

Child-Centered Monitoring and Evaluation Process and Implementation of Peace Education Programs in Early Childhood Education Centers in HomaBay County, Kenya

Author(s): MaryAnne Agolla Aloo¹ & Isaac Odhiambo- Abuya^{1,2} 

¹Department of Management Science and Project Planning, University of Nairobi

²Center for Policy Projects

2026: Vol 4(1), pp. 395-445

@The Author(s), 2026

Reprints and permissions:

The Regional Center for Project Management and Evaluation Training

eISSN 2958-9436

Received: 10/11/2025, Revised: 13/12/2025, Accepted: 17/01/2026



Copyright: © The Author(s), 2026. Published by The Regional Center for Project Management and Evaluation Training. This is an Open Access article, distributed under the terms of the Creative Commons Attribution 4.0 License (<http://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution and reproduction in any medium, provided the original work is properly cited.

Child-Centered Monitoring and Evaluation Process and Implementation of Peace Education Programs in Early Childhood Education Centers in HomaBay County, Kenya

MaryAnne Agolla Aloo¹ & Isaac Odhiambo- Abuya^{1,2}

¹ Department of Management Science and Project Planning, University of Nairobi

²Center for Policy Projects

ABSTRACT

The effective implementation of Peace Education Programs (PEPs) is crucial for building a culture of non-violence in Early Childhood Education (ECE) centers, particularly in regions prone to social tension, such as Homabay County, Kenya. This study examined the influence of the Child-Centered Monitoring and Evaluation (M&E) Process-specifically, its four sequential components: Planning, Data Collection, Data Analysis, and Data Utilization-on the implementation of PEPs in ECE centers across Homabay County. The research was guided by the need to understand how adopting a child-centered approach in the M&E framework can enhance the fidelity and effectiveness of peace education delivery. Adopting an Explanatory Sequential Mixed-Methods Design, the study targeted a population of 750 respondents (educators, program, and county staff) involved in PEP implementation. A total sample size of 249 was determined using proportional allocation within stratified random sampling. Data were primarily collected using a self-administered questionnaire which achieved high reliability (Cronbach's alpha α above 0.70). Data analysis employed both descriptive statistics (frequencies, means, standard deviations) and inferential statistics (Pearson Correlation and Simple and Multiple Linear Regression). Null hypothesis was tested at $\alpha = 0.05$ level of significance. The combined effect of all four M&E components on implementation was found to be substantial and highly statistically significant ($R^2 = 0.318$, $p < 0.05$), collectively accounting for a high percentage (31.8%) of the variance in program implementation success. The study concluded that the full adoption and integration of a Child-Centered M&E Process significantly enhance the quality and success of Peace Education Program implementation. The findings are expected to inform policy formulation by the Ministry of Education and guide educators in Homabay County and similar decentralized education systems toward implementing evidence-based, child-sensitive M&E methods for promoting peace and non-violence.

Keywords: Child-Centered M&E Process, Implementation of Peace Education Programs, Early Childhood Education Centers, Homabay County, Kenya

INTRODUCTION

The study is centered on the Child-centered M&E process and execution of peace education programs in Early Childhood Education Centers (ECE) in Homabay County, Kenya. The study

explores how study variables, including child-centered M&E planning, data collection, data analysis, and data utilization of peace education programs interact with the enactment of peace education programs in ECE. The exploration is essential and urgent due to traditionally evaluated evaluation methods largely ignoring the voices of children, which means that the programs do not focus on their real needs and experiences (Gultekin, 2025; de Laat et al., 2023). This study addresses increasing demands to make M&E more inclusive and rights-oriented by dissecting child-centered processes, addressing the current gap related to the development of inclusive and rights-based evaluation patterns in Kenya where the introduction of peace education is a significant path to sustainable development and social solidarity (Ehumadu, 2025; Masunda, 2025).

Theoretically, the interaction between the child-based M&E elements and the implementation of peace education is a dynamic and cyclic process that is yet to be developed in existing literature (Catalano et al., 2025; Zeng et al., 2025). Child-centered planning provides the basis of meaningful participation by determining proper indicators and methodology, and child-centered data collection is suitable to capture the children's perspective by the use of age-appropriate methods (Tian, 2025; Williamson et al., 2023). This raw information is converted into relevant insights through the interpretive scope of children at the analysis stage, resulting in the utilization of the findings in programs (Nshimyimana & Rabie, 2024; Ayaz & Ulusoy Dođmuş, 2025). This combined process should, in theory, make programs implementation better by creating a sense of ownership, relevant to local context, and adaptive responses that are relevant to the lived experience and potential of children (Sen, 1999; Alkire, 2005).

Three objectives of child-focused M&E planning include setting up the principles of co-designing the evaluation frameworks with children, determining context-specific indicators, and choosing age-relevant methodologies that view children as the active participants instead of the passive subjects (Kusminarso et al., 2025; Carter et al., 2024). The planning stage in the framework of the implementation of peace education initiatives guarantees that evaluation systems capture local interpretations of peace and conflict, consideration of the safety and ethical attributes of children, and partnership with communities and families (Huxley, 2025; van Dorp et al., 2025). It is also expected that the incorporation of inclusive planning procedures will enhance buy-in of stakeholders and creating effective accountability structures. Together, they lead to increased

fidelity in implementation and resource distributions of the educational programs (Reodique, 2025).

The use of children-culturally relevant and age-specific responses like drawings, storytelling, role-play, and child-sensitive interviews, which integrate childhood context and consideration of communication abilities are operationalized through child-centered M&E data collection (Goswami, Pollock, Olsen, and Tian, 2025). This solution will help in ensuring that the information regarding the use of peace education is based on the facts on the ground and that information considerably covers the experience of the children in terms of conflict resolution, empathy development, and social harmony (Williamson et al., 2023). Child participation in data collection does not only increases the quality and completeness of data, but also builds critical and thinking skills in children and empowers their agency. This is a virtuous circle of learning and betterment in the peace education programs (Jaiswal, 2025; Kotler, 2025).

Child-focused M&E data analysis puts greater emphasis on collaborative sense-making when the researchers help children to interpret their own data in ways that support their meanings and understanding (Sertkaya & Ulusoy Doogmus, 2024; Goswami & Pollock, 2025; Olsen, 2025). To implement peace education program, this methodology will make results regarding program effectiveness to be based on the lived experiences of children, and not imposed by any outside authority. Emergent themes concerning the skills around conflict resolution, control of feelings, and peaceful behaviors are also considered. Such participatory analysis is proposed in literature to increase validity and usefulness of results and, and also to enable children to become co-producers of knowledge instead of informational sources (de Laat et al., 2023; Nshimiyimana & Rabie, 2024). Utilizing M&E information that focuses on children ensures that the findings will directly influence the improvements in the program and policy choices that will serve the child. It includes setting feedback systems with results being shared with children in a child-friendly format, changing the peace education activities based on feedback, and supporting the implementation of systemic changes, which lead to an improvement in the quality of the programs (Nshimiyimana & Rabie, 2024). Within the context of ECE centers, the efficient use will make M&E a not a compliance exercise, but a true learning process that will improve peace education implementation through effective adaptations. As evidence has shown, participatory utilization has a significant

impact on making the program improvements more relevant and viable, as well as enhancing the feeling of ownership and agency that children have over issues that impact their lives (Olsen, 2025; Tian, 2025; DeVito, 2025).

Some of the actions incorporation of peace-building principles in daily activities, support of conflict-resolution strategies by teachers, modeling of peaceful behaviors, and involvement of families and communities in exploring cultural aspects of peace (Romero et al., 2025; Sopekan, 2024; Özel & Sümer, 2025). This implementation will be successful since the target plans to use culturally responsive content, provide trained teachers, secure learning environments that are inclusive and safe, and long-lasting relationships with the community (Pillay, 2025; Ashfaq, 2025; Adan, 2025). The premise underlying this is that practices that are child-centered improve the implementation in a variety of ways. It makes sure that the programs are relevant to the needs of the children and enhance the quality of the implementation through responsive feedback mechanism, enhance accountability mechanisms and makes all stakeholders co-own the program.

