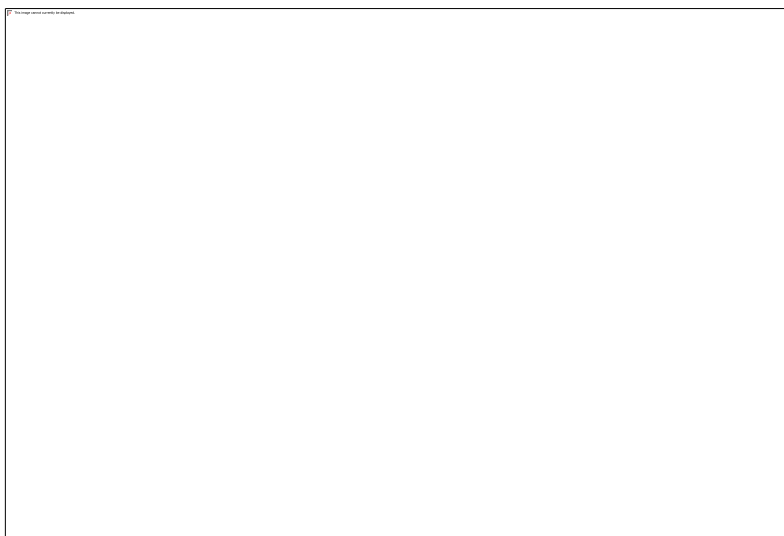


BINDURA UNIVERSITY OF SCIENCE EDUCATION

FACULTY OF SOCIAL SCIENCES AND HUMANITIES



**Conflict Transformation through Peace Education among youth in Mbare,
Harare**

BY

Natasha Rutendo Mazonde

B211257B

**Research Project Submitted To The Department Of Peace And Governance, Faculty Of
Social Sciences And Humanities In Partial Fulfilment Of Requirements For The Bachelor
Of Science Honors Degree In Peace And Governance**

Supervisor Dr I Madenga

Bindura, Zimbabwe

March 2025


ABSTRACT

This research examines the transformative role of peace education in facilitating conflict resolution and peace building among young individuals in Mbare, Harare, based on Social Learning Theory. Although Zimbabwe has made strides in fostering peace and stability, urban youth in areas like Mbare are still grappling with conflicts fueled by socio-economic difficulties, political strife, and cultural diversity. The study examined how the existing conflict environment, identify key stakeholders involved in peace education, explore the challenges and opportunities of implementing such programs, and evaluate their effectiveness in promoting conflict resolution and peace building. Employing a mixed-methods strategy that integrates both qualitative and quantitative data collection, the research involved surveys, focus group discussions, and in-depth interviews with 300 participants, which included youth, community leaders, educators, and peace practitioners, utilizing purposive, snowball, and convenience sampling methods. The results emphasize the urgent need for peace education initiatives tailored to the specific challenges faced by youth in Mbare, showing how peace education can cultivate empathy, tolerance, and conflict resolution skills, thereby contributing to a more unified and peaceful community. The study advocates for the inclusion of peace education in school curricula and community initiatives, alongside the creation of context-relevant materials addressing the distinct challenges youth encounter in urban Zimbabwe.

Key words: Peace education, Conflict Transformation, Youth, Stakeholders

DECLARATION FORM

I, B211257B, declare that this dissertation, entitled "Conflict Transformation through Peace Education among the Youth in Mbare, Harare," submitted as part of the requirements for my degree at Bindura University of Science Education, is entirely my work. I affirm that the research contained herein is the outcome of my investigation, that I have properly credited all sources, and that there has been no involvement in any form of academic dishonesty. I additionally confirm that this dissertation has not been presented for any other degree or qualification at this or any other institution. I have secured all necessary permissions and approvals for the use of copyrighted materials. This declaration serves to confirm the authenticity and originality of my work.

Student Signature:  Date: 17/06/2025

Supervisor's Signature:  Date: 01/07/2025

Chairperson's Signature:  Date 12/10/2025

DEDICATION

I dedicate this dissertation to my dear family, especially my late grandmother, my mother, and her siblings, whose constant support, guidance, and love have been the foundation of my academic journey.

ACKNOWLEDGEMENTS

I want to express my sincere thanks to all the individuals and organizations that have supported me throughout my academic path.

First and foremost, I am incredibly grateful to my supervisor. His guidance, expertise, and steadfast belief in my abilities have played a crucial role in my research and academic development.

I would also like to extend my heartfelt appreciation to my family, especially my mother and her siblings, whose unwavering love, emotional support, and sacrifices have been a continuous source of strength and motivation during my studies.

Additionally, I recognize the essential support from Bindura University of Science Education, which provided me with the resources and facilities needed to complete my research successfully.

I am also thankful to the youth of Mbare, who took part in this study and shared their experiences, enriching my research and enhancing my understanding of the intricate issues surrounding peace education.

Finally, I offer my deepest thanks to the Almighty for the divine guidance and support I've received throughout this journey.

LIST OF ABBREVIATIONS AND ACRONYMS

ADB - Africa Development Bank

JCIZ - Junior Chamber International Zimbabwe

MPSLSW - Ministry of Public Service, Labour and Social Welfare

NGO - Non-governmental Organizations

PELS - Peace Education and Life Skills

PET - Protocol on Education and Training

SADC - Southern African Development Community

SLT - Social Learning Theory

TALI - Tag a Life International's

TNACZ - The National Arts Council of Zimbabwe

UN - United Nations

UNESCO - United Nations Educational, Scientific and Cultural Organization

ZANU-PF - Zimbabwe African National Union - Patriotic Front

ZMPSE - Zimbabwe Ministry of Primary and Secondary Education

ZNSA - Zimbabwe National Statistics Agency

ZPCRT - Zimbabwe Peace and Conflict Resolution Trust

ZYC - Zimbabwe Youth Council

LIST OF TABLES

Table 4.1: Gender distribution	57
Table 4.2: Age distribution	58
Table 4.3: Employment Status	59

LIST OF FIGURES

Figure 1.1 Sketch map of Mbare, Harare 9

Figure 4.2: Response Rate 56

TABLE OF CONTENTS

Contents

Abstract.....	2
Declaration Form	3
Dedication	4
Acknowledgements.....	5
List Of Abbreviations And Acronyms	6
List Of Tables	7
List Of Figures	8
Table Of Contents	9
CHAPTER ONE	1
1.0 INTRODUCTION.....	1
1.1 Background to the study	1
1.2 Statement of the problem	2
1.2 Purpose of the study.....	3
1.3 Objectives of the study.....	3
1.4 Central research question.....	3
1.5 Research questions.....	3
1.6 Assumptions of the study	4
1.7 Significance to the study.....	5
1.7.1 Community	5
1.7.2. Educators and policymakers	5
1.7.3 Youth and the broader society.....	5
1.8 Limitations of the study	6
1.8.1 Biased sampling.....	7
1.8.2 Difficulty measuring peace education outcomes	7
1.8.3 Cultural and social nuances	7
1.9 Delimitations of the study.....	7
1.9.1 Geographical and sample size.....	8
1.9.3 Data analysis and external factors.....	8
1.10 Definition of key terms	9

1.11 Chapter outline	10
CHAPTER TWO	12
2.0 LITERATURE REVIEW AND THEORETICAL FRAMEWORK	12
2.1 Introduction.....	12
2.2 Theoretical framework.....	12
2.2.1 Applicability of social learning theory to the study	13
2.2.2 Strengths of the social learning theory.....	15
2.2.3 Weaknesses of social learning theory	18
2.3 Current conflict situation among youth in Mbare, Harare.....	19
2.3.1 Types of conflicts	19
2.3.2 Causes of conflicts	19
2.3.3 Effects of conflicts	20
2.3.4 Impact on social cohesion.....	20
2.3.5 Need for conflict resolution	20
2.4 The impact of peace education on conflict transformation among youth in Mbare, Harare.	21
2.4.1 Reducing violence and aggression.....	21
2.4.2 Enhancing conflict resolution abilities.....	22
2.4.3 Influencing social learning theory	23
2.4.4 Effective implementation of peace education.....	25
2.4.5 Challenges in implementing peace education.....	27
2.5 The possible effective peace education strategies for the youth in Mbare, Harare.....	29
2.5.1 Critical thinking and problem-solving skills.....	31
2.5.2 Nonviolent conflict resolution skills.....	32
2.5.3 Emotional intelligence and empathy.....	34
2.5.4 Community engagement and participation	35
2.6 The role of stakeholders in promoting peace education among the youth.	36
2.6.1 Government and policymakers	38
2.6.2 Civil society organizations.....	39
2.6.3 Educational institutions.....	39
2.6.4 Community leaders and local organizations	40

	11
2.7 Gaps in literature.....	40
2.7.1 Need for contextual research	40
2.7.2 Overlooking youth voices	40
2.7.3 Challenges of sustainability and scalability	41
2.8 Chapter Summary	41
CHAPTER THREE.....	43
3.0 RESEARCH METHODOLOGY AND DESIGN	43
3.1 Introduction.....	43
3.2 Research design	43
3.3 Research approach	43
3.3.1 Qualitative research approach.....	44
3.3.2 Quantitative research approach.....	44
3.3.3 Mixed research approach	44
3.4 Target population	45
3.5 Sample.....	45
3.5.1 Sampling techniques	46
3.6 Data collection methods.....	48
3.6.1 Interviews.....	48
3.6.2 Focus group discussions	48
3.6.3 Questionnaires.....	49
3.7 Pilot testing	49
3.7.1 Purpose of pilot testing	49
3.7.2 Implementation of pilot testing.....	49
3.7.3 Feedback and instrument refinement	50
3.8 Data presentation	50
3.8.1 Thematic organization.....	50
3.8.2 Use of visual aids	51
3.8.3 Summary of findings.....	51
3.9 Ethical considerations	51
3.9.1 Informed consent	51
3.9.2 Confidentiality and anonymity	52

3.9.3 Minimizing risks	52
3.9.4 Ethical approval	52
3.10 Validity and reliability.....	52
3.10.1 Validity	53
3.10.2 Reliability.....	53
3.11 Chapter summary	54
CHAPTER FOUR.....	55
4.0 DATA PRESENTATION, ANALYSIS, AND DISCUSSION OF FINDINGS.....	55
4.1 Introduction.....	55
4.2 Response rate	55
4.3 Response rate	57
4.3.1 Gender.....	57
4.3.2 Age distribution.....	57
4.3.3 Level of education.....	58
4.2.4 Employment status.....	59
4.4 Objective 1: The current conflict situation among youth in Mbare, Harare.	60
4.4.1 Interpersonal conflicts.....	60
4.4.2 Community conflicts.....	60
4.4.3 Gang-related conflicts	61
4.4.4 Political conflicts	61
4.4.5 Conflicts due to arson	61
4.5 Objective 2: The role of stakeholders in promoting peace education for the youth in Mbare, Harare.....	62
4.5.1 Educational institutions.....	62
4.5.2 Community leaders	62
4.5.3 Government agencies.....	63
4.5.4 Non-governmental organizations (NGOs).....	63
4.6 Objective 3: Examine the impact of peace education among youth in Mbare, Harare	63
4.6.1 Enhanced conflict resolution skills	64
4.6.2 Promotion of political tolerance.....	64
4.6.3 Empowerment and confidence.....	65

4.6.4 Challenges	65
4.7 Objective 4: Possible effective peace education strategies for youth in Mbare, Harare.....	65
4.7.1 Sports-centric peace education initiatives.....	66
4.7.2 Arts-driven peace education initiatives	66
4.7.3 Mentorship programs	66
4.7.4. Community engagement initiatives	67
4.7.5. Educational programs	67
4.7.6. Technology-driven peace education initiatives	68
4.8 Chapter summary	68
CHAPTER FIVE	69
5.0 SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND AREAS FOR FURTHER RESEARCH	69
5.1 Introduction.....	69
5.2 Summary	69
5.2.1 Chapter One - Introduction	69
5.2.2 Chapter Two - Literature Review and Theoretical Framework	70
5.2.3 Chapter Three - Research Methodology and Design	70
5.2.4 Chapter Four - Data Presentation, Analysis, and Discussion of Findings	70
5.2.5 Chapter Five - Summary, conclusions, and recommendations	70
5.3 Summary of research findings	71
5.3.1 The current conflict situation among youth in Mbare, Harare.....	71
5.3.2 The role of stakeholders in promoting peace education among youth in Mbare, Harare	71
5.3.3 The impact of peace education on conflict transformation among youth in Mbare, Harare.....	72
5.3.4 The effective strategies for advancing peace education among youth in Mbare, Harare	73
5.4 Recommendations.....	73
5.4.1 Strengthening peace education initiatives.....	73
5.4.2 Enhancing stakeholder engagement.....	74
5.4.3 Addressing root causes of conflict	74
5.4.4 Promoting experiential learning.....	74

5.4.5 Technology-driven peace education initiatives.....	75
5.4.6 Community engagement initiatives and mentorship programs	75
5.5 Areas for further research.....	76
5.5.1 Investigating the role of social media in conflict resolution.....	76
5.5.2 Assessing the effectiveness of trauma-informed peace education	76
5.5.3 Exploring the link between climate change and conflict transformation	76
5.5.4 Creating a framework for assessing peace education programs	77
References.....	78
ANNEXURES	83
Annexure 1: Focus Groups Guide for the Youth.....	83
Annexure 2: Interview Guide for the Youth.....	84
Annexure 3: Questionnaire for the Youth	87
Annexure 4: Letter of Authority	90

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the study

Conflict has become a widespread element of contemporary society, significantly impacting young people (Harris & Morrison, 2020). The United Nations acknowledges the essential role that youth play in peacebuilding and conflict resolution, stressing the importance of inclusive and participatory methods (United Nations, 2015). Peace education has surfaced as a crucial approach to empower young individuals to act as catalysts for positive change, enhance social cohesion, and tackle the underlying causes of conflict (Bajaj, 2015). Researchers Ian Harris and Mary Lee Morrison emphasize the importance of peace education in fostering a culture of peace and nonviolence among young people worldwide (Harris & Morrison, 2020).

In the Southern African Development Community (SADC) region, conflict and violence have had a devastating impact on youth, exacerbating social, economic, and political challenges (Muyatwa, 2018). The SADC Protocol on Education and Training emphasizes the importance of peace education in promoting regional stability and cooperation (SADC, 2012). Scholars such as Last Moyo and Mhango Moyo argue that peace education can play a crucial role in addressing the region's conflict dynamics and promoting youth empowerment (Moyo & Moyo, 2019).

In Zimbabwe, especially in urban regions such as Mbare and Harare, young people encounter various challenges, including poverty, unemployment, and political divisions, which can lead to conflict and violence (Musemwa, 2017). The Zimbabwean government has acknowledged the importance of peace education and has included it in the national curriculum to

foster social cohesion and conflict resolution (Zimbabwe Ministry of Primary and Secondary Education, 2015). Researchers like Pedzisai Ruhanya and Gibson Ncube highlight the significance of peace education in tackling Zimbabwe's intricate conflict situations and encouraging youth-driven peacebuilding efforts (Ruhanya & Ncube, 2020).

