotor but the affective as well. This is in line with Van Slyck and Stern (1991) who say peace educators can evaluate their students before and after instruction to determine if students have adopted new attitudes as a result of instruction. Also, Ian Harris has conducted several studies of peace education evaluations using quantitative and qualitative methods (Harris, 1995; Harris and Callender, 1995; Harris and Jeffries, 1998). In them he found that a holistic approach to peace education is more effective than a piecemeal approach.

Conclusion and Recommendations

Peace education is an essential element in the secondary school curriculum in Cameroon. Therefore the content "peace education" should come out prominently in the school curriculum. The appellation itself creates awareness on peace. Secondly, if peace education cannot be treated as a subject due to an over-crowded curriculum, there is need for it to be integrated in a related subject like 'Citizenship' or 'Civics and Ethics' as a unit or module. Whichever way it is handled, it should be a core subject or content. When this has been instituted then the assessment instrument will be modified to include behaviour, so as to make the assessment of students holistic. Students must know that their behaviour towards one another counts. Such peace building strategies cannot be over-emphasized in preventing future conflicts.

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