Research Problem

Peace education programs that have been introduced to Early Childhood Education (ECE) in Homabay County in Kenya are experiencing serious challenges which are likely to impede their ability enhancing social cohesion and prevent violence among children. Although there is an international pedagogy framework (UNESCO, 2017) as well as a domestic policy to promote peace education (MoEST, 2014), there is a continuing gap between a curricular purpose and its implementation in a local ECE setting (Sopekan, 2024; Wakiaga & Nalugala, 2024). This disconnect becomes further enhanced by the fact that top-down M&E systems, do not reflect the mindsets of children, are predominantly used and lead to programs, which then do not reflect the experiences and needs of the targeted beneficiaries (Nshimyimana & Rabie, 2024; de Laat et al., 2023). The usefulness of this study is that it will be possible to enhance peace-building at the initial level due to the creation of a contextualized and child-oriented M&E framework. The framework is essential in developing responsive programs that do not only impart peace, but are also guided by the voices of the children whom they are meant to serve, hence improving their overall effectiveness and sustainability in the distinct socio-cultural setting of Homabay County.

There is a gaps in the conceptual framework of the existing literature, most of which cannot conceptualize child-centered M&E as a multi-phased process involving planning, data collection, data analysis and utilization. Numerous studies portray participation as a single activity (Sigouin et al., 2025) instead of a sequential activity (de Laat et al., 2023; Uy, 2025). As an example, although Kusminarso et al. (2025) investigated the idea of child-centered educational management, the study failed to apply the same principles to the evolution of a comprehensive M&E framework. Equally, Tian (2025) and Olsen (2025) took the participation methods forward in the data collection process, and they did not incorporate them in an extensive evaluation conceptual framework. Also, Nshimiyimana and Rabie (2024) emphasized outcomes tracking without the conceptualization of a child-centered approach. The absence of a common conceptual model leads to a disjointed implementation and incomparable measurement. This research fills this gap by conceptualizing child-centered M&E, which is facilitated by Participatory Capability Approach, which acknowledges children as agents in evaluation processes by focusing on their capabilities and valued beings in consideration of program success (Sen, 1999; Alkire, 2005; Walker, 2006).

The contemporary research also has a strong contextual divide, with most of the research on child-based approaches operating within a geographical and sectoral framework which contrasts radically with the context of ECE centers within Homabay County. Indonesian studies (Kusminarso et al., 2025), Chinese studies (Tian, 2025), and Norway (Olsen, 2025) studies as well as clinical studies in the Global North (Williamson et al., 2023) help to understand the methodology more effectively. But their results cannot be simply generalized to the socio-cultural, economic, and educational realities of the Kenyan lakeside county. Furthermore, the research of peace education in Nigeria (Sopekan, 2024) and Türkiye (Özel and Sümer, 2025) is not sector-focused, but in a different context. This makes the applicability of the existing models limited. The proposed study is a direct response to this contextual gap since the research project will target the creation of a child-driven M&E process in ECE centers, while the framework will specifically be adjusted to Kenyan realities, resources, and cultural interpretations of peace and childhood.

Moreover, there is a theoretical gap in the fact that there is no strong, multi-theoretical framework that would explain how the implementation of peace education depends on the child-centered M&E process. Most of the studies reviewed, like those by Sertkaya and Ulusoy Dođmuş (2024) and Ayaz and Ulusoy Dođmuş (2025), show the effectiveness of child-centered interventions, yet

they do not rely on theories that explain how change, empowerment, or adaptations in the system take place. Also, research by de Laat et al. (2023) and Nshimiyimana and Rabie (2024) determine the existence of systemic gaps without a robust theoretical discussion how to deal with them. The study will address this research gap by basing its study on a synergistic approach. The Participatory Capability Approach is the referent, providing an explanation of how children develop increased agency (Sen, 1999); Sociocultural Theory clarifies how children learn and interact (Vygotsky, 1978); Complex Adaptive Systems Theory illuminates the non-linear dynamics of learning in the centers of ECE (Holland, 1995); and the Organizational Learning Theory clarifies the way institutions internalizes and responds to child generated feedback (Argyris & Schon, 1978).

In terms of methodology, there is a tendency in the previous literature to use designs that cannot capture the depth and richness of child-centered M&E, which include the analysis of documents, like in the case of Sertkaya and Ulusoy Dođmuş (2024), or the systematic review, like in the case of Ayaz and Ulusoy Dođmuş (2025), describing trends without forming new empirical data on process implementation. On the contrary, the clinical conversation analysis, which is very specialized (Williamson et al., 2023), cannot be transferred, and the top-down administrative examination proposed by Nshimiyimana and Rabie (2024) is unable to reflect the opinions of children. This method gap constrains the validity and usefulness of the results to the program managers. This investigation will address this by adopting mixed-methods method of research design to measure the level of implementation as well as deeply understand the lived experiences, perceptions, and meanings that children and educators give to peace education.

Lastly, there exists an empirical gap on how a full, multi-stage child-centered M&E process will cumulatively impact on peace education programs. Although there is a limited body on evidence related to individual elements, including data collection methods (Olsen, 2025; Tian, 2025) or system-wide obstacles (de Laat et al., 2023; Sopekan, 2024), no research has been carried out empirically examining how the whole cycle, from collaborative planning to the use of findings to act, works as a composite entity to modify the quality of programs and child outcomes. The present inquiry seals through producing multi-level proof of the full, holistic process of child-centered M&E in its overall capacity to affect the execution and perceived success of peace education programs within the Kenyan ECE context.

To sum up, the above policy issues and the presence of several, overlapping research gaps make

this research justified. Through an intentional and systematic investigation to fill these conceptual, contextual, theoretical, methodological, and empirical gaps, this research will enable the development of a confirmed, pragmatic model of peace education improvement by utilizing child-based assessment. Thus, the core query underpinning the current inquiry is as follows: What is the impact of a child-focused monitoring and evaluation system on process of implementing the peace education programs in ECE centers in Homabay?

Value of the Study

The study has policy consequences on Kenya because it provides a research-based framework that can be used to enhance peace education for national system of ECE in Kenya. Through the findings, the Ministry of Education and county ECE department in Homabay will be provided with a tested model in which the child-centered M&E processes can be institutionalized. This will directly reinforce Kenya's practice of child rights and quality education by strengthening accountability processes and make peace education programs work better to suit actual needs and experience of children thus maximizing their benefits to social cohesion and conflict prevention at an early age.

The research offers a rich contribution to theoretical formation through the empirical testing of a synthesized theoretical framework of the Participatory Capability Approach, Sociocultural, Complex Adaptive Systems and Organizational Learning Theories in educational assessment. The study will contribute to the current knowledge about causal processes that lead to the empowerment of children, organizational learning, and program implementation by looking at the interplay between these theories in practice. This can help to design a theory of child-focused educational assessment that is unique to resource-limited environments.

In the case of project management practice, the research will enrich the body of knowledge by establishing context-specific methods of implementing child-centered M&E in complex educational programs. The results will equip the project managers and the M&E professionals in the education industry with viable frameworks to engage with the stakeholders meaningfully, participatory data collection practices suitable with children and decision making process that will ensure ownership and sustainability of projects. This serves to fill vital gaps in educational programmes, the provision of strategies tested to truly integrate children's perspectives into the project cycle.

The study will instigate additional research, including development of new investigation directions regarding the longitudinal consequences of child-based M&E, and its cross-cultural deployment in various education settings. The developed conceptual framework and methodological approach may be used as a blueprint to implement similar research in other counties and educational spheres in Kenya, which may create a new stream of scholarly research into adaptive, child-responsive evaluation models. Potential research gaps are recognized such as the study of digital tools regarding child involvement, the analysis of cost-effectiveness of child-centered interventions, and the impact of those processes on learning outcomes beyond peace education.

REVIEW OF RELATED LITERATURE

Theoretical Foundation

Participatory Capacity Approach will be anchoring theory to study. The supporting theories are Complexity Theory with Sociocultural, Complex Adaptive Systems (CAS) and Organization Learning Theories.

Participatory Capacity Approach

Participatory Capability Approach is used as the foundation of the study. It combines Capability Approach by Amartya Sen (Kuklys, 2005; Whiteside, 2025; Biswas, 2025) with Capacity Approach as a development paradigm by Sabina Alkire (2003) and Participatory Storytelling and Action Learning Approach by Melanie Walker (2024). The reasons as to why this theory is chosen as the main lens is that it does not measure the inputs of resources or mere outcomes but concentrates in the capabilities of children, including their actual possibilities of being and doing what they like, and their agency in achieving the valued things and beings. Its assumptions are highly applicable. It argues that development is aimed at increasing the capacity and agency of people and not merely the provision of goods. This conforms to the objective of the investigation which seeks not to evaluate peace courses in terms of curriculum content delivery but on its ability to develop the skills of children towards peace, e.g. empathy and conflict solving. It also presupposes that people are more qualified to assess their well-being and value than other individuals. This explains the essence of the child-centered M&E approach, which places a child as an active subject capable of explaining his/her life experience and the worth of the peace

program in their lives.