1.2 Statement of the problem

The young people in Mbare, Harare, often find themselves caught up in conflicts that perpetuate cycles of violence, jeopardizing community stability and social unity. These disputes often arise from persistent issues like unemployment, poverty, and social inequality, which can foster feelings of frustration, hopelessness, and desperation among the youth. Traditional conflict resolution methods, such as mediation and negotiation, have limitations in addressing the intricate and deeply rooted nature of these disputes. Additionally, Zimbabwe's current education system places a strong emphasis on academic success while overlooking vital life skills such as conflict resolution, empathy, and critical thinking. Peace education presents a promising alternative that aims to transform conflicts and foster sustainable peace. This approach can empower young individuals to confront oppressive systems and advocate for social change (Bajaj, 2015). However, its effectiveness in addressing youth issues within the context of Mbare, Harare, remains unclear. It is essential to explore the best ways to modify and implement peace education to tackle the specific challenges faced by the youth in this community. This research aims to investigate how peace education might influence youth conflicts in Mbare, Harare, and contribute to the establishment of enduring peace. Education can significantly contribute to the promotion of peace, tolerance, and understanding (UNESCO, 2018).

1.2 Purpose of the study

The research aims to explore the impact of peace education on conflict transformation among youth in Mbare, Harare.

1.3 Objectives of the study

The research objectives seek to:

1.3.1 Outline the current conflict situation among youth in Mbare, Harare.

1.3.2 Explore the role of stakeholders in promoting peace education among youth in Mbare, Harare

1.3.3 Examine the impact of peace education on conflict transformation among youth in Mbare, Harare.

1.3.4 Suggest possible effective peace education strategies for youth in Mbare, Harare.

1.4 Central research question

How can peace education effectively transform conflicts among youth in Mbare, Harare?

1.5 Research questions

1.5.1 What is the nature of conflicts among youth in Mbare, Harare?

1.5.2 How does peace education influence conflict transformation among youth?

1.5.3 What peace education strategies are effective for youth in Mbare, Harare?

1.5.4 How can stakeholders support peace education among youth?

1.6 Assumptions of the study

The study assumes that conflict transformation through peace education can address the underlying causes of conflicts, promote non-violent behaviours, and transform conflicts into conflict resolution.

1.6.1 Peace education addresses the underlying causes of conflicts

Peace education identifies and tackles the root causes of conflict, such as cultural, social, political, and economic factors, promoting understanding and empathy among Mbare's youth. By addressing these underlying issues, peace education fosters a culture of tolerance, reducing conflict likelihood.

1.6.2 Peace education transforms conflict and promotes non-violent behaviours

Peace education empowers Mbare's youth with skills and knowledge to manage conflict peacefully. Through interactive learning, youth develop non-violent communication strategies, conflict resolution techniques, and empathy, transforming potential conflicts into opportunities for growth.

1.6.3 Inclusive participation of youth transforms conflicts into conflict-to-conflict resolution

Action engagement of Mbare's youth in peace education fosters inclusive participation, encourages diverse perspectives and experiences. This collective involvement promotes social cohesion, builds trust, and develops capacity for conflict resolution, transforming potential conflicts into collaborative problem-solving opportunities.

1.7 Significance to the study

This study is fundamental because it helps us to understand how peace education can transform conflicts among youth. This study is important to community leaders, educators and policy makers, youth, and broader society.

1.7.1 Community

This study is crucial for community leaders in Mbare, Harare, as it provides valuable insights into how peace education can transform conflicts among youth. By understanding the effectiveness of peace education, community leaders can develop targeted strategies to promote peace and reduce violence (Harris & Morrison, 2018). This knowledge enables them to create a safer and more harmonious environment for young people to grow and thrive.

1.7.2. Educators and policymakers

For educators and policymakers, this study offers critical information on how to integrate peace education into existing curricula and policies. By identifying best practices and potential challenges, educators can develop effective peace education programs (Gallagher et al., 2018). Policymakers can use the study's findings to inform policy and program development, enhancing conflict resolution initiatives and promoting sustainable peace in Zimbabwe.

1.7.3 Youth and the broader society

Ultimately, this study benefits youth in Mbare, Harare, and beyond by providing a framework for conflict transformation through peace education. By reducing violence and improving community relationships, peace education promotes a more stable society. This study's findings can help create a brighter future for young people, empowering them to become active contributors to peace and development in their communities.

1.8 Limitations of the study

This study on the influence of peace education on conflict transformation among the youth in Mbare, Harare, is constrained by a cross-sectional design. While it provides insights into the role of peace education in resolving conflicts, the research encounters obstacles in sampling representation, assessing the effectiveness of peace education, and taking into account cultural and social nuances. Recognizing these constraints is vital for properly interpreting the results and informing future research aimed at improving peace education programs for the youth in Mbare, Harare. To support this analysis, Smith (2020) emphasizes the importance of considering diverse cultural contexts when implementing educational programs aimed at conflict resolution.

The study's time frame is limited to six months, which may not be sufficient to capture the long-term effects of peace education. The study's data collection methods may not be suitable for capturing sensitive or complex information. The study's analysis may be limited by the researcher's own biases and perspectives. The study's findings may not apply to other age groups or populations. The study's focus on Mbare, Harare, may not capture the experiences of youth in other urban or rural areas.

The ability to completely comprehend the long-term impacts of peace education is limited by the study's six-month timeframe. In order to address this, the study focuses on immediate outcomes and recommends that future research adopt a more comprehensive perspective. Furthermore, even though the selected data collection techniques might miss certain delicate or complex facts, triangulation, the use of anonymous technologies, and ethical, culturally sensitive methodologies all help to overcome this difficulty. Although reflexivity, peer debriefing, and participant validation were implemented to increase impartiality and trustworthiness, the

possibility of researcher bias is acknowledged. It is crucial to remember that the results could not apply to communities or age groups other than the young people in Mbare, Harare.

1.8.1 Biased sampling

One major limitation is biased sampling. This means it's hard to get a fair representation of youth in Mbare, Harare. Many youths may not have equal access to peace education programs or may not be willing to participate in research. This biases the sample and affects the accuracy of findings.

1.8.2 Difficulty measuring peace education outcomes

Another limitation is measuring peace education outcomes. It's challenging to quantify the impact of peace education on conflict transformation. This is because peace education aims to change attitudes, behaviours, and relationships, which are difficult to measure.

1.8.3 Cultural and social nuances

Understanding local culture and conflict dynamics is crucial. However, researchers may struggle to grasp these nuances, leading to misunderstandings or misinterpretations. This limitation highlights the importance of involving local experts and community members in the research process.

1.9 Delimitations of the study

This study explores the transformative potential of peace education among youth in Mbare, Harare. The delimitations of the study include geographical and sample size, methodological limitations and data analysis, and external factors.

1.9.1 Geographical and sample size

This study focuses on youth in Mbare, Harare, and may not be generalizable to other contexts. The study's findings may be specific to the unique cultural, social, and economic characteristics of Mbare, Harare. The study's sample size is limited to 100 youth participants, which may not be representative of the entire youth population in Mbare, Harare. The study relies on self-reported data from participants, which may be subject to biases and limitations. The study's focus on peace education may not capture other factors that contribute to conflict transformation among youth.

1.9.3 Data analysis and external factors

The study's reliance on surveys, focus groups, and interviews may not capture non-verbal or observational data. The study's sample may not be representative of youth who are not engaged in peace education programs. The study's findings may be influenced by external factors such as political or economic changes. The study's limitations highlight the need for further research to explore the effectiveness of peace education in transforming conflicts among youth.

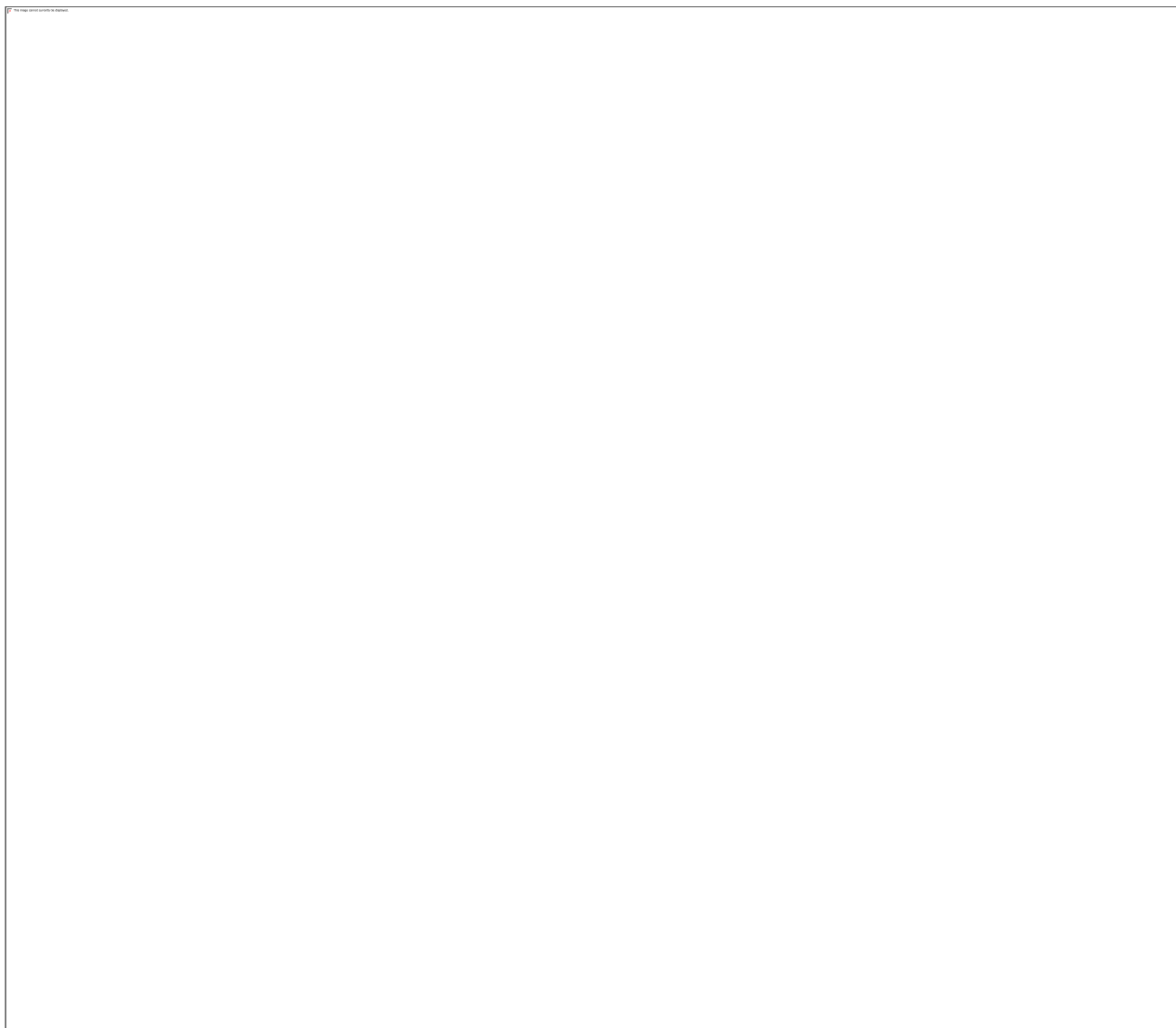


Figure 1.1 Sketch map of Mbare, Harare

Source: Mbare Constituency

1.10 Definition of key terms

1.10.1 Conflict prevention - the proactive measures taken to avoid or mitigate the escalation of conflicts, focusing on addressing underlying causes and promoting peaceful resolution (United Nations, 2020)

1.10.2 Conflict transformation involves transforming the relationships, interests, and power dynamics that underlie conflicts to create a more just and peaceful society. (Lederach, 1997)

1.10.3 Community development - encompasses a range of activities aimed at empowering communities to improve their social, economic, and environmental conditions, fostering collective action and social change (Kenny, 2016)

1.10.4 Peace education refers to educational programs and processes that promote peace, nonviolence, and conflict resolution skills. (Bajaj, 2015)

1.10.5 Qualitative research - involves in-depth, non-numerical data collection and analysis methods to explore and understand social phenomena, emphasising context, meaning, and participant perspectives (Creswell, 2014)

1.10.6 Stakeholders - individuals, groups, or organisations with a vested interest or concern in a particular issue, policy, or project. (Freeman, 1984)

1.10.7 Youth empowerment - involves processes that enable young people to gain control over their lives, make informed decisions, and develop skills to achieve their full potential (UNICEF, 2019)

1.10.8 Youth - individuals between the ages of 15 and 24, characterised by transitional life stages, socialisation, and identity formation. (UNESCO, 2017).

1.11 Chapter outline

Chapter 1: The research problem and its setting.

This chapter introduces our research study on how peace education can help transform conflicts among young people in Mbare, Harare. We explain the background, highlight the problems, and outline our research questions, objectives, significance, scope, and limitations.

Chapter 2: Literature review and theoretical framework

Here, we review existing research on conflict transformation, peace education, and youth empowerment, focusing on Africa and Zimbabwe. We explore theories like conflict transformation, peace education, and social learning to understand how peace education affects youth conflicts.

Chapter 3: Research methodology

This chapter explains our research approach, sampling, data collection (surveys, focus groups, interviews), and analysis. We ensure our methods are reliable, valid, and ethical.

Chapter 4: Data presentation, analysis, and interpretations

We present our findings, analysing and interpreting data from surveys, focus groups, and interviews. We identify patterns, themes, and correlations to understand how peace education impacts youth conflicts in Mbare, Harare.

Chapter 5: Summary, conclusions, recommendations, and areas for further research

This final chapter gives a summary of our key findings, highlighting peace education's significance in transforming youth conflicts. We draw conclusions, make recommendations for educators, policymakers, and community leaders, and suggest areas for further research.

CHAPTER TWO

2.0 LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The previous chapter focused on the research problem and its setting. This chapter reviews relevant literature and theoretical frameworks guiding the investigation of conflict transformation through peace education among youth in Mbare, Harare. This study is guided by the Social Learning theoretical framework, the social learning theory provides a foundation for examining conflict, peace education, and youth empowerment. The literature review is organised around four themes:

Theme 1: The current conflict situation among youth in Mbare, Harare.

Theme 2: Role of stakeholders in promoting peace education among youth in Mbare, Harare

Theme 3: The impact of peace education on conflict transformation among youth in Mbare, Harare.

Theme 4: Possible effective peace education strategies for youth in Mbare, Harare.

2.2 Theoretical framework

The research is framed by the social learning theory to explore how people develop new behaviours, attitudes, and knowledge. According to the social learning theory, individuals learn by watching, imitating, and modelling the behaviour of others, influenced by elements such as reinforcement, punishment, and social norms (Kuppens et al., 2020). In the realm of conflict transformation, social learning theory indicates that young people can adopt non-violent

behaviours and attitudes through observing and emulating peaceful role models. This theory is especially pertinent in Mbare, Harare, where young individuals frequently encounter violent behaviours and attitudes. By utilising social learning theory, this study seeks to identify methods for encouraging peaceful behaviours and lessening violence among the youth in Mbare, Harare. Moreover, this theory offers a framework for comprehending how social norms and cultural values impact behaviour. Additionally, the social learning theory highlights the critical role of reinforcement and punishment in shaping behaviour. Overall, the theory gives a thorough framework for understanding how youth learn and embrace peaceful or violent behaviours. This study investigated how social learning theory can be utilised to foster peaceful behaviours among the youth in Mbare, Harare. The research considered the influence of social norms and cultural values on shaping attitudes and behaviours. By examining how social learning theory functions in the context of Mbare, Harare, this study can contribute to the creation of effective peace education initiatives.