Sociocultural Theory

One of the supporting theories includes Sociocultural Theory developed by Lev Vygotsky (around 1930s) (O’Hara, 2007; Taber, 2025; Scott & Palincsar, 2013). The theory plays an essential role in the understanding of how the process of internalizing peace education occurs and how children could be facilitated in the M&E activities. Its assumptions are quite applicable to the implementation and data collection variables of the study. This theory assumes that the higher mental functions, such as social and emotional skills as the key to peace, develop in the process of societal dealings and are arbitrated with the help of cultural tools. This is in line with the theme of the study that emphasized the role of peace-building learning which was applied within the social interactions within the ECE setting. The second hypothesis is the idea of which learning and development take place when children are mentored by more knowledgeable people. This provokes the input of teachers and researchers to support child-centered M&E, where participatory tools would allow them to help children relay their understanding and experiences that they could not have expressed on their own.

Complex Adaptive Systems (CAS) Theory

The CAS Theory (Scharte, 2025) of researchers such as John Holland (Kunjir, 2024), can be used as a prism of seeing the dynamic, non-linear environment of peace education implementation. This theory is also vital in dealing with interactions of all variables of the ECE center as a living system. Among the main assumptions of CAS is the view that the system behavior is an emergent property of the interactions among numerous actors and not a predictably linear behavior. This directly confronts strict, top-down models of M&E and explains why a more pliable, child-centered approach is required that can observe the unforeseen and subtle consequences of the peace program. The other assumption is that the system agents (children, teachers) respond to feedback and adapt to one another. This in turn makes the very interaction of the child-centered M&E process itself a very important feedback mechanism that might affect the overall adaptation of the entire system to a more peaceful climate.

Organizational Learning Theory

Chris Argyris and Donald Schon (1978) conceptualize the way ECE centers can be seen through the Organizational Learning Theory (Argyris & Schon, 1997) as institutions are able to institutionalize the child-centered process of M&E (Argyris & Schon, 1997; Edmondson & Moingeon, 1998). This theory applies to the planning and utilization variables so that data leads to action. An additional assumption is that organizations need to undergo a process of “double-loop learning that allows challenging and transforming the norms, policies, and goals they pursue under the influence of new information in order to achieve meaningful change. This is critical to the research because child-centered M&E will necessarily entail the ECE centers radically altering their perspectives of children as passive consumers to active agents. The second assumption is that learning is institutionalized in organizational structures and routines. This gives a guide on how the M&E process can be organized and maintained in the everyday operation of the centers to make sure that the voice of the children always influence the improvement of the program.

EMPIRICAL LITERATURE REVIEW

Child-Centered M&E Planning, Child-Centered Monitoring and Evaluation Process and Implementation of Peace Education Programs

Kusminarso et al. (2025) conducted a qualitative case study of educational management strategies to adopt the concept of child-centered approaches in a kindergarten that is located in Indonesia. The effective strategies identified by the research were thematic curriculum planning, flexible scheduling, and participative leadership, but it was also evident that there are a few challenges such as the lack of learning resources and different competencies of teachers. Nonetheless, this study shows that there are considerable conceptual and methodological gaps with regard to the child-based M&E planning. Although it provides an extensive discussion of the child-centered learning implementation, the study fails to apply these principles to M&E systems, which leaves a gap in conceptual space on the need to formulate participatory evaluation systems. In terms of methodology, the study explores the views of management without operationalizing active participation of children in M&E planning processes. The general research gap would be the lack of systematic methods of applying child-centered concepts of the M&E planning in peace education programs in particular and in the context of Kenyan ECE where a significant portion of

cultural and operational realities are dissimilar to the Indonesian realities studied in the research.

Tian (2025) explored the metacognitive expertise of children in China by means of Participatory Child-Centered Research using multi-modal instruments like treasure hunt contests, illustrations, and story-telling games. This research proved that children can efficiently explain their thinking processes when proper participatory tools are used indicating that metacognitive expertise is developed through social scaffolding and contextual support instead of natural ability. Although the study provides an important methodological exploration on the participatory approach to data collection in children, the study has enormous contextual and conceptual gaps to child-driven M&E planning. The emphasis that is given to the metacognition in Chinese educational settings is not touching on the very needs in planning child-oriented M&E system of peace education programs. Theoretically speaking, despite the comprehensive examination of the intellectual activity of children, the study fails to mechanize the notion of the ways of how participation of children can be systematically incorporated into the structure of M&E planning of educational programs. This generates a unique gap in knowledge of how to establish participatory M&E planning methods with specific reference to the implementation of peace education in early childhood.

Child-Centered M&E Data Collection, Child-Centered Monitoring and Evaluation Process and Implementation of Peace Education Programs

Olsen (2025) studied child involvement in the research by creating a ‘Sense of Empowerment Inventory for Children’ using a qualitative child-centered methodology. The research showed how the direct participation of children in tool development not only contributed to improving the quality of the tool because of co-creation and co-validation of these instruments but also strengthened participation as a continuing process but not as an event. The research was conducted within developed educational setting in Norway, which limits its findings in different ways of cultural and administrative contexts on the reality of ECE in Homabay County, Kenya. More importantly, simultaneously developing child-centered data collection approaches to inventory development, the study fails to operationalize them in the context of an overarching M&E agenda on peace education programs. Also, the study does not discuss actual methods of data gathering

relevant to peace education, like conflict management abilities or compassion building by means of child-centered methods, which is a significant methodological gap in the assessment of peace education.

Williamson et al. (2023) explored child-centered care for pediatric oncology by analyzing the 300 questions leads of 300 clinical interactions and found that clinicians and caregivers employ a set of questioning strategies to empower children to engage actively in their care. The research conducted was successful in developing a child-focused method of data collection by direct verbal intervention, demonstrating how questioning practices can make care more human and give a voice to children. Nonetheless, the study has considerable contextual and concept transfer difficulties. As a clinical study, the medical context and the specialized methodology are not directly applicable in recording peace education programs within ECE centers in Homabay County, Kenya. Theoretically, although the research illustrates effective child-based communication strategies, these are not elaborated into a holistic child-based data collection model of educational initiatives. This leaves a serious gap in understanding how to refine such models toward monitoring peace education in resource-constrained educational institutions.

Child-Centered M&E Data Analysis, Child-Centered Monitoring and Evaluation Process and Implementation of Peace Education Programs

Sertkaya and Ulusoy Dođmuş (2024) conducted a review of 76 articles on child-centered play therapy by researching documents published between 2001 and 2022, determining that most research on this approach concentrates on its behavioral outcomes and not on educational use. However, the study is informative about child-centered therapeutic methods yet offers a considerable gap in methodology and conceptualization of child-centered M&E data analysis in educational settings. However, the use of document analysis of literature examination, as opposed to an alternative method of creating or testing child-focused data analysis as a means of program evaluation, presents a unique methodological weakness. There is a significant gap in existing evaluation procedures in that there are no operationalized models to examine child-generated data in peace education M&E procedures. Moreover, the therapeutic consideration, as well as geographical coverage including Turkey and other destinations, fails to consider the particular

demands of the child-centered M&E data analysis of peace education programs within Kenyan ECE facilities, where the cultural background and educational priorities are significantly different.

In a systematic literature review, Ayaz and Ulusoy Dođmuş (2025) assessed and revealed the efficacy of play therapy that was child-based concerning levels of anxiety in children by evaluating nine studies published 2000-2022. Giving useful observations to the child-centered therapeutic intervention models the study depicts multiple gaps, both the methodological and conceptual, of child-centered monitoring and evaluation data analysis in the educational setting. The narrow interest in clinical outcomes constitutes a conceptual shortcoming since it fails to offer how child-centered methods may be employed in the analysis of M&E data within educational programs. Among the methodological considerations, the use of synthesizing studies that have evident-own bias is perilous rather than creating the analytical systems of processing child-generated data in program evaluation is a significant gap. The fact that there are no operationalized protocols to analyze the qualitative, child-centered data in the current M&E systems of peace education indicates the necessity to involve advanced analysis methods in the context of education.

Child-Centered M&E Data Utilization, Child-Centered Monitoring and Evaluation Process and Implementation of Peace Education Programs

An analysis of 31 case studies across the world, de Laat et al. (2023) reviewed the concept of MEL methods in ECD programs and concluded that effective systems broaden the program impact by ensuring alignment to stakeholder values and participation approaches by shifting the accountability to communities. The research offers in-depth understanding to the application of MEL system, however, the gap in the conceptual framework of child-focused M&E application is apparent. Although the focus is on the stakeholder involvement in general, the main research fails to specify methodologies when it comes to making children active participants of the evaluation process. This is a unique research gap in child-focused M&E implementation, as the research explains the involvement of participants in general terms, not creating frameworks to capture perspectives, experiences, and voices of children in the process of assessment. The gap is especially applicable when it comes to peace education programs in which the first-hand experience and insights of the child are vital in program assessment and enhancement.

Nshimiyimana and Rabie (2024) tested the results-based M&E method of the Namibia Child Support Grant program by assessing its effectiveness of prevailing M&E undertakings in measuring outcomes on child beneficiaries. The research, following mixed-methodology, which involves a desktop review and interviews with managers, found that there were huge gaps in the evaluation of child outcomes but developed a top-down primarily administrative approach to M&E. The research centered on the views of the managers and indicators at system level without employing participatory aspects of directly involving children or tapping their experiences and voices. This poses methodological and conceptual gaps, and specifically on paucity of operationalized child-centered M&E ways that frame children as active participants and not as passive beneficiary in evaluation processes. Research indicates the necessity of more innovative approaches that place greater emphasis on children and their input of evaluating the effectiveness of the various programs, particularly those cases where the voices of children tend to be underrepresented in systems of evaluation.

Child-Centered Monitoring and Evaluation Process and Implementation of Peace Education Programs

Sopekan (2024) applied a mixed-methodology of content analysis and teacher survey to decide the extent of peace education integration in Nigeria's early childhood course. The research established sufficient peace values in the syllabus, but there was an imperative gap in implementation since majority of the teachers were not aware of the document and, therefore, they did not use it to conduct learning activities. This offers a contextual research gap because the Nigerian educational environment is not comparable to Homabay County on the socio-cultural and administrative front. The study is also characterized by methodological and conceptual gaps emphasizing curriculum content and teacher awareness omitting child-centered methodology to consider whether concepts about peace were being learnt, internalized or expressed by the children themselves. The general gap is the interpretation of the ways through which child-centered processes of M&E can address the implementation fissure on the intended objectives of the peace education syllabus to the effect on the learning and behavior of children.

Using the method of qualitative phenomenology, Özel & Sümer in the year 2025 modified the UNESCO peace program for refugee schools in Türkiye, interviewing schools stakeholders to examine the determinants of unity that guide the development of the Inform program. According to the research, language barriers and prejudice have a serious negative impact, whereas facilitative factors such as supportive parenting and peaceful school conditions were mentioned. Nevertheless, gaps in the research still exist and one of them refers to the contextual limitation of transferring the findings to the specific social-cultural context associated with ECE in the Homabay County. Theoretically, the stakeholder approach with adults incorporated fails to explicitly conceptualize or operationalize a child-centered M&E framework, thus reflecting the adult perceptions of children needs, but not necessarily by directly addressing the voice of children. The study is not based on the Galtung framework and not the complexity theory, which is fundamental to perceiving peace as an emergent, context-oriented attribute of complex social systems and not as something that can be attained only by standardized interventions.

Conceptual Framework

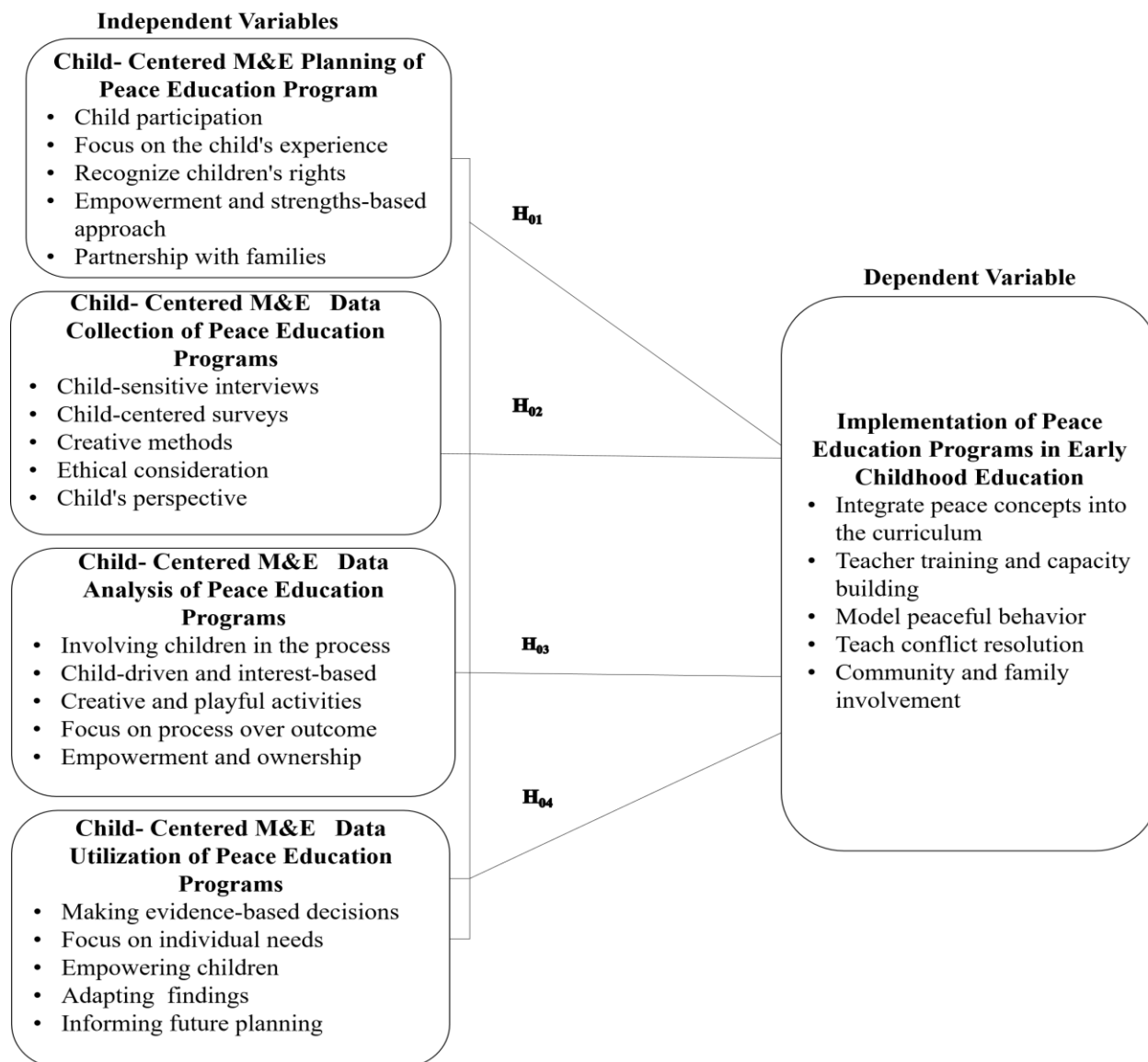


Figure 1: Conceptual Framework

METHODOLOGY

The section presents the research philosophy and methodology, research population and research design, data collection methods, and the processes of validity and reliability.

Research Philosophy

The study adopts the positivism philosophy. This paradigm uses of scientific methods to explain social phenomena by analyzing observable and measurable evidence and assumes that that a

single, objective reality occurs independently of the researcher (Flick, 2024). It focuses more on empirical testing, the hypothetico-deductive theory of verifying theories, and statistical analysis on data collected by a large sample in order to produce value-neutral, replicable, and generalizable results (Yao, 2024).

The positivist approach is very important in this study since its quantitative and objective design is necessary in terms of empirical measurement of association between the child-centered variables of M&E and inclusion of peace education programs. This philosophy assists in testing the mentioned hypotheses through the application of standardized, statistical instruments to uncover the causal influence, thus creating strong, generalizable evidence that can objectively formulate the policy and enhance the practice of program management in the ECE centers in Homabay County, Kenya (Padmaja, 2024).

Research Design

For the research, the explanatory sequential mixed method (QUAN → QUAL) will be used. This method represents a two-stage process in which quantitative data is analyzed and obtained to reveal the statistical patterns and relationships among variables and then a qualitative stage in which in-depth data is collected to explain, elaborate further, or give context to the original quantitative findings (Creswell, 2024). The choice of this design is very appropriate since it enables deeper and detailed inquiry. The quantitative step will identify the ‘what’, through the statistical evaluation of the influences of child-based M&E procedures on the program execution. The qualitative phase will then delve into the ‘how’ and ‘why’ of these statistical results through the collection of in-depth viewpoints on children, teachers, and parents. This two-step approach makes the results more valid and profound and produces a more comprehensive picture of the multifaceted nature in the research exercise (Creswell, 2024).