2.2.1 Applicability of social learning theory to the study

The social learning theory is pertinent to this research as it offers a framework for comprehending how young people in Mbare, Harare, develop peaceful or violent behaviours. The theory posits that youth learn by observing and mimicking others, influenced by elements such as reinforcement, punishment, and societal norms (Hinkley et al., 2022). In Mbare, Harare, where young people frequently encounter violent behaviours and attitudes, social learning theory serves as a lens for understanding the acquisition of these behaviours. This research was utilising the theory to analyse how youth in Mbare, Harare learns and adopt either peaceful or violent behaviours. Additionally, the study investigated how the theory can foster peaceful behaviours among the youth in Mbare, Harare. Moreover, it considered the impact of social norms and cultural

values on shaping these behaviours and attitudes. By employing social learning theory, this research seeks to identify strategies to encourage peaceful behaviours and mitigate violence among young people in Mbare, Harare. This investigation adds to the current body of literature regarding the theory and its implementation in conflict transformation. Furthermore, the study offers insights into how social norms and cultural values influence behaviours and attitudes. Lastly, the research aids in the creation of effective peace education initiatives. Overall, this study aims to provide a thorough understanding of how the theory functions within the context of Mbare, Harare. The social learning theory is pertinent to this research as it offers a framework for understanding how young people in Mbare, Harare, adopt either peaceful or violent behaviours. This theory posits that youth learn by observing and mimicking others, influenced by elements such as reinforcement, punishment, and societal norms (Hinkley et al., 2022). In Mbare, Harare, where young individuals are frequently exposed to violent behaviours and attitudes, the social learning theory serves as a lens for comprehending how these behaviours are developed. This research utilises the theory to investigate how youth in Mbare, Harare, learn and embrace either peaceful or violent conduct. The study also assesses how the theory can be leveraged to encourage peaceful behaviours among the youth in Mbare, Harare. Moreover, this study explores the influence of social norms and cultural values on shaping behaviours and attitudes. By applying social learning theory, this research seeks to identify methods for fostering peaceful behaviours and decreasing violence among the youth in Mbare, Harare. This study enhances the existing body of literature on the theory and its implications for conflict transformation. Additionally, it provides understanding regarding the impact of social norms and cultural values in shaping attitudes and behaviours. Furthermore, the research aids in the formulation of effective peace education initiatives. In summary, this study

intends to deliver a thorough understanding of how the theory functions within the context of Mbare, Harare.

2.2.2 Strengths of the social learning theory

The social learning theory has several strengths that make it a valuable framework for understanding human behaviour. These strengths include the recognition of social context, emphasis on observation and imitation, and a framework for understanding reinforcement and punishment.

2.2.2.1 Recognition of social context

The social learning theory acknowledges the significance of social context in shaping behaviour (Kuppens et al., 2020). This is particularly relevant in conflict transformation, where social context plays a crucial role in shaping behaviours and attitudes. By recognising the importance of social context, the theory provides a framework for understanding how social norms and cultural values influence behaviour. This study examines how social context influences the acquisition of peaceful or violent behaviours among youth in Mbare, Harare. The study also explores how the theory can be used to promote peaceful behaviours among youth in Mbare, Harare. Furthermore, the study examines the role of social norms and cultural values in shaping behaviours and attitudes. By applying social learning theory, this study aims to identify strategies for promoting peaceful behaviours and reducing violence among youth in Mbare, Harare. This study contributes to the existing literature on the theory and its application in conflict transformation. The study also provides insights into the role of social norms and cultural values in shaping behaviours and attitudes.

2.2.2.2 Emphasis on observation and imitation

The social Learning theory emphasises the role of observation and imitation in learning, particularly relevant for youth developing their behaviours and attitudes (Hinkley et al., 2022). This emphasis on observation and imitation highlights the importance of providing youth with positive role models and opportunities for social learning. This study examines how observation and imitation influence the acquisition of peaceful or violent behaviours among youth in Mbare, Harare. The study also explores how the theory can be used to promote peaceful behaviours among youth in Mbare, Harare. Furthermore, the study examines the role of social norms and cultural values in shaping behaviours and attitudes. By applying social learning theory, this study aims to identify strategies for promoting peaceful behaviours and reducing violence among youth in Mbare, Harare.

2.2.2.3 Framework for understanding reinforcement and punishment

The social learning theory provides a framework for understanding how reinforcement and punishment can promote positive behaviour change (Larson et al., 2020). B.F. Skinner's operant conditioning theory, a fundamental component of behaviorist learning methodologies, is where the concepts of reinforcement and punishment originate. According to this theory, behavior is influenced by its outcomes, with punishment serving to reduce or eradicate undesirable behaviors and reinforcement serving to increase desired ones (Skinner, 1953). In disciplines like behavioral science, psychology, and education, where controlling behavior and accomplishing learning objectives are critical, it is essential to comprehend the subtle workings of these processes.

There are two categories of reinforcement: positive and negative. By providing a gratifying stimulus following a behavior, positive reinforcement raises the likelihood that the behavior was recur. Consistent and meaningful positive reinforcement, such praise, tokens, or privileges, has

been shown to significantly increase learners' motivation and performance (Bandura, 1977; Schunk, 2017). Negative reinforcement, on the other hand, refers to eliminating an unpleasant input in order to reinforce a behavior. Negative reinforcement, which is sometimes mistaken for punishment, actually promotes behavior by easing discomfort (Ormrod, 2017).

On the other hand, punishment can be either good or negative and is intended to lessen or inhibit behavior. Negative punishment entails removing a pleasurable stimulus, such as removing privileges or diverting attention, and positive punishment is providing an unpleasant result or stimulus following an undesirable conduct, such as vocal reprimands or additional duties (Slavin, 2020). Both kinds have generated a lot of discussion, with scholars pointing out that punishment can cause dread, avoidance, or emotional withdrawal, particularly when applied improperly (Gershoff, 2018).

Timing, consistency, severity, and individual variability are some of the aspects that affect how effective reinforcement and punishment are. Consequences that are prompt and consistent have a tendency to produce more dependable behavioral adjustments. However, consequences might undermine the intended results if they are imposed inconsistently or with delay (McLeod, 2018). Furthermore, how learners perceive and react to reward and punishment is greatly influenced by their unique features, such as their cognitive development, personality traits, and sociocultural backgrounds (Deci & Ryan, 2018).

Many academics are increasingly arguing for a more ethical and balanced use of reinforcement and punishment techniques in the field of educational and developmental interventions. Instead of largely depending on punitive measures, modern models emphasize positive behavioral supports and the development of intrinsic motivation. This change is indicative

of a movement in behavior management techniques toward more humanistic and constructivist approaches that consider the learner's autonomy, dignity, and mental health (Ryan & Deci, 2017).

In summary, even if the operant framework remains a crucial paradigm for comprehending behavioral conditioning, its use must be contextualized, evaluated critically, and modified to conform to moral principles and developmental requirements. Future studies should continue exploring developmentally and culturally appropriate models that combine the concepts of reinforcement with all-encompassing educational and psychological approaches.

2.2.3 Weaknesses of social learning theory

The social learning theory provides a useful framework for understanding how people develop new behaviours, attitudes, and knowledge. However, it has two main weaknesses: it focuses too much on external factors like rewards and penalties, and it doesn't consider the impact of power and social status. This is especially important in situations where conflicts need to be resolved, as managing emotions, showing empathy, and dealing with unfairness are all crucial.

One of the limitations of the social learning theory is its focus on external factors, such as reinforcement and punishment, in shaping behaviour (Gentile et al., 2020). This overlooks the significance of internal factors, such as thoughts and feelings, in influencing behaviour. In the context of conflict transformation, internal factors like emotional regulation and empathy play a crucial role in shaping behaviours and attitudes.

2.2.3.1 Lack of attention to power dynamics

Another limitation of the social learning theory is its lack of attention to power dynamics and social structure in shaping behaviour (Reisel, 2020). This overlooks the significance of power

relations and social inequality in influencing behaviour. In the context of conflict transformation, power dynamics and social inequality play a crucial role in shaping behaviours and attitudes.

2.3 Current conflict situation among youth in Mbare, Harare

The first objective outlines the current conflict situation among youth with an emphasis on recognising the various types, causes, and consequences of these conflicts, as well as their effects on social cohesion.

2.3.1 Types of conflicts

The youth face a multifaceted conflict environment that features various types of disputes (Anderson, 2015). These conflicts include political, economic, social, ethnic, tribal, and gender-based tensions (Brewer, 2010). Political strife, for instance, often results in violent clashes between competing political groups, leading to injuries, property destruction, and a breakdown of social cohesion. A recent instance of this is the violent encounters between supporters of the ruling ZANU-PF party and the opposition MDC party in Mbare, which resulted in multiple injuries and arrests.

2.3.2 Causes of conflicts

Several factors are fuelling the ongoing conflicts among the youth. High poverty levels and unemployment are significant contributors, as the lack of job opportunities leads to frustration and despair (Easterly, 2016). Limited access to education and skill development is another crucial factor, as many young people cannot acquire the skills necessary to secure employment (Kabki, 2007). Moreover, political instability creates an environment of uncertainty and mistrust, heightening tensions and conflicts (Lederach, 1997). For instance, Zimbabwe's economic crisis has resulted in high unemployment and poverty rates, exacerbating the youth conflicts in Mbare, Harare (NewsDay, 2020).

2.3.3 Effects of conflicts

The consequences of these conflicts for youth are severe. There are considerable losses in lives and property, including deaths, injuries, and asset destruction (Miall, 2004). Displacement and migration are common as young people are forced to flee their homes and neighbourhoods due to violence (Rupesinghe, 1994). Additionally, many youths experience emotional and psychological trauma resulting in stress, anxiety, and trauma due to the conflicts (Schirch, 2004). According to a study by the Zimbabwe National Statistics Agency (2019), 60% of youth in Mbare, Harare, have encountered some form of violence or trauma.

2.3.4 Impact on social cohesion

These conflicts also undermine social cohesion, eroding trust and relationships within the community. This deterioration can disrupt social structures and institutions, making it challenging to resolve disputes and promote peace. For example, the ongoing conflicts in Mbare, Harare, have led to the emergence of rival gangs and militias, further dividing the community and escalating tensions (McLeod, 2018).

2.3.5 Need for conflict resolution

Addressing these conflicts is crucial for promoting peace, stability, and development in Mbare, Harare. Implementing effective conflict resolution strategies is essential to tackle the root causes of these issues while rebuilding trust and social cohesion among community members (Zartman, 2001). A report by the African Development Bank (2019) highlighted the urgency for conflict resolution and peacebuilding initiatives in Zimbabwe, especially in urban areas like Mbare, Harare

2.4 The impact of peace education on conflict transformation among youth in Mbare, Harare.

The second objective seeks to explore how peace education impacts conflict transformation among young people. It is widely acknowledged that peace education plays a vital role in fostering peace and mitigating conflicts among youth.

2.4.1 Reducing violence and aggression

Evidence indicates that peace education positively influences conflict transformation in youth. One key outcome is a reduction in violence and aggression (Johnson & Johnson, 2017). By encouraging skills for peaceful conflict resolution, peace education can lower instances of violence and hostility. For instance, a program in Mbare, Harare, conducted by the Zubo Trust, reported notable declines in violence and aggression among its youth participants (Zubo Trust, 2019).

Empirical studies from both African and international viewpoints emphasize how important peace education is in reducing youth aggressiveness and violence. It accomplishes this by teaching conflict resolution techniques, encouraging empathy, encouraging nonviolent communication, and developing emotional intelligence. According to Salomon and Cairns (2017), peace education aims to address the behavioral, emotional, and cognitive causes of violence, especially in communities that have experienced social instability, poverty, and marginalization in the past. Peace education is essential to changing conflicts because it gives young people the tools they need to confront stereotypes, control their anger, and settle disputes amicably.

Aggression thrives in Zimbabwe's urban districts like Mbare, which frequently struggle with political unrest, youth-related violence, and high unemployment rates (Mudehwe, 2020). Research by Muzvidziwa (2019) revealed that peace education programs implemented in densely populated suburbs led to a noticeable drop in school fights and street gang activities. People who

participated in life skills courses and peace clubs were more tolerant and inclined to prefer conversation over violence when provoked. These findings are consistent with global research from conflict-affected areas such as South Sudan and Northern Nigeria, where youth-focused peace education was associated with a notable decline in verbal and physical aggressiveness (UNESCO, 2016).

Additionally, youth who get peace education are more likely to adopt proactive rather than reactive behaviors. According to research by Ndhlovu (2015), peace education programs in a few chosen Zimbabwean schools reduced behavioral violations by 40% during the course of a term. Teachers attributed improved classroom behavior and greater student involvement to the emphasis on empathy, respect for one another, and critical thinking abilities taught in peace education programs.

2.4.2 Enhancing conflict resolution abilities

Furthermore, peace education enhances youth's conflict resolution abilities (Harris, 2013). Equipping individuals with peaceful conflict-resolution techniques fosters a culture of tolerance and peace. Additionally, peace education can cultivate empathy, tolerance, and understanding among youth from various backgrounds (Allport, 1954). Through initiatives like intergroup dialogue and exchange programs, peace education can dismantle stereotypes and enhance understanding and empathy. For example, the Mbare Youth Peace Initiative united youths from diverse backgrounds to facilitate dialogue, resulting in improved relationships and fewer conflicts (Mbare Youth Peace Initiative, 2020).

When it comes to equipping youth with the skills and perspective necessary for successful conflict resolution, peace education is revolutionary. Fundamentally, peace education seeks to foster a culture of nonviolence, tolerance, candid communication, and understanding between

people, all of which are critical components that enable young people to resolve problems, whether they be interpersonal or communal, in a positive manner (Harris & Morrison, 2017). Learning conflict resolution techniques not only helps prevent violence but also creates the foundation for long-term community stability in areas like Mbare in Harare, where social disintegration and youth rebellion are common.

According to research, peace education improves youths' capacity to identify, evaluate, and resolve disputes peacefully. According to Salomon and Nevo (2002), well-designed peace education programs promote critical thinking and reflective behaviors, enabling students to assess conflict situations impartially and select the most effective resolution techniques. According to Burton's (2016) study conducted in urban South African schools, pupils who participated in peace education programs were more likely to employ cooperative problem-solving, mediation, and negotiation techniques rather than resorting to verbal or physical violence. This suggests that conflict resolution can be changed from impulsive responses to deliberate, strategic methods through peace education.

Ndhlovu (2015) discovered that students in Zimbabwe who received peace education training were more conflict-sensitive and favored conversation when resolving conflicts among their peers. Modules on empathy, emotional control, and active listening skills, essential to the peaceful transformation of conflict, were part of the curriculum. Participating teachers and school counselors also reported an increase in student-led peer mediation initiatives, improved peer interactions, and fewer disciplinary difficulties.

2.4.3 Influencing social learning theory

Moreover, peace education influences social learning theory, as young people adopt new behaviours and attitudes by observing and emulating peaceful role models (Bandura, 1977). A

peace education initiative by the Zimbabwe Peace and Conflict Resolution Trust featured a speaker who had effectively resolved a conflict peacefully, providing youth with a valuable learning experience (Zimbabwe Peace and Conflict Resolution Trust, 2018).

Albert Bandura created the Social Learning Theory (SLT) in 1977, and it provides the greatest framework for examining how peace education affects teenage conflict transformation. According to SLT, we pick up behaviors by watching, copying, and modeling the acts of others, particularly in social situations where we may observe the benefits and drawbacks of those behaviors. The social cues, role models, and behavioral norms that surround young people in urban places like Mbare, Harare, have a significant impact on them. By utilizing these social dynamics, peace education encourages and supports constructive, nonviolent activities, which eventually transform how young people view conflict.

According to research, youth are more likely to imitate the peaceful dispute resolution practices of positive role models, such as teachers, peer mediators, or community leaders (Bandura, 2017). Vicarious learning aids in the reinforcement of these constructive behaviors in peace education programs that incorporate peer-led conversations, group projects, and community involvement. For instance, Ndhlovu (2015) found that when peace education was taught in Zimbabwean schools, children watched their older classmates mediate disputes or run peace clubs, which inspired younger students to follow suit.

Furthermore, the internal cognitive functions that are emphasized by Social Learning Theory such as motivation, attention, retention, and reproduction, are impacted by peace education. Lessons that employ drama, storytelling, visual aids, and practical exercises capture students' interest and aid in their retention of pro-social conduct. Obonyo (2018) found that when young people participated in peace education programs and witnessed the social benefits of

nonviolent behavior, such as recognition, acceptance, or leadership positions in their communities or schools, they were more likely to imitate such behaviors.

2.4.4 Effective implementation of peace education

Successful implementation of peace education involves incorporating it into school curricula and using engaging, participatory teaching methods (Harris, 2013; Johnson & Johnson, 2017). By involving youth in interactive activities, peace education enhances learning and retention. The Peace Education and Life Skills (PELS) program in Mbare employed such methods, leading to better conflict resolution skills and less aggression among participants (PELS, 2019).

The effectiveness of peace education in reducing conflict and altering teenage behavior truly depends on how it is implemented. Although peace education has sound theoretical underpinnings, its practical efficacy depends on how well it is integrated into educational institutions, neighborhood initiatives, and youth development campaigns. The manner in which peace education is presented can make the difference between merely disseminating knowledge and genuinely bringing about change in places like Mbare, Harare, where young people frequently experience political manipulation, social marginalization, and financial difficulties (Chikowore, 2021).

Effective peace education implementation requires a thorough, interesting, and context-sensitive approach. According to Harris and Morrison (2013), peace education is most effective when it is connected to students' real-world experiences. This entails addressing the particular challenges that young people encounter in their communities, use examples that are culturally relevant, and adapting the content to local languages. According to studies by Ndhlovu (2015) and Mashingaidze (2018), youth in Zimbabwe's cities are more receptive to peace education when it is

incorporated into extracurricular activities like debates, athletics, theater, and peer discussions as opposed to merely regular classroom instruction.

The preparation of instructors and facilitators is another essential component of success. In addition to subject-matter expertise, educators must possess conflict-sensitive teaching techniques, emotional intelligence, and group dynamics management abilities. According to Burton (2016), teachers in South African schools who received training in peace education techniques were far more adept at establishing secure learning spaces and settling disputes in the classroom.

Institutional integration and policy alignment are essential for the long-term viability of peace education initiatives. NGOs' short-term workshops or initiatives may be beneficial, but they frequently lack the continuity and scale required for lasting effects. According to UNESCO (2016), peace education ought to be integrated into national curriculum, strongly linked to civic education, and linked to more general programs such as Sustainable Development Goal 16, which promotes justice, peace, and robust institutions. Even though Zimbabwe's Ministry of Primary and Secondary Education acknowledges the need of peace education, grassroots efforts to implement it are still quite dispersed and largely dependent on donations or neighborhood projects.

To make sure these programs are successful, monitoring and assessment are essential. Programs for peace education that lack quantifiable results or feedback systems frequently find it difficult to demonstrate their effectiveness or adjust to changing situations, as Obonyo (2018) points out. Clear objectives, frequent learner outcome assessments, and the use of participatory evaluation techniques that involve students, instructors, and community members are all necessary for successful implementation.

Furthermore, cooperation between stakeholders is essential to the success of peace education. According to research, when the lessons from peace education are reflected in a variety of contexts, such as homes, schools, places of worship, and social media, young people are more likely to adopt peaceful behaviors (Salomon & Cairns, 2017).

2.4.5 Challenges in implementing peace education

Despite its advantages, implementing peace education programs faces several challenges. Limited resources and funding are prominent obstacles (Harris, 2013). Additionally, resistance from educators, policymakers, or community members can hinder program success (Johnson & Johnson, 2017). For instance, a peace education program in Mbare encountered pushback from some community members who felt it was promoting Western ideals at the expense of traditional Zimbabwean culture (Mbare Community Member, 2020).

Despite its well-established ability to influence young people's behavior and promote amicable dispute resolution, implementing peace education frequently runs into a number of institutional, sociocultural, and practical obstacles. These difficulties have the potential to seriously impair the efficacy and durability of peace education, particularly in conflict-affected and resource-constrained communities like Mbare in Harare.

The lack of qualified teachers and facilitators who possess the knowledge and instructional abilities needed to provide peace education successfully is one of the largest obstacles. According to research by Mashingaidze (2018) and Harris and Morrison (2013), many teachers are not adequately trained in conflict-sensitive teaching techniques, which limits their capacity to have meaningful discussions with students about social justice, tolerance, and peace. Large class sizes

and a dense curriculum in Zimbabwean schools exacerbate this problem by providing limited room for interactive or reflective teaching strategies.

Lack of institutional and policy support is another major obstacle. Although several national curricula include life skills or civic education as a means of addressing peace education, these subjects frequently lack the funding and attention they require. UNESCO (2016) states that when peace education is completely integrated into national educational frameworks with specific objectives, time allotted, and evaluation methods, it has a higher chance of succeeding. However, in Zimbabwe, peace education mostly depends on isolated NGO efforts or short-term donor-funded projects that have coordination and sustainability issues (Kanyangarara & Munemo, 2020).

The successful implementation of peace education can be seriously hampered by sociocultural resistance. Peace education may be viewed as outdated or even dangerous in societies where political divisions, violence, and sexism are commonplace. According to Chikowore (2021), residents of some parts of Harare frequently view peace education projects with suspicion, especially when they call into question established power structures or the politically charged mobilization of young people. Participation and the overall effectiveness of these programs may be severely hampered by this kind of resistance.

Peace education due to resource constraints. Basic facilities are often lacking at schools in low-income metropolitan areas like Mbare, let alone the supplies and locations needed to organize community dialogue sessions, role plays, or peace clubs. Both teachers and students are severely impacted by economic hardships, with many choosing to focus on survival over topics or extracurricular activities unrelated to exams, particularly those pertaining to peace (Mudehwe, 2020).

The lack of reliable frameworks for monitoring and assessment is another obstacle. It is difficult

to assess the success of peace education programs or to make adjustments over time without reliable data on program performance.

According to Obonyo (2018), a lot of peace education initiatives fall short by omitting feedback systems and outcome-based evaluations, which hinders their capacity to demonstrate genuine impact and obtain continued financing or institutional support.

Lastly, uneven stakeholder participation may make the implementation process less effective. When families, community leaders, religious organizations, and youth organizations support peace education, it thrives. Inadequate coordination among these participants, however, may result in redundant work, conflicting messages, or a smaller audience (Salomon & Cairns, 2010). The task of developing a common vision for peace education across all sectors is difficult but vital.

2.5 The possible effective peace education strategies for the youth in Mbare, Harare.

To advance peace education for the youth in Mbare, Harare, a variety of strategies can be utilized. These approaches aim to enhance critical thinking, problem-solving, and conflict resolution abilities, along with fostering emotional intelligence, empathy, and community involvement. Creating and implementing successful peace education programs is crucial to fostering in young people a nonviolent mindset, the ability to resolve conflicts, and societal cohesiveness. Peace education must be both contextually aware and transformative in high-risk urban communities like Mbare, Harare, where young people regularly experience political violence, substance addiction, and socioeconomic difficulties. Research identifies a number of tactics that have been effective in comparable settings for empowering young people and promoting long-lasting conflict change.

Integrating peace education into official school curricula, particularly through courses like Life Skills, Civic Education, and Religious and Moral Education, is one of the most successful strategies. According to studies by UNESCO (2016) and Mashingaidze (2018), integrating peace education into the normal curriculum helps to institutionalize its tenets by guaranteeing that all students are exposed to peaceful values and skills regularly throughout their education. In order to make peace principles relatable and useful, this integration should be supported by teacher training and appropriate teaching resources.

Peer mediation and education initiatives have also demonstrated significant promise in fostering harmony among youth. By modeling and reinforcing peaceful behavior, these tactics leverage the influence of peers. Peer mediation training helped pupils in Zimbabwean schools defuse tensions and promote communication among their peers, according to Ndhlovu (2015). Peer-led programs increase youth involvement, foster leadership qualities, and establish safe forums for candid conversations, especially in situations when youth may be reluctant to interact with adults in positions of authority.

Using immersive and participatory learning techniques, such as role plays, storytelling, theater, and sports for peace, is another fascinating strategy. These strategies inspire youth to explore peacebuilding issues, reflect on their own behavior, and practice peaceful conflict resolution in authentic settings. According to Chikowore (2021), community-based theater and storytelling initiatives in Harare have given young people the opportunity to investigate the causes of neighborhood violence and collaborate to develop culturally appropriate remedies. These interactive approaches also promote critical thinking, empathy, and emotional learning.

Initiatives for community-based peacebuilding are also essential, particularly in unofficial settlements like Mbare where a large number of youths do not attend school. These programs

frequently bring together youth organizations, churches, NGOs, and traditional leaders to provide workshops, dialogue sessions, and vocational training that incorporate peace education topics. By integrating local stakeholders and making sure it resonates culturally, community engagement not only broadens the reach of peace education but also increases its sustainability, according to Kanyangarara and Munemo (2020).

Media-driven and digital peace education is a new approach that has great potential. Since young people use social media extensively, tailored advertising campaigns, short films, and interactive online material can successfully encourage nonviolence, tolerance, and conversation. Obonyo (2018) discovered that during periods of political volatility in Kenya, digital peace message significantly influenced youth sentiments. This suggests that Zimbabwe may adopt similar tactics to engage with tech-savvy youth.

2.5.1 Critical thinking and problem-solving skills

Fostering critical thinking and problem-solving skills is vital for youth peace education. This can be done by incorporating real-life scenarios and relevant case studies. For example, the Zubo Trust, a local NGO in Mbare, has initiated a peace education program that utilizes real-life situations to teach these skills, resulting in notable improvements in the youth's capacity to resolve conflicts peacefully.

The process of identifying a problem, coming up with potential solutions, assessing the possibilities, and then selecting the best course of action is the essence of problem-solving, which is closely related to critical thinking. These abilities are essential in peace education, as students are urged to address actual disputes, whether they be interpersonal or communal, and employ empathy and reason to discover solutions. According to Johnson and Johnson (2009), systematic

problem-solving exercises, such as peer mediation programs and cooperative learning assignments, enable youth to resolve conflicts and interpersonal tensions amicably.

Students' critical thinking and problem-solving abilities have been demonstrated to increase in peace education programs that emphasize discussion, inquiry-based learning, and scenario analysis. Ndhlovu (2015) found that students who engaged in role-playing and reflective conversations as part of peace education programs demonstrated improved analytical abilities and increased confidence in peaceful dispute resolution. In a similar vein, Obonyo (2018) discovered that peace education initiatives in Kenyan secondary schools improved students' understanding of diverse perspectives and their ability to collaborate to find solutions for individual and collective problems.

Developing these abilities also fosters self-reliance and a sense of civic responsibility. Young people who are able to evaluate their social environment critically are more likely to resist radical beliefs, peer pressure, and political manipulation. This is especially crucial in metropolitan settings like Mbare, where young people frequently feel pressured to fit in with exploitative practices, gang cultures, or political violence. Building enduring peace and societal harmony requires raising a generation of young people who can think critically and find innovative solutions to issues, as Chikowore (2021) notes.

2.5.2 Nonviolent conflict resolution skills

Imparting nonviolent conflict resolution skills is essential for peace education among the youth. This can be facilitated by engaging participants in role-playing and simulations. The Mbare Youth Peace Initiative implements such techniques to teach these skills, leading to a marked decrease in violence and aggression among participants.

The main goals of nonviolent conflict resolution are to promote communication, empathy, compromise, mediation, and teamwork to resolve issues. Young people who possess these abilities are far more adept at managing their emotions, seeing things from other people's perspectives, and coming up with solutions that benefit everyone, as noted by Johnson and Johnson (2005). This is particularly crucial in metropolitan places like Mbare, Harare, where young people frequently deal with issues like political manipulation, peer pressure, and gang pressure.

Education programs must incorporate organized instruction in assertiveness, active listening, emotional regulation, and nonviolent communication to teach peace. Ndhlovu (2015) found that students reported fewer physical altercations and resorted more to peer mediation and open communication in Zimbabwean schools that used this type of training. Stronger relationships between students and improved classroom discipline were noted by teachers, suggesting that cultivating peaceful dispute resolution techniques can result in a more peaceful learning environment.

Peer-led conversations, case studies, role-playing, and storytelling are common teaching strategies for these abilities. Young people can practice managing real-life conflicts in a secure and encouraging setting through these experiential learning opportunities. According to Obonyo (2018), these techniques assist students in developing their moral reasoning and emotional intelligence, which may result in long-lasting behavioral changes. Furthermore, community dialogues and restorative justice circles are examples of culturally appropriate approaches that have been successfully modified to promote peaceful conflict resolution in African contexts (Chivasa, 2017).

In order to foster positive youth development, nonviolent conflict resolution is essential. It gives young people the confidence to take initiative, form stronger bonds with others, and

contribute significantly to their communities. Young people who adopt nonviolent values are more likely to avoid retaliation and violence in favor of discussion, compromise, and restorative activities, as noted by Salomon and Nevo (2002).

Active community involvement, well-trained teachers, and a supportive school climate are necessary for peace education to fully thrive. Programs that are implemented inconsistently or in isolation frequently fail to produce long-lasting behavioral change.

2.5.3 Emotional intelligence and empathy

Teaching emotional intelligence and empathy is crucial for effective peace education. This can be achieved through interactive activities and group discussions. The Peace Education and Life Skills (PELS) program in Mbare employs these methods to develop emotional intelligence and empathy, resulting in improved understanding and respect for diverse perspectives among the youth.

Empathy and emotional intelligence (EI) are essential social-emotional competencies that serve as the cornerstone of successful conflict resolution and peace education, particularly for youth. According to Goleman (2015), these interrelated ideas assist people in identifying, comprehending, controlling, and reacting to their own emotions as well as those of others in constructive, nonviolent ways. Increasing emotional intelligence and empathy is essential for fostering peaceful behavior and creating resilient communities in conflict-affected places like Mbare, Harare, where young people frequently struggle with emotional trauma, social marginalization, and communal violence.

Perceiving emotions, using emotions to improve thinking, understanding emotions, and managing emotions are the four primary components of emotional intelligence, according to

Mayer and Salovey (2017). In general, young people with higher emotional intelligence are more adept at handling interpersonal confrontations, avoiding provocations, and addressing problems thoughtfully. According to research by Brackett and Rivers (2014), adolescents who possess emotional intelligence are more likely to have stronger peer connections, reduced levels of aggression, and enhanced conflict resolution abilities.

The capacity to experience or comprehend the feelings and viewpoints of others is known as empathy, and it is closely related to emotional intelligence (Davis, 2014). By promoting empathy, tolerance, and a willingness to take into account the needs of others it plays a critical role in promoting peaceful solutions to conflict. Empathy is frequently fostered in peace education through practical exercises, including role-playing, storytelling, theater, and facilitated conversations that enable youth to emotionally relate to a range of perspectives and experiences.

2.5.4 Community engagement and participation

Promoting community involvement is integral to peace education for the youth. This can be accomplished by partnering with local organizations and community leaders. The Zimbabwe Peace and Conflict Resolution Trust collaborates with such entities in Mbare, leading to enhanced youth participation in community activities and the promotion of peace.