Population of the Study

Units of analysis are peace education programs among various ECE centers and programs in Homabay County and the units of observation are the educators, program and county staff. This study approach captures a variety of the views of child-centered M&E process.

Table 1.1: Target Population for Peace Education Programs in Homabay County

No.	ECE Center Category (Unit of Analysis)	Total Organizations	Target Respondents (Unit of Observation)	Total Respondents
1	Public ECE Centers	8	8 Head Teachers, 16 ECE Teachers, 8 Curriculum Support Officers, 4 Sub-County ECE Officers, 4 Parent Representatives	40
2	Private ECE Centers	7	7 Center Managers, 14 ECE Teachers, 7 Proprietors, 7 Curriculum Coordinators, 4 Quality Assurance Officers	39
3	Faith-Based ECE Centers	6	6 Head Teachers, 12 ECE Teachers, 6 Church Education Secretaries, 3 Sunday School Coordinators, 3 Board Members	30
4	NGO-Supported ECE Centers	5	5 Program Managers, 10 ECE Teachers, 5 Field Officers, 3 M&E Specialists, 2 Community Mobilizers	25
5	Special Needs ECE Centers	5	5 Head Teachers, 10 Special Education Teachers, 5 Therapy Assistants, 3 Inclusion Specialists, 2 Child Protection Officers	25
6	Mobile ECE Centers	6	6 Center Coordinators, 12 Mobile Teachers, 6 Community Liaisons, 4 Field Supervisors, 2 Logistics Officers	30
7	Community-Based ECE Centers	8	8 Center Managers, 16 ECE Teachers, 8 Community Elders, 4 CBO Representatives, 4 Village Administrators	40
	Total	45		229

Source: Homabay County Education Office and Directorate of Children's Services, 2025

Sample Size and Sampling Method

The study will make use of census sampling method to cover all the identified target population. The sampling frame will include 229 respondents representing 45 ECE centers in the Homabay County and covering all the documented peace education programs. The use of the census method was chosen because it allows maximum accuracy and the absence of sampling error as it will cover all units of analysis in the predetermined population (Willie, 2024). Such a sampling strategy will allow conducting an in-depth analysis, giving full data on the statistical analysis without sampling restrictions (Bafarasat, 2024).

Data Collection

To collect quantitative data a structured questionnaire with 5-point Likert scale will be administered using KoBo collect to ensure effective data collection of ECE centers in Homabay County. This instrument will quantify the interactions between child-based M&E variables and the enactment of programmes on peace education to deliver standardized numerical data to be utilized in statistical analysis.

Key informant interviews conducted by WhatsApp video and voice calls will be used to collect qualitative data. These will be 30-45-minute semi-structured interviews that examine the situational aspects, implementation issues and stakeholder experiences that describe the quantitative results. This strategy will allow obtaining valuable and in-depth information on how and why child-based M&E procedures affect the implementation of the peace education.

Operationalization of the Study Variables

Table 1.2: Operationalization of Variables

Objectives	Variables	Indicators	Scale of Measurement	Research Approach	Types of Statistical Analysis	Tools of Data Analysis
To examine the interplay of the integrated child-based M&E process in the implementation of peace education programs.	Independent Variables: X1, X2, X3, X4 (Combined)	See indicators for each variable above	Interval (Likert Scale)	Quantitative/Qualitative (Mixed Methods)	Parametric	Multiple Linear Regression, Correlation analysis
	Dependent Variable: Implementation of Peace Education Programs (Y)	Integration of peace concepts into daily activities Teacher proficiency in peace education delivery Observable child conflict resolution skills Parent/community involvement in peace activities	Interval (Likert Scale)	Quantitative/Qualitative (Mixed Methods)	Parametric	Descriptive analysis, Correlation analysis, Simple linear regression

Validity and Reliability Tests

To achieve content validity, two subject-matter experts in the field of child-centered approaches and peace education will be involved in the evaluation of the research tools. Experts will determine how well each item conforms to the study objectives using a four-point relevancy scale (4=very relevant to 1=not relevant). The Content Validity Index will be obtained as the proportion of the aggregate items rated at 3 and 4 by the experts and it is important to have a minimum of 0.7 to ensure adequacy (Flanagan and Beck, 2024). Construct validity will be determined through the analysis of consistent correlation coefficients between high scores of independent variable indicators (child-centered M&E processes) and dependent variable measures (peace education implementation) among the respondents (Willie, 2024; Alavi, Biros & Cleary, 2024).

Internal consistency measures will be assessed using Cronbach coefficient to determine the instrument is reliable. Pretest of structured questionnaire will be carried out at ECE centers in a neighboring county, and the items will be reviewed and revised systematically to achieve optimal results regarding reliability. A $\alpha \geq 0.70$ minimum threshold of acceptable reliability will be used (Kalkbrenner, 2024; Ahmad et al., 2024). This rigorous methodology will help to guarantee the instruments are always valid in measuring the constructs of child-centered evaluation processes and the operation of peace education among the research populace.

Data Analysis

Analysis will use descriptive and inferential statistics (Field, 2024; Creswell, 2024; Collet et. al., 2025). Descriptive statistics is a quantitative and qualitative analysis of data, and inferential statistics is the testing of research hypotheses by correlation and regression analyses (Field, 2024).

In the case of inferential statistics, Pearson correlation co-efficiency will be applied to test the link between the independent variables and the dependent variable with the purpose to reject or not reject null hypothesis. All the null hypotheses will be tested at level of significance of 0.05 (Field, 2024). Based on the decision criterion, the null hypothesis will be disallowed when P-value below 0.05. Otherwise, accept.

Table 1.3: Data Analysis Model and Interpretation

Objective	Hypothesis	Tools of Analysis	Analysis Model	When to Accept or Reject H0
To examine the interplay of the integrated child-based M&E process in the implementation of peace education programs.	H05: No statistically significant combined effect exists between the integrated child-centered M&E process on the implementation of peace education programs.	Multiple Linear Regression Analysis	$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$	Reject H0: P-Value \leq 0.05

Key: Y = Implementation of Peace Education Programs; X₁ = Planning; X₂ = Data Collection; X₃ = Data Analysis; X₄ = Data Utilization; β_0 = Constant; β_1 - β_4 = Regression coefficients; ϵ = Error term.

Ethical Consideration

The ethical standards followed in this study will include seeking the formal approval of the relevant university ethics committee and obtaining informed consent of all individuals in the study with additional provisions made on the approval of parental consent and child assent due to the fact that children will be involved in ECE centers. Every participant will be completely informed concerning purpose of the research and his or her rights, such as voluntary participation and right to withdraw freely without reprimand anytime. The study will handle this privacy issue by keeping the data anonymous and in a secure storage facility and providing high and formidable protection against any harm caused to the child subjects in data gathering as well as guaranteeing openness in reporting the findings without fabrication, falsification and plagiarism.

FINDINGS/RESULTS

This section presents the study's results, which are discussed in a cross-sectional manner across several thematic areas: questionnaire return rate, participants' demographic characteristics, and the four key components of Child – Centered Monitoring and Evaluation Processes as they relate to Implementation of Peace Education Programs in Early Childhood Education Centers in Homa Bay County, Kenya. This final thematic area combines these Child – Centered Monitoring and Evaluation Processes to examine their overall effect. This final objective was analyzed using descriptive statistics, but the inferential analysis progressed to correlation analysis and multiple regression analysis to test for significant relationships. All statistical analyses were discussed simultaneously to provide a comprehensive and integrated view of the findings.

Questionnaire Return Rate

Out of the 254 questionnaires issued to the sample respondents, 249 were completed and returned. This resulted in a return rate of 99%, which is well above the acceptable threshold for social science research. This is further detailed in Table 1.4.

Table 1.4: Questionnaire Return Rate

Respondent	Sample	Returned	Return rate
Number	254	249	98%

The study achieved an excellent questionnaire return rate, demonstrating a highly successful data collection process.

This exceptional rate of 98% significantly surpasses the acceptable threshold of 50% commonly cited in social science research (e.g., Mugenda & Mugenda, 2003; Kothari, 2004). The high response rate minimizes the risk of non-response bias, ensuring the collected data is robust and highly representative of the target population.