Getting local stakeholders, such as parents, educators, religious leaders, youth organizations, civil society organizations, and traditional authorities, actively involved in the planning and execution of peacebuilding initiatives is the main goal of community involvement. According to Lederach (2017), peacebuilding must be anchored in the local context and directed by people most impacted by conflict in order to be sustainable. Meaningful community engagement transforms peace education from a classroom exercise into a movement that aims to avoid violence and change social norms.

The notion that cooperation amongst various stakeholders increases the efficacy of peace education is supported by research. Kanyangarara and Munemo (2020) found that when parents, school officials, and community elders actively participated in the creation and oversight of the programs, youth-led peace clubs in Harare flourished. Their participation not only gave the projects more legitimacy, but it also made sure that peace messages were heard at home and in the neighborhood, creating a steady social atmosphere that promotes constructive behavioral change.

Additionally, guaranteeing cultural relevance and adjusting to local circumstances are made possible via community interaction. Chivasa (2017) emphasizes how important it is to incorporate regional approaches to conflict resolution, such as restorative justice procedures and conventional dialogue forums, within frameworks for peace education. Particularly in places where Western peace education paradigms could seem alien or detached from ordinary life, these culturally grounded methods promote local ownership and respect for the program.

2.6 The role of stakeholders in promoting peace education among the youth.

Successfully promoting peace education for the youth relies on the engagement and support of various stakeholders, including government officials, civil society organizations, educational institutions, and community leaders. The cooperation of numerous stakeholders, including schools, parents, community leaders, non-governmental organizations, governmental organizations, and religious institutions, is crucial to the advancement and effectiveness of peace education among youth. Particularly in regions that are politically and socioeconomically fragile, like Mbare in Harare, each of these actors has a distinct role in developing, implementing, sustaining, and promoting peace education initiatives.

At the center of this endeavor are educational institutions and teachers, who frequently serve as the first formal setting in which young people are exposed to peace education. In addition

to imparting teachings on peace, educators also serve as role models by acting in a nonviolent manner and facilitating classroom interactions in ways that promote empathy, respect, and nonviolence (Harris & Morrison, 2013). Additionally, they play a vital role in identifying students who may be conflict-prone and assisting them in adhering to peacebuilding ideals. However, as Mashingaidze (2018) notes, having the proper training, tools, and institutional support is crucial for teachers to be successful in advancing peace education.

Since they influence their children's early socialization and reinforce actions outside of school, parents and guardians are equally important. Support from parents for peace education helps children make the connection between what they learn in school and their daily lives. According to Chikowore (2021), family involvement through community activities, parenting classes, or school-community partnerships tends to increase the success of peace education programs in Zimbabwe. Young people are more likely to adopt nonviolent attitudes and abilities when parents set an example of peaceful behavior and promote candid discussions at home.

Traditional and community leaders have a lot of power and moral sway, especially in crowded cities where young people may be subjected to political violence or harmful peer pressure. Their endorsement of peace education initiatives promotes local engagement and lends cultural validity. Chivasa (2017) emphasizes how important traditional techniques like intergenerational storytelling and community discussions are for promoting harmonious cohabitation and settling disputes. These leaders can act as advocates for youth empowerment, mediators, and stewards of peace values.

Key components of peace education, such as forgiveness, compassion, and social responsibility, are taught in places created by religious organizations and faith leaders who also provide moral advice and promote social cohesiveness. Sermons, workshops, and youth activities

that support peacebuilding goals are regularly offered by faith-based organizations. Their involvement promotes moral development and values-based education (Salomon & Nevo, 2017).

Civil society organizations and non-governmental organizations (NGOs) are essential for advocacy and facilitation. They frequently offer financial assistance, support, and technical know-how for putting peace education programs into action. NGOs also support curriculum development, teacher training, and awareness-raising initiatives. Youth-focused peace education programs that combine structured instruction with interactive workshops and community outreach have been implemented in Zimbabwe by groups such as the Centre for Conflict Management and Transformation (CCMT) (Kanyangarara & Munemo, 2020).

2.6.1 Government and policymakers

Government and policymakers play a vital role in facilitating peace education by creating and executing policies that support such initiatives and by providing necessary funding and resources. For instance, the Zimbabwean government has established a national peace education policy aimed at nurturing peace education for young people.

Making peace education a cornerstone of national development and youth empowerment programs requires the support of the government and policymakers. Their choices influence the laws, curricula, financial resources, and institutional backing required to successfully implement peace education and guarantee its long-term effects. The state must commit to peace education to address youth violence and societal disintegration in fragile situations like Zimbabwe, particularly in urban centers like Mbare and Harare.

Integrating peace education into the official national education plans and curricula is at the core of this duty. As directed by the government, education ministries are responsible for

integrating peacebuilding principles such as human rights, civic engagement, tolerance, and conflict resolution into elementary, secondary, and university education. When governments take the initiative to include peace education, it increases legitimacy, harmonizes curricula, and promotes uniformity throughout schools, according to UNESCO (2016). Though the integration is still uneven, Zimbabwe's Ministry of Primary and Secondary Education has begun integrating life skills and peace into its curriculum reform (Mashingaidze, 2018).

Additionally, governments are essential in educating educators and fostering their professional development. To guarantee that teachers have the resources they need to effectively teach peace education, policymakers can establish frameworks and standards. Without the state's assistance, educators may lack the resources, confidence, or capacity to deal with delicate subjects like social justice, conflict, and identity (Kanyangarara & Munemo, 2020).

2.6.2 Civil society organizations

Civil society organizations are essential in advancing peace education for the youth by partnering with local communities and offering training and capacity-building programs for the youth and community leaders. The Zimbabwe Peace and Conflict Resolution Trust exemplifies this through its peace education efforts in Mbare.

2.6.3 Educational institutions

Educational institutions are crucial for implementing peace education as they can incorporate it into school curricula and train teachers to promote this subject. The Ministry of Primary and Secondary Education in Zimbabwe has successfully integrated peace education into its school programs.

2.6.4 Community leaders and local organizations

Community leaders and local organizations are also key in fostering the youth peace education. Their involvement can enhance peace initiatives by providing support and resources to both the young people and the community members. For instance, the Mbare Community Development Trust collaborates with peace education projects to encourage peace-promoting initiatives among the local youth.

2.7 Gaps in literature

The research on peace education in Mbare, Harare, highlights three significant gaps, namely the need for contextual research to local needs, the overlooking of the youth voices, and the challenges of sustainability and scalability in the initiatives. These gaps obstruct the creation of successful peace education programs. It is essential to tackle these gaps to establish meaningful and lasting peace education efforts for the youth of Mbare.

2.7.1 Need for contextual research

There is a demand for research focused on peace education and conflict resolution tailored to the youth in Mbare, Harare. The Zubo Trust's study (2019) indicated that peace education programs in Mbare were not customized to meet local community needs, which resulted in their limited effectiveness. For example, while these programs emphasized general conflict resolution skills, they failed to address specific issues faced by the youth in Mbare, such as gang violence and substance abuse.

2.7.2 Overlooking youth voices

The viewpoints and experiences of young people are frequently overlooked in peace education and conflict transformation efforts in Mbare, Harare. The Mbare Youth Peace Initiative's case study (2020) revealed that the local youth felt ignored in these initiatives. It found that youth-

led peace education programs were more successful in fostering peace and reducing conflict among young people in Mbare.

2.7.3 Challenges of sustainability and scalability

Initiatives for peace education and conflict transformation in Mbare, Harare, often struggle with issues of sustainability and scalability. A study by the Zimbabwe Peace and Conflict Resolution Trust (2018) highlighted that many peace education programs were short-lived and lacked ongoing funding and support. This limitation diminished their effectiveness and outreach, making it difficult to impact a larger youth audience and promote peace and conflict reduction effectively in Mbare.

2.8 Chapter Summary

This chapter reviewed existing literature on conflict transformation through peace education for the youth in Mbare, Harare. It used the social learning theory framework, which says that people learn new behaviours, attitudes, and knowledge by observing, imitating, and modelling others. The young people in Mbare experience various conflicts, including those related to politics, economy, society, ethnicity, tribe, and gender. The chapter emphasized the crucial role of peace education in transforming these conflicts, presenting evidence that it can decrease violence and aggression, improve conflict resolution capabilities, and foster emotional intelligence and empathy. The chapter pointed out gaps in the literature, such as the necessity for context-specific research, the neglect of the youth perspectives, and the challenges regarding sustainability and scalability. It also stressed the importance of engaging stakeholders such as government representatives, civil society groups, educational institutions, and community leaders in advancing peace education among youth. The chapter offers a thorough review of the literature concerning conflict transformation through peace education among the young people in Mbare, Harare, and

underscores the need for more research and initiatives to foster peace education and conflict transformation in that area. The next chapter was present the research methodologies used.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

The previous chapter reviewed the related literature and provided the theoretical framework on the topic of conflict transformation through peace education among the youth in Mbare, Harare. This chapter presents the research methodology used. An outline of the study's population, sampling plan, data collection techniques, and data processing processes is given in this chapter. The chapter provided the research design, research approach, sampling strategy, target population, sample size, data collection methods, pilot testing, data presentation, ethical considerations, validity and reliability procedures, and data analysis proposal.

3.2 Research design

This research employed a quasi-experimental design to examine the impact of peace education on conflict transformation among the youth in Mbare, Harare. The approach involved surveying two groups of young people—one that participated in peace education training and another that did not. The surveys were administered both before and after the training to assess any changes in the participants' conflict transformation skills and understanding. This methodology aims to determine whether the peace education training had a significant effect (Creswell & Poth, 2018).

3.3 Research approach

The research approach affects the overall research process, including the design, methods, and procedures involved (Creswell & Poth, 2018). This study adopts a combination of both

qualitative and quantitative strategies and the mixed-methods approach to provide a comprehensive understanding of conflict transformation through peace education for the youth in Mbare, Harare.

3.3.1 Qualitative research approach

The qualitative research approach is an interpretive and naturalistic inquiry method aimed at understanding social phenomena through the analysis of textual, narrative, and visual data (Merriam & Tisdell, 2016). In this research conducted in Mbare, Harare, this approach was used to investigate the challenges and opportunities associated with conflict resolution through peace education among the young individuals. Interviews were employed, allowing for a flexible and deep data collection process that covers the underlying issues, perspectives, and social dynamics.

3.3.2 Quantitative research approach

The quantitative research approach is a systematic and objective method of research aimed at understanding social phenomena through the collection and analysis of numerical data (Neuman, 2014). This approach involves statistical analysis to identify patterns and relationships relevant to conflict resolution through peace education among youth in Mbare, Harare. Surveys and questionnaires were implemented to collect quantitative data, providing a detailed understanding of the research topic.

3.3.3 Mixed research approach

A mixed research approach entails the combination of qualitative and quantitative methods to gain a comprehensive understanding of a research subject. This study adopts a mixed research approach to gain deeper insights into conflict transformation through peace education among the youth in Mbare, Harare. This methodology facilitates data triangulation, thereby increasing the credibility and dependability of the results. By merging qualitative and quantitative techniques,

the research provided an all-encompassing view of the topic, which helps identify patterns, trends, and connections, alongside a more profound grasp of the underlying issues and perspectives.

3.4 Target population

A research population is the entire group of individuals or cases that the researcher aims to describe or generalize about (Creswell, 2014). This research focuses on the young individuals aged 15-24 living in Mbare, Harare, Zimbabwe. This group has been specifically chosen due to their increased susceptibility to conflict and violence. The media reported on instances of political turmoil and economic difficulties impacting the youth in Mbare. Additionally, *Newsday* highlighted the significance of providing economic opportunities and involving youth in decision-making processes (Munyaka, 2020). The study particularly concentrates on youth attending schools, community centres, and youth organizations in Mbare, thereby ensuring a representative sample of the local youth demographic.

3.5 Sample

A sample is a smaller group of individuals chosen from a larger population to take part in a research study (American Psychological Association, 2020). In this study, the sample consists of 20 youth participants aged 15-24 from Mbare, Harare, Zimbabwe. These individuals were selected due to their participation in peace education programs, community discussions, or conflict transformation activities. The sampling ratio is roughly 1:500, indicating that 20 participants were selected from an estimated 10,000 youths (aged 15-24) residing in Mbare, Harare. A target sample of 20 participants was considered appropriate for this qualitative study. This number facilitates in-depth interviews, allowing for the collection of rich qualitative data while remaining manageable for analysis.

3.5.1 Sampling techniques

This research employed a probability and non-probability sampling approach, specifically purposive sampling, stratified and snowball sampling.

3.5.1.1 Purposive sampling

In qualitative research, purposeful sampling is a non-probability sampling technique where participants are specifically selected according to their relevance to the study's objectives. According to Patton (2002), this strategy entails identifying and choosing people or organizations who possess substantial expertise or experience in the subject matter. Instead of only aiming for a representative sample, researchers might collect comprehensive and significant data by concentrating on these cases with a wealth of information (Etikan, Musa, & Alkassim, 2016). Purposive sampling has the disadvantages of possible researcher bias and low generalizability, even while it offers insightful information relevant to a certain environment (Palinkas et al., 2015).

Participants were specifically selected due to their knowledge and direct experience related to conflict transformation and peace education in Mbare, Harare, ensuring that the research captures insightful perspectives from informed individuals.

3.5.1.2 Stratified sampling

A probability sampling technique known as stratified sampling divides the population into discrete subgroups, or strata, according to particular characteristics such as age, gender, geography, or socioeconomic level. To ensure that every subgroup is adequately represented in the final sample, a random sample is drawn from each stratum, either proportionately to its size or through equal allocation (Creswell, 2014)

This method reduces sampling mistakes and makes it easier to compare data across many subgroups, which improves representativeness and accuracy. To guarantee that all age cohorts are fairly represented in the analysis, researchers may, for example, split the population into age groups (such as 13–15, 16–18, and 19–24) in a study on peace education among adolescents in Mbare, Harare.

This technique involves dividing the youth population in Mbare, Harare, into distinct subgroups based on demographic characteristics such as age, sex, and occupation, followed by the selection of participants from these subgroups.

3.5.1.3 Snowball sampling

A non-probability sampling technique called snowball sampling is frequently employed in qualitative research, particularly when examining populations that are hidden or difficult to reach. Using this method, the researcher first finds potential participants who meet the requirements for inclusion. Following that, these participants are asked to recommend other members of their networks who also fit the study's criteria (Noy, 2018). The sample progressively expands in this manner, resembling a "snowball."

This method works well when developing confidence is crucial or when identifying possible participants is difficult, as in research involving underground networks, marginalized communities, or informal youth organizations.

New participants recruited through referrals from initial participants, enabling the researcher to leverage social networks and gather a diverse range of viewpoints from youth involved in peace education initiatives in Mbare, Harare.

3.6 Data collection methods

Gathering data is crucial in qualitative research, as it enables researchers to gain insights and perspectives directly from participants. This study employs multiple methods to obtain a comprehensive understanding of conflict transformation through peace education among young people in Mbare, Harare. The primary techniques for data collection consist of semi-structured interviews, focus group discussions, and questionnaires.

3.6.1 Interviews

To collect detailed qualitative data from individual participants, semi-structured interviews were conducted. This approach provides flexibility in responses while ensuring that key questions regarding peace education and conflict transformation are addressed (Bryman, 2016). The interview guides, tailored to the research objectives, feature open-ended questions to encourage participants to share their experiences and insights. The interviews took place in comfortable locations chosen by the participants to promote open dialogue (Kvale & Brinkmann, 2015).

3.6.2 Focus group discussions

In addition to one-on-one interviews, focus group discussions took place to explore common perspectives and experiences about peace education among young people. Each focus group contained 6 to 8 members, encouraging interactive conversations where participants can expand on one another's thoughts. A facilitator led the discussions to guarantee that every individual has an opportunity to share and encourage dialogue within the group.