Demographic characteristics of implementation of School Based Peace Education Programs

The demographic and program profile of 234 respondents was necessary mainly because it serves as a foundational context for understanding the key characteristics of the study participants in relation to the current study. Data were systematically collected on key variables related to their Position/Role in the Early Years Education Center, the Sources of Funds for their Peace Education Programs, and the Evidence Based Peace Education Approaches utilized, as presented in Table 1.5

Table 1.5 Demographic and Program Characteristics of Peace Education Projects in Early Years Education Centers (n=249)

Characteristics	n(f) frequency (n=249)	(%) percent (Sum = 100.0%)
Position/Role in the Early Childhood Education Center/s		
Early Childhood Educator / Early childhood Educator	87	35
Childcare Centre Director / Head of Early childhood Centre	54	21.7
Early Years Educator	31	12.4
Childcare Worker/Provider	19	7.7
Head of Early Years Centre / Childcare Centre Assistant Director	19	7.7
Childcare Assistant	16	6.4
Curriculum Developer/Integrator	9	3.6
Special Education Teacher	7	2.8
Community Liaison	4	1.6
Other	3	1.2
Total Respondents	249	100
Evidence Based Peace Education Approaches (Multiple Response)		
Play-based Learning	241	96.8
Child-Centeredness	224	89.9
Focus on Children's Development	217	87.2
Curriculum Integration	208	83.5
Emphasis on Values and Attitudes	200	80.3
Storytelling	196	78.7
Model Peaceful Behavior	186	74.7
Teaching Emotional Intelligence	173	69.5
Experiential Learning	157	63.1
Role-Playing/Dramatization	152	61.1
Arts and Crafts	150	60.3
Mainstreaming Peace Education	129	51.8
Training of Trainers (ToTs)	93	37.3
Other Approaches	19	7.6
Sources of Funds for the Peace Education Program/s		

(Multiple Response)		
Donor Funding	217	87.2
Corporate Partnerships	190	76.3
County Budgets	174	69.9
Philanthropic Foundations	164	65.9
Exchequer Funding	150	60.3
Private Sector Funding	121	48.6
Other Sources	47	18.9

Based on the data presented in Table 1.5, the following statistical implications can be drawn regarding the personnel involved, the nature of the peace education approaches adopted, and the funding structure necessary for the successful implementation of Peace Education Programs (PEPs) in Early Childhood Education (ECE) Centers in Homabay County.

Implementation of Peace Education Programs in Early Years Education Centers

Implementation of Peace Education Programs in Early Years Education Centers served as the dependent variable in this study. Building on both theoretical and empirical frameworks, the study identified ten key indicators of Implementation of Peace Education Programs in Early Years Education Centers. To measure these indicators, participants responded to a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree).

For primary data analysis, this ordinal scale was statistically transformed into an equidistant, or interval, scale to meet the assumptions of the parametric statistical methods used in the study. The qualitative interpretation of the results followed Nyutu's (2021) categorization, where mean scores were interpreted as follows: a point range of 1.00 - 1.80 for strongly disagree, 1.81-2.60 for Disagree, 2.61-3.40 for Neutral, 3.41-4.20 for Agree and 4.21- 5.00 for Strongly agree.

The data was then analyzed and presented using descriptive statistics, including frequencies, percentages, means, and standard deviations for each item. Both individual item means and standard deviations, as well as composite means and standard deviations, were calculated and presented in Table 1.6.

Table 1.6: Implementation of Peace Education Programs in Early Years Education Centers

STATEMENTS	SA	A	N	D	SD	Mea n	Std. dev	skewnes
1.Many early childhood education teachers and educational leaders lack the necessary knowledge, skills, and training to effectively teach peace education.	63(25.3%)	71(28.5%)	42(16.9%)	30(12%)	43(17.3%)	3.33	1.42	-0.419
2. There is a general shortage of in-service early childhood education training programs to equip teachers with the specific skills needed for peace education.	72(28.9%)	70(28.1%)	35(14.1%)	34(13.6%)	38(15.3%)	3.42	1.42	-0.478
3. Early childhood education teachers are often overloaded with other responsibilities, leaving them with insufficient time and energy to focus on peace education.	66(26.5%)	65(26.1%)	34(13.6%)	36(14.5%)	48(19.3%)	3.26	1.48	-0.322
4. There is a lack of appropriate and adequate learning materials, such as books and visual aids, for peace education in early childhood education centers.	71(28.4%)	74(29.7%)	35(14.1%)	32(12.9%)	37(14.9%)	3.44	1.41	-0.522
5. There is no single, common methodology for teaching peace education in early childhood, which make implementation inconsistent and ineffective.	64(25.7%)	66(26.5%)	50(20.1%)	31(12.9%)	38(15.3%)	3.35	1.38	-0.407

6.	A lack of engagement from parents and the wider community undermine peace education efforts in early childhood education centers	65(26.1%)	69(27.6%)	34(13.7%)	36(14.5%)	45(18.1%)	3.29	1.45	-0.363
7.	Peace education often receives inadequate time and financial resources within the early childhood education curriculum, hindering its proper implementation	59(23.7%)	75(30.1%)	48(19.3%)	28(11.2%)	39(15.7%)	3.35	1.37	-0.461
8.	A lack of qualified early childhood education teachers in peace education limits its effectiveness in schools.	57(22.9%)	84(33.6%)	41(16.5%)	34(13.7%)	33(13.3%)	3.39	1.33	-0.503
9.	There is no standardized method for teaching peace education in early childhood education centers, making its implementation inconsistent	66(26.5%)	84(33.6%)	38(15.4%)	26(10.4%)	35(14.1%)	3.48	1.36	--0.621
10.	Peace education has not been mainstreamed across all levels of early childhood the education system, leading to inconsistent adoption.	65(26.1%)	81(32.4%)	34(13.7%)	32(12.9%)	37(14.9%)	3.42	1.39	0.532
Composite mean & Composite standard deviation							3.37	1.37	

The following report uses an explanatory sequential mixed method to analyze the quantitative data from Table 1.6 regarding the challenges in implementing Peace Education Programs in Early Years Education Centers, integrating the implications of these findings into each sub-section.

Based on Table 1.6, the results indicate that the implementation of Peace Education Programs in Early Years Education Centers in Homa Bay County faces notable operational and structural challenges. The data shows a general agreement among respondents that these factors impede successful implementation, with a composite mean of 3.37 (clearly above the neutral point of 3.0) and a composite standard deviation of 1.37. This suggests that while most respondents recognize the existence of these barriers, the standard deviation indicates a wide variation of experiences and a lack of overwhelming consensus across all centers. Ten statements on the challenges to the implementation of Peace Education Programs were quantitatively (Quan) analyzed and presented in subsequent sub thematic areas:

Statement 1: *"Many early childhood education teachers and educational leaders lack the necessary knowledge, skills, and training to effectively teach peace education."* With a mean of 3.33 and a combined agreement rate of 53.8% (25.3% strongly agreed, 28.5% agreed), respondents generally concur that educators lack adequate preparation. This finding is supported by a standard deviation of 1.42. This points to a Teacher Competency Gap. The successful implementation of child-centered and transformative approaches requires specialized pedagogical skills. The recognized lack of knowledge and training directly compromises the quality and depth of program delivery, reducing peace education to superficial activities rather than dedicated, transformative practice.

Statement 2: *"There is a general shortage of in-service early childhood education training programs to equip teachers with the specific skills needed for peace education."* With a mean of 3.42 and a combined agreement rate of 57.0% (28.9% strongly agreed, 28.1% agreed), a majority of respondents agree that a shortage of training programs exists. The standard deviation is 1.42.

This highlights a Systemic Training Deficit. It confirms that the competency gap in Statement 1 is not due to individual reluctance, but is a structural problem rooted in insufficient official professional development opportunities. This lack of structured in-service training hinders the

long-term sustainability and upscaling of qualified human resources for peace education.

Statement 3: "*Early childhood education teachers are often overloaded with other responsibilities, leaving them with insufficient time and energy to focus on peace education.*" With a mean of 3.26 and a combined agreement rate of 52.6% (26.5% strongly agreed, 26.1% agreed), over half the respondents agree that teacher overload compromises implementation. The standard deviation is 1.48. This indicates a Time Constraint Barrier. Even if teachers receive training, the successful, high-fidelity implementation of peace education—especially experiential approaches—is undermined by time and energy poverty. This results in the superficial or tokenistic integration of content rather than dedicated, focused learning periods.