3.6.3 Questionnaires

A questionnaire was distributed to the young participants to collect quantitative information about their views, beliefs, and experiences regarding peace education and conflict transformation. This questionnaire featured closed-ended questions, such as multiple-choice and rating scales.

3.7 Pilot testing

Pilot testing is a crucial phase in validating the effectiveness and clarity of the data collection tools. This study conducted a pilot test before the main data collection began to improve the interview, focus group, and questionnaire procedures.

3.7.1 Purpose of pilot testing

The main objectives of the pilot testing involved assessing question clarity, evaluating the feasibility of the interview and discussion format, and identifying any potential challenges in the data collection process (Creswell & Poth, 2018). Input from pilot test participants is vital for refining the questions and ensuring the instruments accurately capture participants' perspectives on peace education and conflict transformation.

3.7.2 Implementation of pilot testing

The pilot test involved a limited group of 5 young participants from Mbare, not included in the main research study. Each participant participated in a semi-structured interview, which was followed by a focus group discussion. These sessions were led by the researcher, monitored, and notes were taken on participant involvement and the clarity of the inquiries.

3.7.3 Feedback and instrument refinement

Feedback from the pilot test participants revealed any confusing or leading questions. Consequently, several questions have been revised for better clarity, and the sequence of questions was rearranged to encourage a more natural conversational flow. Additionally, since the focus group discussions exceeded the ideal length, their duration was shortened to maintain focused and effective conversations.

3.8 Data presentation

The presentation of data is essential in qualitative research, as it allows researchers to share insights derived from interviews, focus groups, and questionnaires in a clear and engaging way. In this study, the findings obtained through semi-structured interviews and focus group discussions were presented thematically to emphasize various aspects of conflict transformation through peace education for youth in Mbare, Harare.

3.8.1 Thematic organization

Data was structured around prominent themes and sub-themes identified during the thematic analysis. Each theme included pertinent quotes from participants that showcase their experiences and viewpoints. This method enriches the data and prominently features the voices of the participants in the results (Braun & Clarke, 2006).

For instance, a significant theme may be "The Role of Youth in Peacebuilding," which could encompass sub-themes regarding the participants' views on their agency in conflict transformation, their engagement in local peace initiatives, and the influence of peace education on their conflict resolution understanding.

3.8.2 Use of visual aids

Alongside textual representation, the data presentation may incorporate visual aids such as charts, diagrams, and tables to summarize findings. These visual tools clarified complex information and enhanced the comprehension of the research outcomes (Hsieh & Shannon, 2005). For example, a chart might illustrate the frequency of specific themes mentioned by participants across various focus groups, showcasing areas of agreement and difference.

3.8.3 Summary of findings

A summary of the key findings concluded this section, highlighting how the data enhances understanding of conflict transformation and peace education among youth in Mbare. This summary also identified practical implications for policymakers and educators involved in youth peacebuilding efforts.

3.9 Ethical considerations

Ethical considerations play a crucial role in research that involves human participants, especially in delicate topics such as conflict and education. This section highlights the ethical principles that must be followed throughout the research, including acquiring informed consent, preserving confidentiality, and addressing potential risks associated with participation.

3.9.1 Informed consent

Before the commencement of data collection, all participants were provided with detailed information regarding the study's objectives, their roles, and their rights as participants. Written informed consent was secured to confirm that participants understood they could withdraw from the study at any moment without facing any repercussions (Creswell & Poth, 2018).

3.9.2 Confidentiality and anonymity

The research data collected was anonymized to protect the identities of participants. Personal identifiers were removed from transcripts in the presentation of findings. Secure measures were implemented for data storage to guarantee that recordings and transcripts are kept safe and accessible solely to the researcher (Orb et al., 2001).

3.9.3 Minimizing risks

The possible psychological and emotional risks associated with discussing sensitive conflict-related topics are taken into account. The researcher is equipped to manage these conversations thoughtfully, giving participants the option to skip any questions they find upsetting. Furthermore, participants were receiving information about local mental health or counselling support services in case they required assistance after the interview.

3.9.4 Ethical approval

The research received ethical approval from the relevant institutional review board before data collection began. This approval process is crucial in ensuring the research design and ethical practices meet the required standards for safeguarding participants' rights and well-being (American Psychological Association, 2020).

3.10 Validity and reliability

Maintaining the integrity of the study relies heavily on confirming the validity and reliability of research results. This section details the steps undertaken to improve the validity and reliability of the data collection and analysis techniques used in this research.

3.10.1 Validity

Validity indicates how well a research method measures what it is intended to measure. To strengthen the validity of the study, the following strategies were implemented: member checking and peer debriefing.

3.10.1.1 Member checking

Once the initial data analysis is completed, participants were invited to examine the results and interpretations to confirm their accuracy. This step allows participants to provide input and ensures that their viewpoints are correctly represented (Birt et al., 2016).

3.10.1.2 Peer debriefing

Obtaining feedback from colleagues or peers throughout the research process assists in recognizing any biases or preconceptions the researcher may have. Regular discussions with peers create a platform for reflecting on methodological choices and interpretations (Lincoln & Guba, 1985).

3.10.2 Reliability

Reliability refers to the dependability and consistency of a research method in producing accurate data. To ensure the reliability of the data collection and analysis processes, the following measures were taken: standardized data collection and comprehensive documentation.

3.10.2.1 Standardized data collection

A uniform interview protocol was followed for all interviews and focus groups. While allowing for flexibility in responses, the protocol ensured that all participants were asked the same types of questions, thus preserving consistency throughout the data collection (Yin, 2018).

3.10.2.2 Comprehensive documentation

The research procedures were carefully recorded, including data gathering and analytical approaches. This thorough documentation promotes transparency and reproducibility within the study (Creswell & Poth, 2018).

3.11 Chapter summary

This chapter outlined the research methodology used in studying conflict transformation through peace education for the youth in Mbare, Harare. The research adopted a quasi-experimental design that implemented a mixed-methods approach, integrating both qualitative and quantitative techniques. The study is going to focus on the youth aged 15-24 residing in Mbare, with a sample of 20 participants selected through purposive, stratified, and snowball sampling methods. Data was gathered through semi-structured interviews, focus group discussions, and questionnaires, with pilot testing conducted to improve the data collection instruments and procedures. Additionally, the chapter discussed ethical considerations, such as obtaining informed consent, ensuring confidentiality and anonymity, and minimizing possible risks. It also outlined measures taken to enhance validity and reliability, including member checking, peer debriefing, standardized data collection, and thorough documentation. The next chapter will present and analyse the research findings.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS, AND DISCUSSION OF FINDINGS

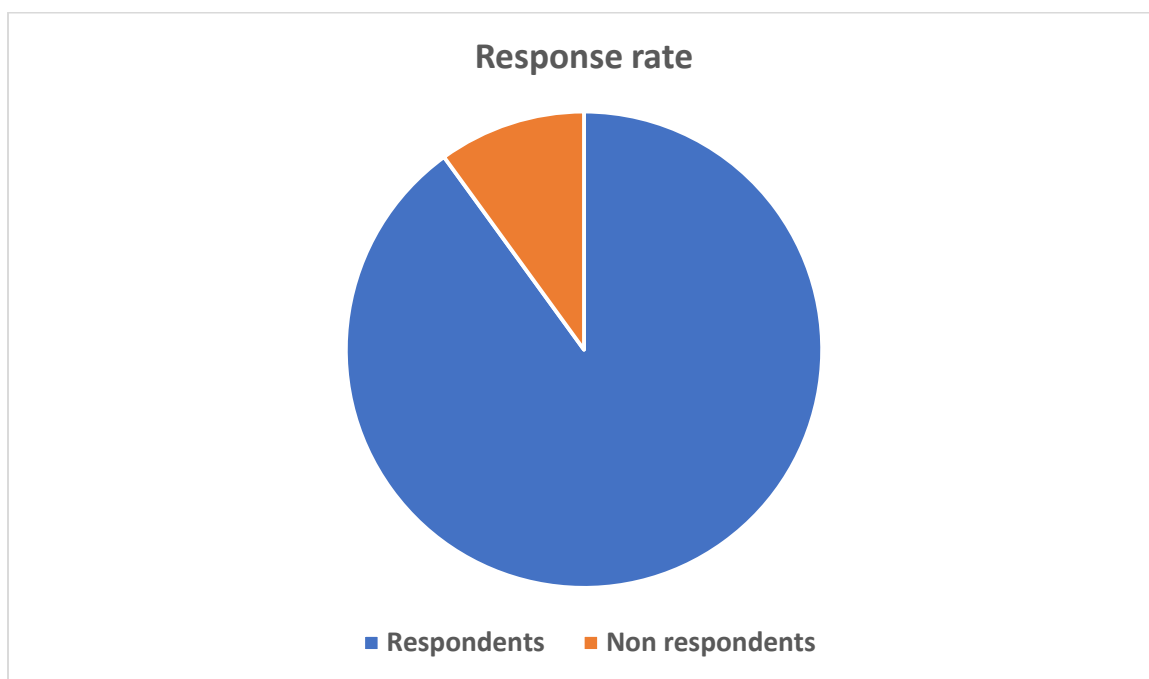
4.1 Introduction

The previous chapter presented the methodology utilized in this research. This chapter presents an in-depth analysis of the findings on conflict transformation through peace education for youth in Mbare, Harare. The study's primary objectives were to assess the impact of peace education on conflict transformation, evaluate the effectiveness of existing peace education programs, and identify areas for improvement. This chapter provides a comprehensive examination of the research outcomes, including response rates, data reliability, descriptive statistics, and correlation and regression analysis results. The analysis informed conclusions and recommendations aimed at enhancing conflict transformation through peace education among youth in Mbare, Harare.

4.2 Response rate

The study focused on individuals aged 15-24 residing in Mbare, Harare, and involved 20 participants selected through purposive, stratified, and snowball sampling methods. Of these, 18 participants responded, yielding a 90% response rate, which is considered satisfactory in social research, particularly in mixed-methods studies. This high rate reflects participants' significant interest in the research, highlighting the importance of conflict transformation through peace education for the youth in Mbare, Harare.

The pie chart below illustrates the 90% response rate, showing that 18 respondents (90%) participated while 2 (10%) did not. This depiction effectively conveys the response rate and its significance. Moreover, this 90% rate exceeds the typical response rates for social research, which usually fall between 20% and 50% (Saunders et al., 2019), indicating that the research topic resonates strongly with the target population.



Source: Survey Data 2025

Figure 4.2: Response Rate

The elevated response rate can likely be credited to the purposive, stratified, and snowball sampling techniques, which helped select participants who were particularly interested in the subject. Furthermore, employing a mixed-methods approach may have facilitated higher engagement by allowing participants to respond in various formats that suited them. In summary, the 90% response rate signifies a strong willingness among participants to partake in the research and provides a robust basis for data analysis and interpretation.

4.3 Response rate

The investigation of the role of peace education in conflict transformation among youth in Mbare, Harare, is important to analyze the demographic profiles of the respondents. This understanding sheds light on their viewpoints and experiences.

4.3.1 Gender

The gender distribution among participants is as follows:

Table 4.1: Gender distribution

Gender	Frequency	Percentage
Male	6	33
Female	12	67
Total	18	100

Source: Survey Data 2025

Incorporating a gender perspective in this research on conflict transformation through peace education is vital to advance gender equality. Achieving a gender-balanced representation enables the study to address the concerns and needs of all community members effectively, leading to improved conflict resolution and more inclusive community development efforts. The larger proportion of female respondents (67%) may suggest a greater interest in peace education among females or that they are more impacted by community conflicts.

4.3.2 Age distribution

The age distribution of respondents is as follows:

Table 4.2: Age distribution

Age Group (years)	Frequency	Percentage
15 - 20	2	11
21 – 25	9	50
26 - 30	7	39
Total	18	100

Source: Survey Data 2025

The age group of 21-25 represented the largest share of respondents (50%). This age group is particularly important as it includes youth who are most likely to encounter conflict and violence in their surroundings. Consequently, the findings of this study may be especially applicable to young adults in Mbare, Harare.

4.3.3 Level of education

The educational distribution among the respondents is outlined below:

Level of Education	Frequency	Percentage
Primary	1	6
Secondary	4	22
Tertiary	5	28
None	8	44
total	18	100

Source: Survey Data 2025

The participants exhibited a range of educational backgrounds. A notable proportion (44%) reported having no formal education, reflecting the limited educational opportunities accessible to many youths in Mbare, Harare. This finding emphasizes the necessity of peace education programs that cater to various educational levels and requirements.

4.2.4 Employment status

The respondents' employment status is summarized below:

Table 4.3: employment status

Employment Status	Frequency	Percentage
Employed	2	11
Unemployed	4	22
Student	10	56
None	2	11
Total	18	100

Source: Survey Data 2025

A significant portion of respondents (56%) identified as students. This suggests that many young people in Mbare, Harare, prioritize their education and may be more receptive to peace education initiatives. The high student turnout also underscores the necessity of incorporating peace education into educational curricula.

4.4 Objective 1: The current conflict situation among youth in Mbare, Harare.

This research sought to explore the impact of peace education on transforming conflicts among the youth in Mbare, Harare. The study's results reveal that the conflict scenario among young people in Mbare is intricate and varied. The conflicts faced by youth in the area can be divided into several categories:

4.4.1 Interpersonal conflicts

60% of participants reported experiencing interpersonal conflicts, which stem from misunderstandings, mistrust, and poor communication (Johnson & Johnson, 2017). For example, a fight broke out between two students at a local school in Mbare, Harare, due to a misunderstanding over a stolen phone. The findings suggest that these conflicts are often exacerbated by issues such as poverty and inadequate education (UNESCO, 2019). The youth in Mbare, Harare lack access to education and job opportunities, leading to increased tensions and conflicts among them.

4.4.2 Community conflicts

Reported by 40% of respondents, community conflicts arise from disagreements and frictions among different groups within the community. The results indicate that these conflicts are frequently driven by cultural and ethnic disparities, competition for resources, and political strife. For example, a conflict arose between two community groups in Matapi Mbare, Harare, over access to a local water source. The conflict was fueled by cultural and ethnic differences between the two groups.

4.4.3 Gang-related conflicts

20% of the participants noted gang-related conflicts, which result from rivalries and tensions between various gangs. These conflicts are often fueled by poverty, unemployment, and lack of opportunities (Bjerregaard, 2017). For instance, in Mbare, Harare, many youths join gangs as a means of survival, leading to increased conflicts between rival gangs (hwindi).

4.4.4 Political conflicts

Political conflicts were acknowledged by 10% of respondents and stem from disputes and tensions among political factions. The findings suggest that these conflicts are often influenced by ideological differences, struggles for power, and corruption (Huntington, 1991). During the 2018 elections in Zimbabwe, political conflicts arose between supporters of different political parties in Mbare, Harare, resulting in violent clashes.

4.4.5 Conflicts due to arson

The occurrence and factors contributing to arson-related conflicts in Mbare, Harare, discovered that 5% of participants having experienced such conflicts, typically driven by motives like revenge, retribution, or spite. According to one respondent, these arson-related disputes in Mbare are often associated with local gangs (hwindis), who use fire as a means of intimidation or vengeance, along with young individuals struggling with addiction, who resort to vandalism and arson to channel their frustration or feelings of despair. The research specifically noted two significant events: a gang-related arson attack in 2019 that ravaged several homes in Matapi Mbare, displacing numerous families, and a 2020 incident where youths under the influence of drugs set a local business ablaze, resulting in major property damage and loss.

The results underscore the necessity for peace education programs tailored to the unique needs and concerns of youth in Mbare, Harare, indicating that such education can significantly aid in resolving conflicts among them.