Statement 4: "*There is a lack of appropriate and adequate learning materials, such as books and visual aids, for peace education in early childhood education centers.*" This statement holds a high mean score (3.44) and a combined agreement rate of 58.1% (28.4% strongly agreed, 29.7% agreed). The standard deviation is 1.41. This is the most acute implementation challenge and points to a Resource and Quality Barrier. The lack of age-appropriate, contextualized materials makes instruction abstract and less engaging for young learners. This limitation directly compromises the effectiveness of child-centered, evidence-based approaches that rely on visual and tactile resources.

Statement 5: "*There is no single, common methodology for teaching peace education in early childhood, which make implementation inconsistent and ineffective.*" With a mean of 3.35 and a combined agreement rate of 52.2% (25.7% strongly agreed, 26.5% agreed), half of the respondents agree on the issue of inconsistency. The standard deviation is 1.38. This reveals a Methodological Inconsistency Challenge. The lack of a clear, standardized pedagogical framework means that program effectiveness depends heavily on individual teacher interpretation. This prevents the scaling of best practices and makes it difficult to measure the program's overall impact across centers.

Statement 6: "*A lack of engagement from parents and the wider community undermine peace education efforts in early childhood education centers.*" With a mean of 3.29 and a combined agreement rate of 53.7% (26.1% strongly agreed, 27.6% agreed), over half the respondents identify

community non-engagement as a problem. The standard deviation is 1.45. This suggests a Siloed Approach Risk. Peace education requires a holistic environment where school efforts are reinforced at home and in the community. A lack of parental and community buy-in creates a disrupted learning ecosystem, where positive lessons learned at school are potentially contradicted by conflicting behaviors or norms outside the classroom.

Statement 7: "*Peace education often receives inadequate time and financial resources within the early childhood education curriculum, hindering its proper implementation.*" This statement has a high combined agreement rate of 53.8% (23.7% strongly agreed, 30.1% agreed) with a mean of 3.35. The standard deviation is 1.37. This signifies the Financial and Time Marginalization of peace education. The high agreement rate confirms that peace education is not given adequate institutional priority in terms of both dedicated teaching time and budgetary allocation. This directly limits the scope of experiential activities and restricts the ability of centers to fully implement their chosen approaches.

Statement 8: "*A lack of qualified early childhood education teachers in peace education limits its effectiveness in schools.*" With a mean of 3.39 and a combined agreement rate of 56.5% (22.9% strongly agreed, 33.6% agreed), over half the respondents agree this is a limiting factor. The standard deviation of 1.33 is the lowest among all statements, suggesting a high degree of consensus on this specific problem. This confirms a Talent Pool Limitation. The widely recognized shortage of qualified specialists suggests a consistent structural problem across Migori County, confirming the need for specialized recruitment strategies and dedicated training pipelines to improve program effectiveness.

Statement 9: "*There is no standardized method for teaching peace education in early childhood education centers, making its implementation inconsistent.*" With a mean of 3.48 and a combined agreement rate of 60.1% (26.5% strongly agreed, 33.6% agreed), respondents largely agree on the issue of non-standardization. The standard deviation is 1.36. This points to a Program Fidelity Challenge. The lack of standardization ensures high variability in how curriculum content and peaceful behaviors are enacted, making consistent, measurable outcomes difficult to achieve and hindering the reliable evaluation of the program's success.

Statement 10: *"Peace education has not been mainstreamed across all levels of early childhood the education system, leading to inconsistent adoption."* This statement has a mean score of 3.42 and a combined agreement rate of 58.5% (26.1% strongly agreed, 32.4% agreed). The standard deviation is 1.39. This reveals that peace education's adoption is often voluntary or siloed, rather than being a mandatory, sustainable, and integrated component of the entire early years education system. This lack of institutional commitment leads to inconsistent adoption and a failure to reach all children across all centers uniformly.

Phase 2: Qualitative Data Analysis (QUAL)

The second phase of the analysis focused on Key Informant Interviews to seek in-depth explanations for the challenges identified in the quantitative data regarding the Implementation of Peace Education Programs in Early Years Education Centers. Thematic analysis of the interview data revealed the following primary theme: Key informants emphasized the process's ability to uncover systemic and contextual issues that numbers alone cannot reveal. One informant noted the value of this approach in understanding the Implementation of Peace Education in Early Years Education Centers:

"Involving Early Childhood Educators, parents, and community leaders allows us to pinpoint exactly why an approach isn't working on the ground—whether it's an issue with teacher training, resource availability, or time allocation. This is a game-changer because it fosters a sense of co-ownership and mutual accountability necessary to overcome that problem where the school's efforts are completely isolated from the home and community. Without this kind of local input, Peace Education Programs would be unable to assess whether they are truly addressing the actual conflict behaviors and socio-emotional needs of the children, or if they are just meeting curriculum targets set in a faraway office, which results in those programs being inconsistent and ineffective."
K-015

Phase 3: Integration of Quantitative (QUAN) and Qualitative (QUAL) Results

The third phase of the analysis uses the Explanatory Sequential Mixed Methods Design to integrate the findings from the Quantitative (QUAN) survey data (Table 4.3) and the Qualitative (QUAL) Key Informant Interviews (K-009). This integration provides a richer, more comprehensive

understanding of the challenges facing the Implementation of Peace Education Programs in Early Years Education Centers.

The QUAN data established the scope and magnitude of ten key implementation challenges (high consensus on resource lack and high mean scores on lack of standardization). The QUAL data then explained why these challenges persist and how they manifest in the local context.

Key Integrated Findings

The integration confirms that the primary challenges are structural and systemic, moving beyond simple teacher deficits to encompass resource, standardization, and institutional commitment poverty.

Teacher Capacity and Training (QUAN: Statements 1, 2, 8; QUAL: K-009)

The QUAN data showed significant agreement on the lack of qualified teachers (Statement 8, Mean: 3.39) and a shortage of in-service training (Statement 2, Mean: 3.42). The QUAL findings directly confirm this, emphasizing the need to move beyond training targets set "in a faraway office" to ensure that professional development is "culturally appropriate and relevant" to the local context.

The Talent Pool Limitation is perpetuated by a Systemic Training Deficit. The current lack of specialized and contextualized training programs means that a significant portion of Early Childhood Educators lack the specific skills needed to faithfully implement high-fidelity approaches. The qualitative call for locally appropriate training is essential to bridge the Teacher Competency Gap (Statement 1) and increase the quality of program delivery.

Resource and Time Marginalization (QUAN: Statements 4, 7; QUAL: K-015)

The statement on the lack of appropriate and adequate learning materials (Statement 4, Mean: 3.44) and the inadequacy of time and financial resources (Statement 7, Mean: 3.35) both recorded among the highest mean scores in the QUAN data. The QUAL data corroborates this, explicitly mentioning challenges with "resource availability" and "time allocation" as core reasons "why an approach isn't working on the ground."

The Resource and Quality Barrier and the Financial and Time Marginalization of peace education are critical operational barriers. Without dedicated budgetary priority, centers cannot procure the visual aids and books necessary for experiential learning, making implementation abstract and ineffective. The educators' existing Time Constraint Barrier (Statement 3) leaves no capacity for developing these materials internally, exacerbating the problem.

Standardization and Institutional Commitment (QUAN: Statements 5, 9, 10; QUAL: K-009)

The QUAN data revealed the highest level of agreement across the entire table on the lack of a standardized method (Statement 9, Mean: 3.48), with high agreement also on the failure of mainstreaming (Statement 10, Mean: 3.42). The QUAL findings directly address this, arguing that without "co-ownership and mutual accountability," programs will only meet superficial "Curriculum Integration targets" instead of addressing the actual socio-emotional needs of children, leading to inconsistency and ineffectiveness.

The Program Fidelity Challenge and Inconsistent Adoption stem from an absence of a clear institutional mandate. When implementation lacks a standardized methodology, as the QUAN data confirms, there is no pressure for consistent application of approaches, ultimately hindering the ability to measure overall program impact and ensure methodological consistency (Statement 5).

Community Ecosystem Disruption (QUAN: Statement 6; QUAL: K-009)

The QUAN data highlighted a significant level of agreement on the lack of engagement from parents and the wider community (Statement 6, Mean: 3.29). The QUAL perspective strongly reinforces the importance of "Involving Early Childhood Educators, parents, and community leaders... to pinpoint exactly why an approach isn't working," arguing this is essential for "co-ownership."

The Silo`ed Approach Risk is a major impediment. Effective peace education requires a holistic learning ecosystem. The lack of community involvement ensures that the positive behavioral changes achieved inside the center are not reinforced at home, making the school's efforts unsustainable in the child's broader life context and reducing the long-term impact of the program.