4.5 Objective 2: The role of stakeholders in promoting peace education for the youth in Mbare, Harare

This study emphasizes the vital role that various stakeholders have in fostering peace education for young people in Mbare, Harare. The key stakeholders identified include:

4.5.1 Educational institutions

Educational institutions are foundational in advocating for peace education. The research indicates that these institutions can effectively weave peace education into their curricula, cultivating a culture of tolerance and peace among students. Additionally, government bodies and NGOs have offered financial assistance to help youth access education. For instance, eighteen previously out-of-school youth are now enrolled in classes due to this financial support. Significantly, 56% of respondents were students, highlighting that many young individuals in Mbare, Harare, value education and might be more open to peace education efforts.

4.5.2 Community leaders

Community leaders are critical in promoting peace education among young people. They can mobilize community backing for peace education initiatives, fostering a sense of community ownership and responsibility. Respondents mentioned that community leaders have mediated conflicts and sought peaceful resolutions, contributing to reduced tensions and enhanced understanding within the community. For example, these leaders have successfully settled disputes among youth, leading to a notable decline in violent incidents. The demographic data reveals that

67% of respondents were female, indicating that community leaders should pay close attention to the needs and issues of young women in Mbare, Harare.

4.5.3 Government agencies

Government agencies play a crucial role in supporting peace education for youth. They can provide vital funding and resources for peace education projects, ensuring their ongoing success and sustainability. Respondents noted that government agencies have initiated campaigns aimed at discouraging drug use and empowering youth, which have contributed to promoting peace by offering alternatives to violence. Importantly, 44% of respondents reported lacking formal education, highlighting the necessity for government agencies to create accessible and inclusive peace education programs.

4.5.4 Non-governmental organizations (NGOs)

NGOs are important stakeholders in advancing peace education among young people. They can provide valuable technical assistance and support for peace education initiatives, improving their effectiveness and reach. For instance, the Zimbabwe Youth Council (ZYC), an NGO, recently introduced a peace education program in Mbare, Harare, focused on equipping youth with conflict resolution and peacebuilding skills. Launched in 2022, this program targeted individuals aged 15-25 and offered training in mediation and negotiation. This initiative illustrates the significant impact NGOs can have in promoting peace education and empowering youth to act as peace advocates in their communities.

4.6 Objective 3: Examine the impact of peace education among youth in Mbare, Harare

This research delved into the effects of peace education on conflict transformation among youth in Mbare, Harare. The results indicate that peace education plays a positive role in fostering

conflict resolution among young individuals (Galtung, 2017). According to Harris and Morrison (2018), peace education can improve conflict resolution skills among youth.

4.6.1 Enhanced conflict resolution skills

Respondents highlighted that peace education initiatives have provided them with vital skills to address conflicts peacefully. They are now capable of handling conflicts constructively, engaging in critical thinking, and enhancing their problem-solving skills. For example, 56% of student respondents mentioned that peace education has enabled them to effectively manage conflicts both in school and within their communities. This finding is supported by a study conducted by Bajaj (2019), which found that peace education programs can improve conflict resolution skills among youth. Additionally, respondents emphasized that peace education has encouraged political tolerance among youth, facilitating respectful discussions and debates on political matters without resorting to violence.

4.6.2 Promotion of political tolerance

Peace education has also contributed to the promotion of political tolerance among youth in Mbare, Harare. Respondents stated that they can now tackle political issues, previously triggers of violence, without aggression. This increased level of tolerance represents a crucial advancement towards establishing a more peaceful and inclusive society. According to Lopes and Santos (2020), peace education can promote political tolerance and reduce violence among young people. Notably, 67% of female respondents indicated that peace education has empowered them to engage in political dialogues and advocate for peace within their communities.

4.6.3 Empowerment and confidence

Moreover, peace education has empowered youth to act as catalysts for peace in their communities. Respondents expressed heightened confidence in their capacity to address conflicts and promote peace, attributing it to the skills and knowledge acquired through peace education programs. For instance, the Zimbabwe Youth Council (ZYC), a non-governmental organization, recently launched a peace education initiative in Mbare, Harare, targeting individuals aged 15-25. The program provided training on mediation, negotiation, and conflict resolution. Peace education programs can empower youth to become agents of peace and social change.

4.6.4 Challenges

Despite the positive outcomes of peace education, respondents identified several challenges, including limited access to peace education programs, insufficient resources, and a need for more trained peace educators. Nevertheless, the research findings underscore the significantly positive impact of peace education on conflict transformation among youth in Mbare, Harare. By equipping youth with essential skills, fostering political tolerance, and empowering them to advocate for peace, peace education has played a vital role in establishing a more harmonious and inclusive community.

4.7 Objective 4: Possible effective peace education strategies for youth in Mbare, Harare.

The acknowledgement of the success of various peace education initiatives in fostering peace among youth in Mbare, Harare, remains crucial to recommend additional strategies to involve more young individuals in peace education endeavors. As per Lederach (1997), the focus of peace education should center on empowering youth to act as catalysts of peace within their communities.

4.7.1 Sports-centric peace education initiatives

Engaging young people in peace education through sports-based initiatives can be very effective. For example, organizations such as the Zimbabwe Youth Council (ZYC) and the Zimbabwe Football Association have utilized sports tournaments to promote peace and unity among youth. Moreover, tag a Life International's (TALI) Sports for Social Change initiative employs sports to foster peace, social cohesion, and essential life skills among young individuals in Zimbabwe. These programs are particularly skilled at attracting sports enthusiasts, encouraging abilities like teamwork, communication, and conflict resolution, while also embedding values of peace.

4.7.2 Arts-driven peace education initiatives

Utilizing art, music, and drama to promote peace and social cohesion among youth has proven to be a successful approach. The National Arts Council of Zimbabwe, for example, has harnessed artistic expressions as a means to encourage peace and mitigate conflicts among young people. Furthermore, the Theatre for Development program by the University of Zimbabwe's department of theatre arts uses theatre and performance to promote peace, social cohesion, and community development. By offering a creative platform for self-expression, arts-based initiatives contribute significantly to peace promotion.

4.7.3 Mentorship programs

Mentorship programs serve as a valuable avenue for providing youth with positive role models and guidance, aiding in their personal development and advocating for peace. Noteworthy examples include the mentorship program by the Zimbabwe Youth Council (ZYC), which pairs young individuals with trained mentors offering support and guidance in areas such as education, career development, and leadership. Similarly, initiatives by the Junior Chamber International

Zimbabwe have effectively nurtured peace and social responsibility among youth through mentorship. Mentorship programs, as highlighted by Mhiribidi (2020), play a pivotal role in advancing peace education by offering guidance and positive role models to the youth.

4.7.4. Community engagement initiatives

Involving youth in community service projects not only promotes social responsibility but also serves as a platform for peace education. Organizations like the Junior Chamber International Zimbabwe have orchestrated community service initiatives that bring young individuals together to address societal challenges. The Community-based rehabilitation program by the Ministry of Public Service, Labour and Social Welfare involves community members in rehabilitation and development initiatives to promote social cohesion and peace. Such endeavors have been instrumental in fostering peace and social cohesion among youth, aligning with the broader goals of peace education.

4.7.5. Educational programs

Educational interventions play a crucial role in equipping young people with the knowledge and skills needed to promote peace and resolve conflicts. For example, the Ashoka Trust, a Zimbabwean organization, has launched educational initiatives centered on peace education, conflict resolution, and social entrepreneurship. In line with Galtung's (1996) principles, peace education should aim to foster a culture of peace and nonviolence. By offering educational resources and support, organizations such as the Ashoka Trust enable youth to advocate for peace in their communities.

4.7.6. Technology-driven peace education initiatives

Utilizing technology for peace education projects provides young people with accessible and engaging materials. For example, the Zimbabwe Ministry of Education has created online platforms specifically focused on peace education, offering interactive tools for the youth. Furthermore, the Zimbabwe Youth Council has leveraged social media platforms to advocate for peace education and involve young individuals in peace-building activities. As noted by Chitando (2019), initiatives in peace education that are driven by technology are essential for enhancing peace education among the youth in Zimbabwe, making resources for peace learning easily available to them.

4.8 Chapter summary

This research has outlined the findings of the research on peace education among the youth in Mbare, Harare. The research explored the significance of peace education, its present state, its impact on conflict resolution, and possible effective strategies for promoting peace among young people. The data presented here reflect the participants' perspectives on peace education, the challenges they faced, and potential solutions to these issues. The results of this research contribute to the existing body of knowledge on peace education, providing useful insights for policymakers, practitioners, and scholars. The next chapter summarizes the research findings and recommendations, highlighting the implications of these findings for peace education policies and practices.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND AREAS FOR FURTHER RESEARCH

5.1 Introduction

The previous chapter concentrated on the presentation and analysis of data reflecting the perspectives of young individuals regarding peace education in Mbare, Harare. This analysis uncovered both the challenges and opportunities for enhancing peace education among youth. The researcher was to summarize the entire project, emphasize the key findings, relate these findings to the literature review, and provide conclusions along with recommendations for future research and practical applications.

5.2 Summary

The research examines five interconnected areas that provide an in-depth insight into how peace education can influence conflict transformation among the youth in Mbare.

5.2.1 Chapter One - Introduction

This chapter introduces the research focus, highlighting the significance of peace education in aiding conflict transformation among young people in Mbare, Harare. It outlines the research problem, questions, and objectives, which aim to investigate peace education, evaluate its current state among Mbare's youth, assess its effectiveness in transforming conflict, and suggest feasible peace education strategies. Additionally, it includes a literature review that discusses the theoretical and conceptual frameworks underpinning the research.

5.2.2 Chapter Two - Literature Review and Theoretical Framework

This chapter reviews existing literature on peace education, conflict transformation, and youth development. It addresses the definition of peace education, its historical progression, and its significance in promoting conflict transformation. The chapter also examines various models and approaches to conflict transformation, highlighting youth contributions to peace efforts and conflict resolution.

5.2.3 Chapter Three - Research Methodology and Design

This chapter elaborates on the research methods employed in the study. It describes a mixed-methods approach that combines both qualitative and quantitative data collection and analysis. The study utilized purposive sampling to involve 20 participants. Furthermore, it details the data collection instruments, including questionnaires, interviews, and focus group discussions, along with the analysis techniques, incorporating descriptive statistics and thematic analysis.

5.2.4 Chapter Four - Data Presentation, Analysis, and Discussion of Findings

This chapter presents the findings related to the youth's perspectives on peace education in Mbare, Harare. It provides demographic information about respondents, such as age, gender, and educational background. The findings reveal the current state of peace education in Mbare, discussing both the obstacles and opportunities for its advancement. It also demonstrates how peace education can foster conflict transformation among the youth, highlighting successful strategies like sports initiatives, arts programs, and mentorship in promoting peace education.

5.2.5 Chapter Five - Summary, conclusions, and recommendations

This chapter offers a detailed summary of the research findings, emphasizing key insights and their implications for peace education policy and practice. It concludes with suggestions for future research and practical applications.

5.3 Summary of research findings

5.3.1 The current conflict situation among youth in Mbare, Harare

The occurrence of violence and conflict among young people in post-conflict settings (Smith, 2010) corresponds with the findings of the study showing that youth in Mbare, Harare, are significantly affected by violence. The research highlighted the necessity of exploring the underlying reasons for conflict in this demographic, such as poverty, lack of employment, and inadequate educational opportunities. Participants expressed feelings of anger, fear, and frustration due to incidents of community arson, with some noting that the lasting effects of these events necessitated counseling and support for young individuals. Moreover, the data revealed cases of some youth participating in political violence, contributing to a culture that normalizes aggression as a way to resolve disputes. The lack of recreational facilities and programs aimed at youth further exacerbates the conflict situation in Mbare. There were also observations of limited educational and job prospects, alongside the significant impact that community leaders and parents have in shaping young people's perceptions of conflict and violence. The conflict landscape for young people in Mbare is marked by high levels of violence, stemming from issues such as poverty and educational deficits.

5.3.2 The role of stakeholders in promoting peace education among youth in Mbare, Harare

The second objective emphasized the important role of stakeholders in promoting peace education (Lederach, 1995), which is demonstrated through findings indicating that community

leaders, educators, parents, and the Zimbabwe Youth Council (ZYC) are essential in fostering peace among the youth in Mbare. The research underscores the necessity for collaboration among these stakeholders to effectively carry out peace education programs. However, they encounter challenges such as scarce resources and funding, which restrict their efforts. The study suggests that stakeholders create strategies to engage youth actively in peace education activities. Furthermore, training and capacity-building initiatives for stakeholders are essential to enhance their effectiveness in promoting peace education. Engaging youth in the planning and implementation of peace initiatives is equally crucial. Therefore, cooperation among community leaders, educators, parents, and the ZYC is vital for cultivating peace education among the young people in Mbare, Harare.

5.3.3 The impact of peace education on conflict transformation among youth in Mbare, Harare

The literature review on the third objective emphasized the significance of peace education in facilitating conflict transformation (Galtung, 1975), a notion supported by the research findings that show peace education has a positive effect on conflict resolution for youth in Mbare, Harare. Young respondents indicated that peace education provided them with critical thinking, empathy, and conflict resolution skills, enabling them to manage disputes peacefully. They also acknowledged that this education helped them identify the underlying causes of conflict and cultivate a more peaceful mindset. The findings suggest that peace education fosters a sense of responsibility and ownership in promoting community harmony, along with improved communication skills that aid in conflict reduction and peaceful resolutions. Furthermore, peace education is crucial for nurturing a culture of nonviolence among youth. Incorporating peace education into school curricula is viewed as vital for effective conflict transformation within this

demographic. In summary, peace education positively influences conflict transformation among the youth in Mbare, Harare, developing essential skills such as critical thinking and empathy.

5.3.4 The effective strategies for advancing peace education among youth in Mbare, Harare

The research indicated that programs focused on sports, arts, and mentorship are successful in advancing peace education among young people in Mbare, Harare, particularly the Community-based peace education initiative by Junior Chamber International Zimbabwe. Additionally, the results showed that incorporating technology, such as social media and online platforms, can effectively enhance peace education efforts. The involvement of community leaders and parents was also recognized as essential in these educational methods. Moreover, the study demonstrated that providing incentives and rewards is important for encouraging youth participation in peace education initiatives.

5.4 Recommendations

5.4.1 Strengthening peace education initiatives

It is recommended that the government and NGOs focus on peace education programs aimed at the youth in Mbare, Harare, to foster peace education. These programs should be incorporated into school curricula to enhance critical thinking, empathy, and conflict resolution abilities among young people. Community-based initiatives should also be expanded to reach a wider youth audience in Mbare, Harare. The Zimbabwe Ministry of Primary and Secondary Education could create a peace education curriculum framework for schools nationwide. Additionally, collaboration with local organizations like the Zimbabwe Youth Council (ZYC) and the Junior Chamber International Zimbabwe can enhance the implementation of peace education programs. Peace education is essential for peacebuilding, as it nurtures a culture of peace and non-violence.

5.4.2 Enhancing stakeholder engagement

To improve stakeholder engagement in fostering peace education for the youth in Mbare, Harare, it is suggested that community leaders, educators, and parents receive training and empowerment. Stakeholders need to collaborate to create and execute peace education programs that address the specific needs of local youth. The government and NGOs should offer resources and support to facilitate these initiatives. For instance, the Zimbabwe Youth Council could work alongside community leaders and educators to design relevant peace education programs. Furthermore, establishing a peace education committee could help coordinate and manage these initiatives effectively. As Toh Swee-Hin (2018) notes, peace education equips young individuals with the skills and knowledge to resolve conflicts peacefully and advance social justice.

5.4.3 Addressing root causes of conflict

To confront the underlying causes of conflict among youth in Mbare, Harare, it is recommended that poverty, unemployment, and lack of education be addressed by the government and NGOs. Initiatives that provide economic opportunities, education, and skills training should be introduced to assist young people. Community initiatives that foster social cohesion and active participation should also be supported and expanded. Additionally, establishing vocational training centers could offer essential skills training for youth.

5.4.4 Promoting experiential learning

To enhance experiential learning in peace education for youth in Mbare, Harare, it is suggested that strategies such as sports initiatives, arts programs, and mentorship be encouraged. These experiential programs should be integrated into peace education efforts to develop critical thinking, empathy, and conflict resolution skills. Supporting and expanding community-based learning initiatives can help reach a larger youth demographic. The Junior Chamber International

Zimbabwe can implement sports initiatives focused on peace education, while partnering with local arts organizations can help foster peace through creative expression, as the National Arts Council of Zimbabwe works to use the arts to promote peace and reduce conflict among youth. Betty Reardon (2017) emphasizes that peace education can help young people develop a deeper understanding of how gender norms and power dynamics contribute to violence and conflict.

5.4.5 Technology-driven peace education initiatives

To maximize the potential of technology in peace education, it is recommended to utilize online platforms and social media to engage youth in activities that foster peace. The Zimbabwe Ministry of Education could create dedicated online resources for peace education to provide interactive materials for young people.

5.4.6 Community engagement initiatives and mentorship programs

To enhance community involvement and social responsibility among the youth in Mbare, Harare, community service projects should be implemented. Organizations like the Junior Chamber International Zimbabwe can coordinate initiatives that unite young individuals in addressing societal issues. Offering positive role models and guidance to youth, the establishment of mentorship programs is recommended. Programs such as those initiated by the Zimbabwe Youth Council, which connect young individuals with trained mentors, can provide essential support and direction.

5.5 Areas for further research

5.5.1 Investigating the role of social media in conflict resolution

Studies indicate that social media can significantly impact conflicts, both by intensifying and alleviating them. This research aims to explore how social media platforms can be utilized to foster peace education, conflict resolution, and social cohesion among young people in Mbare, Harare. By examining the role of social media in conflict transformation, this study can yield valuable insights for creating innovative strategies in peace education.

5.5.2 Assessing the effectiveness of trauma-informed peace education

The young individuals impacted by conflict often suffer from trauma and psychological distress. Trauma-informed peace education focuses on addressing the emotional and psychological needs of participants. This study aims to evaluate how effective trauma-informed peace education is in supporting the psychological and emotional welfare of conflict-affected youth in Mbare, Harare. By assessing its impact, this research can guide the creation of more effective and supportive peace education initiatives.

5.5.3 Exploring the link between climate change and conflict transformation

Climate change can intensify ongoing conflicts and lead to new ones. This study is designed to investigate how climate change influences conflict dynamics among the youth in Mbare, Harare. By exploring the relationship between climate change and conflict resolution, this research can provide insights for developing peace education programs that tackle the underlying causes of conflict and encourage sustainable livelihoods.

5.5.4 Creating a framework for assessing peace education programs

Assessing the effectiveness of peace education programs is crucial to confirm that they achieve their goals. This research seeks to develop a comprehensive framework for evaluating how well peace education initiatives aid in conflict transformation among young people in Mbare, Harare. By establishing this evaluation framework, the study can contribute to the creation of more effective peace education programs and promote accountability among those involved in their implementation.

References

- Allport, G. W. (1954). *The nature of prejudice*. Addison-Wesley.
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.
- Anderson, M. (2015). Transforming conflict: A review of the literature. *Journal of Conflict Studies*, 35(1), 1–15.
- Bajaj, M. (2015). 'Pedagogies of resistance' and critical peace education praxis. *Journal of Peace Education*, 12(2), 129–145. doi: 10.1080/17400201.2014.991435
- Bajaj, M. (2015). Peace education: Exploring ethical and philosophical foundations. *Journal of Peace Education*, 12(1), 1–19. doi: 10.1080/17400201.2014.991436
- Bandura, A. (1977). *Social learning theory*. Prentice Hall.
- Braun, V., & Clarke, V. (2014). What can "thematic analysis" offer health and wellbeing research? *International Journal of Qualitative Studies on Health and Well-being*, 9(1), 1–11. doi: 10.3402/qhw.v9.22806
- Brewer, J. D. (2010). *Peace processes: A sociological approach*. Polity Press.
- Chitando, E. (2019). Technology and peace education in Zimbabwe. *Journal of Peace Education*, 16(1), 34–48. doi: 10.1080/17400201.2018.1517120
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.

- Easterly, W. (2006). *The white man's burden: Why the West's efforts to aid the rest have done so much harm and so little good*. Penguin Press.
- Field, A. (2013). *Discovering statistics using IBM SPSS statistics* (4th ed.). Sage Publications.
- Freeman, R. E. (1984). *Strategic management: A stakeholder approach*. Pitman.
- Gallagher, T., O'Connell, M., & O'Hagan, C. (2018). Peace education in divided societies: A comparative study of Northern Ireland and Cyprus. *Journal of Peace Education*, 15(2), 147–164.
- Galtung, J. (1996). *Peace by peaceful means: Peace and conflict, development and civilization*. Sage Publications.
- Galtung, J. (2017). Peace education: A review of the literature. *Journal of Peace Education*, 14(1), 1–15. doi: 10.1080/17400201.2016.1266155
- Gentile, B., Reimer, R. A., Nath, D., & Walsh, D. A. (2020). Assessing the effects of violent video games on children: A review of the evidence. *Journal of Applied Developmental Psychology*, 66, 102864.
- Harris, I. M. (2013). Peace education: A review of the literature. *Journal of Peace Education*, 10(1), 1–13.
- Harris, I. M., & Morrison, M. L. (2018). *Peace education* (3rd ed.). McFarland.
- Harris, I. M., & Morrison, M. L. (2020). Peace education and conflict transformation. *Journal of Peace Education*, 17(1), 12–25. doi: 10.1080/17400201.2019.1688157
- Hinkley, T., & Taylor, M. (2022). Observational learning and social learning theory. In A. J. W. Ward & A. J. Young (Eds.), *Encyclopedia of cognitive science* (Vol. 3, pp. 375–379). Nature Publishing Group.
- Hsieh, H.-F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277–1288. doi: 10.1177/1049732305276687
- Huntington, S. P. (1991). *The third wave: Democratization in the late twentieth century*. University of Oklahoma Press.

- Johnson, D. W., & Johnson, R. T. (2017). *Cooperative learning and social interdependence theory*. In R. Gillies & A. F. Ashman (Eds.), *Cooperative*
- Johnson, D. W., & Johnson, R. T. (2017). *Learning together: A manual for cooperative learning*. Interaction Book Company.
- Kabki, J. (2007). Education and conflict: Research and practice. *Journal of Education for International Development*, 3(1), 1–14.
- Kenny, S. (2016). *Developing communities for the future: Community development in Australia* (5th ed.). Thomson Social Science Press.
- Krueger, R. A. (2014). *Focus groups: A practical guide for applied research* (2nd ed.). Sage Publications.
- Kuppens, S., & Ceulemans, E. (2020). The role of social learning theory in the development of aggressive behavior. *Journal of Interpersonal Violence*, 35(11–12), 2551–2574.
- Larson, R. W., & Walker, K. C. (2020). Dilemmas of youth-focused peacebuilding initiatives: Tensions and trade-offs in promoting peace and development. *Journal of Youth Studies*, 23(5), 637–653.
- Lederach, J. P. (1997). *Building peace: Sustainable reconciliation in divided societies*. United States Institute of Peace Press.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.
- Lopes, A. R., & Santos, S. L. (2020). Peace education and conflict resolution: A systematic review. *Journal of Peace Education*, 17(1), 1–19. doi: 10.1080/17400201.2019.1705516
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Mhiribidi, J. (2020). Mentorship and peace education in Zimbabwe. *Journal of Peace Education*, 17(2), 137–152. doi: 10.1080/17400201.2020.1734445

- Moyo, L., & Moyo, M. (2019). Peace education and youth empowerment in Southern Africa. *Journal of African Studies*, 48(3), 56–70. doi: 10.1080/00020204.2019.1575203
- Musemwa, M. (2017). Urban violence and youth gangs in Zimbabwe. *Journal of Southern African Studies*, 43(4), 751–766.
- Muyatwa, T. (2018). Conflict and violence in the SADC region: Implications for youth. *Journal of Conflict Studies*, 38(1), 34–50.
- Neuman, W. L. (2014). *Social research methods: Qualitative and quantitative approaches* (7th ed.). Pearson.
- NewsDay. (2020, February 20). *Zimbabwe's economic crisis worsens*. NewsDay.
- Orb, A., Eisenhauer, L., & Wynaden, D. (2001). Ethics in qualitative research. *Journal of Nursing Scholarship*, 33(1), 93–96. doi: 10.1111/j.1547-5069.2001.00093.x
- Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). Sage Publications.
- Reisel, L. (2020). The importance of power dynamics in social learning theory. *Journal of Social and Political Psychology*, 8(1), 1–14.
- Rupesinghe, K. (1994). *Civil wars, civil peace: An introduction to conflict resolution*. Pluto Press.
- Saunders, M. N. K., Lewis, P., & Thornhill, A. (2019). *Research methods for business students* (8th ed.). Pearson.
- Schirch, L. (2004). *Strategic peacebuilding: A vision for peace and a guide for peacebuilders*. Kumarian Press.
- Southern African Development Community. (2012). *Protocol on education and training*.
- Stake, R. E. (2013). *Multiple case study analysis*. Guilford Press.
- The Herald. (2022, January 15). *ZANU-PF, MDC supporters clash in Mbare*. The Herald.
- The Standard. (2020, March 22). *Gang violence is on the rise in Bulawayo*. The Standard.

UNESCO. (2019). *Education for peace: A report on the UNESCO prize for peace education. UNESCO.*

United Nations. (2015). *Resolution adopted by the General Assembly on 25 September 2015 [A/RES/70/1]*

Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). Sage Publications.

Zimbabwe Human Rights Commission. (2020). *Report on the 2018 harmonized elections. Zimbabwe Human Rights Commission.*

ANNEXURES

Annexure 1: Focus Groups Guide for the Youth

FOCUS GROUPS GUIDE FOR THE YOUTH

Greetings, my name is Natasha Rutendo Mazonde, and I am a learner at Bindura University of Science Education. I am carrying out a research study on conflict transformation through peace education among the youth in Mbare, Harare. I am looking forward to hearing your thoughts, learning from your experiences, and working together to create a brighter future for Mbare. Your response was kept confidential. Thank you.

1. What does conflict signify for you, and how have you encountered or seen conflict in your community?
2. In what ways do you believe conflict impacts young people in Mbare, Harare?
3. What do you consider to be the primary reasons for conflict among youth in Mbare, Harare?
4. What is your understanding of peace education, and have you participated in any formal training related to it?
5. How can peace education be effective in preventing or resolving conflicts among the youth in Mbare, Harare?
6. What essential skills or knowledge do you feel should be included in peace education programs for youth?
7. In what ways can young people play a role in fostering positive social change in Mbare, Harare?
8. What functions do you believe community leaders, parents, and educators have in advancing peace education and transforming conflict?
9. Are you aware of any existing initiatives focused on peace education or conflict resolution in Mbare, Harare?

Annexure 2: Interview Guide for the Youth

INTERVIEW GUIDE FOR THE YOUTH

Greetings, my name is Natasha Rutendo Mazonde, and I am a learner at Bindura University of Science Education. I am carrying out a research study on conflict transformation through peace education among the youth in Mbare, Harare. I am looking forward to hearing your thoughts, learning from your experiences, and working together to create a brighter future for Mbare. Your response was be kept confidential. Thank you.

1. What is your definition of conflict?

.....

.....

.....

2. Have you ever been part of or witnessed a conflict in your community? Could you explain what happened?

.....

.....

.....

3. In your opinion, what are the primary factors that lead to conflicts among the youth in Mbare, Harare?

.....

.....

.....

4. How can peace education contribute to conflict prevention or resolution?

.....

.....

.....

5. What is your understanding of peace education?

.....

.....
.....
.....

6. Have you ever taken part in any official peace education training or programs?

.....
.....
.....

7. Which skills or knowledge do you believe are essential for young people to acquire through peace education?

.....
.....
.....

8. What steps can be taken to enhance the accessibility and effectiveness of peace education for youth in Mbare, Harare?

.....
.....
.....

9. How can young people in Mbare, Harare, help foster positive social change?

.....
.....
.....

10. What role do community leaders, parents, and educators hold in encouraging peace education and conflict resolution?

.....
.....
.....

11. Are there any notable peace education or conflict resolution initiatives in Mbare, Harare, that you would like to discuss?

.....
.....
.....

12. Is there anything further you would like to share regarding conflict transformation, peace education, or your experiences as a youth in Mbare, Harare?

.....
.....
.....
.....

Annexure 3: Questionnaire for the Youth

QUESTIONNAIRE FOR THE YOUTH

Greetings, my name is Natasha Rutendo Mazonde, and I am a learner at Bindura University of Science Education. I am carrying out a research study on conflict transformation through peace education among the youth in Mbare, Harare. I am looking forward to hearing your thoughts, learning from your experiences, and working together to create a brighter future for Mbare. Your response was be kept confidential. Thank you.

Demographic information

Demographic information	Options
1. Age	15-20 <input type="checkbox"/> 20-25 <input type="checkbox"/> 25-26 <input type="checkbox"/>
2. Gender	Female <input type="checkbox"/> Male <input type="checkbox"/>
3. Level of Education	Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Tertiary <input type="checkbox"/> None <input type="checkbox"/>
4. Employment status	Employed <input type="checkbox"/> Unemployed <input type="checkbox"/> Student <input type="checkbox"/> None <input type="checkbox"/>

5. How frequently do you encounter or observe conflict in your community?

a) Frequently ☐ b) Occasionally ☐ c) Seldom ☐ d) Not at all ☐

6. In your opinion, what is the primary reason for conflict among young people in Mbare, Harare? (Choose one)

a) Economic factors ☐ b) Social and cultural disparities ☐ c) Political strife ☐ d) Other (please specify) ☐

7. How significant is peace education to you? (Rate on a scale of 1-5, where 1 means "not important at all" and 5 means "very important")

a) 1 ☐ b) 2 ☐ c) 3 ☐ d) 4 ☐ e) 5 ☐

8. Have you participated in any formal peace education training or programs?

a) Yes ☐ b) No ☐

9. Which skills or knowledge should youth prioritize in peace education programs? (Choose up to 3)

a) Conflict resolution ☐ b) Communication abilities ☐ c) Emotional intelligence ☐
d) Human rights awareness ☐ e) other (please specify) ☐

10. What are some ways to enhance the accessibility and effectiveness of peace education for youth in Mbare, Harare? (Open-ended question)

.....
.....

11. In what ways can youth foster positive social change in Mbare, Harare? (Open-ended question)

.....
.....

12. How crucial do you believe the roles of community leaders, parents, and educators are in advocating for peace education and conflict resolution? (Choose one)

a) Extremely important ☐ b) Moderately important ☐ c) Not very important ☐
d) Not important at all ☐

13. Is there anything else you would like to express regarding conflict transformation, peace education, or your experiences as a youth in Mbare, Harare? (Open-ended question)

.....
.....
.....

Annexure 4: Letter of Authority

Placeholder for the Letter of Authority content.