The Joint Influence of Child – Centered Monitoring and Evaluation process and Implementation of Peace Education Project in Early Years Education Centers

The study sought the perspectives of study participants on the joint effect of Child – Centered Monitoring and Evaluation Process and Implementation of Peace Education Project in Early Years Education Centers. This was the fifth objective the study sought to establish. The results are presented in Table 1.7

Table 1.7: The Joint Influence of Child – Centered Monitoring and Evaluation processes and Implementation of Peace Education Project in Early Years Education Centers

Child -Sensitive Project Design Practices	n	Mean	Std. Dev.	Interpretation
Child- Centered M&E Planning	249	3.42	1.43	Strong Agreement
Child- Centered M&E Data Collection	249	3.39	1.41	Strong Agreement
Child- Centered M&E Data Analysis	249	3.35	1.41	Moderate Agreement
Child- Centered M&E Data Utilization	249	3.32	1.41	Moderate Agreement
Composite Score	249	3.40	1.42	Overall Agreement

The results presented in Table 1.7 consistently demonstrate a strong positive perceived joint influence of the Child-Centered Monitoring and Evaluation (M&E) processes on the Implementation of Peace Education Projects in Early Years Education Centers.

Quantitative Analysis of Child-Centered M&E Processes

The composite mean score for the four dimensions of the Child-Centered M&E process is 3.40, with a composite standard deviation of 1.42. This composite score is interpreted as "Overall Agreement." While this mean sits at the very high end of the "Neutral" range (2.61–3.40) based on a standard Likert scale, it strongly leans into the agreement category. This suggests that participants view the overall incorporation of a child-centered M&E process as highly important for successful project implementation. The high standard deviations across all factors (1.41) indicate a moderate level of variation in the strength of agreement among respondents.

Individually, the factors exhibit the following means and standard deviations (based on n=249 respondents for each):

Child-Centered M&E Planning has the highest mean of 3.42 (Standard Deviation 1.43). This factor clearly falls into the "Strong Agreement" category and is perceived as the most influential component.

Child-Centered M&E Data Collection has a mean of 3.39 (Standard Deviation 1.41). This score is interpreted as "Strong Agreement," though its mean sits in the upper part of the "Neutral" range, strongly leaning towards agreement.

Child-Centered M&E Data Analysis has a mean of 3.35 (Standard Deviation 1.41). This score is classified as "Moderate Agreement" and is located in the upper part of the "Neutral" range.

Child-Centered M&E Data Utilization has the lowest mean of 3.32 (Standard Deviation 1.41). It is also interpreted as "Moderate Agreement," sitting in the upper "Neutral" range, and is perceived as the least influential of the four M&E components, although its influence remains highly regarded.

These findings imply that the successful implementation of Peace Education Projects is critically dependent on the integration of a comprehensive child-centered M&E process. All four components, particularly Child-Centered M&E Planning (=3.42), are strongly perceived to contribute positively to project outcomes. The consistent high mean scores across all factors indicate that stakeholders recognize the necessity of adopting an age-appropriate, engaging, and child-centered methodology throughout the monitoring and evaluation phases to ensure effective project implementation.

Correlation Analysis of the Joint Influence of Child – Centered Monitoring and Evaluation processes and Implementation of Peace Education Project in Early Years Education Centers

Pearson correlation analysis was done at a 95% confidence level of the total scale scores calculated based on the rating of the respondents to evaluate the relationship between the joint influence of Child-Centered Monitoring and Evaluation (M&E) processes and Implementation of Peace

Education Projects in Early Years Education Centers. The total score of each participant was the sum of the participant scores on the items. The obtained results are in Table 1.8.

Table 1.8: Correlation Analysis of the Joint Influence of Child – Centered Monitoring and Evaluation processes and Implementation of Peace Education Project in Early Years Education Centers

The Joint Influence of Child – Centered Monitoring and Evaluation processes		Implementation of Peace Education Project
Child- Centered M&E Planning	<i>Pearson Correlation</i>	0.746*
	<i>Sig. (2-tailed)</i>	0.000
	<i>n</i>	249
Child- Centered M&E Data Collection	<i>Pearson Correlation</i>	0.790*
	<i>Sig. (2-tailed)</i>	0.000
	<i>n</i>	249
Child- Centered M&E Data analysis	<i>Pearson Correlation</i>	0.796*
	<i>Sig. (2-tailed)</i>	0.000
	<i>n</i>	249
Child- Centered M&E Data Utilization	<i>Pearson Correlation</i>	0.814*
	<i>Sig. (2-tailed)</i>	0.000
	<i>n</i>	249
<i>Pearson correlation</i>		0.867*

<i>Sig.(2-tailed)</i>	0.000
<i>n</i>	249

Overall

*Significant at 0.05 level (2-tailed)

As indicated in Table 1.8, the four elements of the Child-Centered M&E framework all indicate a strong and statistically significant positive result with the Implementation of Peace Education Projects. The relationships that were documented had p-values that were less than 0.001, and thus they were found to be statistically significant. Among them, Child-Centered M&E Data Utilization demonstrated the greatest correlation coefficient ($r = 0.814$) as this component serves as the focal point of interpreting the results of monitoring into some practical implementation strategies.

In the analysis of the four dimensions together, the correlation coefficient of the four was $r = 0.867$, which showed a very strong and positive relationship in the implementation outcome of the projects. The levels of significance ($p < 0.001$) that appeared to be the same in both individual and joint analyses are strong indicators of the fact that these relationships are not incidental. Based on this, the null hypothesis, which is to say that the joint effect of Child-Centered M&E processes is not significantly involved in the Implementation of Peace Education Projects, is rejected.

This study thus concludes that there is a very high and strong positive relationship between the combined effect of Child-Centered M&E processes and the Implementation of Peace Education Projects in Early Years Education Centers. This reinforces the fact that the synergistic relationship of these child-focused monitoring and evaluation practices is paramount to the realization of successful outcomes of the projects.

Regression Analysis of Joint Influence of Child – Centered Monitoring and Evaluation processes and Implementation of Peace Education Project in Early Years Education Centers

A multiple linear regression was subsequently performed in an attempt to investigate the joint impact of Child-Centered M&E processes on the Implementation of Peace Education Projects. The perceptions of the respondents were interpreted in order to establish the extent to which these integrated monitoring and evaluation components, in combination, predicted success in implementation.

Model summary of joint influence of the Child-Centered Monitoring and Evaluation processes and the Implementation of Peace Education Project

The model summary shows that Child-Centered M&E processes are interconnected to explain differences in the Implementation of Peace Education Projects in Early Years Education Centers. Table 1.9 presents the statistical output of the regression model.

Table 1.9: Regression Analysis of joint influence of the Child-Centered Monitoring and Evaluation processes and the Implementation of Peace Education Project

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.867 ^a	0.752	0.748	0.4253

a. Predictor, (Constant), joint influence of the Child-Centered Monitoring and Evaluation processes

In Table 1.9, the regression model summary gives the essence statistics on the overall effect of Child-Centered Monitoring and Evaluation (M&E) procedures on the Implementation of Peace Education Projects in Early Years Education Centers

The R value is 0.867, indicating a high and positive multiple correlation, and the combination of all these M&E processes is significantly related to increased implementation outcomes. The close relationship is the result of the combined efforts of all four elements of monitoring and evaluation in achieving successful project delivery.

It has been established through the coefficient of determination ($R^2 = 0.752$) that the combined effect of Child-Centered M&E processes can be considered to explain an approximation of 75.2 percent of the overall variation in the Implementation of Peace Education Projects. This would mean that these criteria are important in determining the success of the project implementation in general.

This estimate is further narrowed by the Adjusted R² value, which is 0.748, showing that approximately 74.8 percent of the variation is really explained by the predictors after correcting

for model complexity. The low value of the difference between R 2 and Adjusted R 2 shows that the model fits the data and does not exhibit overfitting.

The Standard Error of the Estimate is 0.4253. This relatively small value means that, on average, the model's predictions for project implementation scores deviate from the actual observed scores by about 0.4253 units. This indicates a reasonably high level of precision in the model's predictions, given the significant amount of variance explained.

The implications of these results are clear: a holistic strategy that simultaneously integrates all Child-Centered Monitoring and Evaluation processes will lead to the most impactful and predictable improvements in the Implementation of the Peace Education Project. The combined effect of these Child-Centered Monitoring and Evaluation processes is confirmed to be a strong and crucial driver of successful project execution.

An ANOVA of the joint influence of the Child-Centered Monitoring and Evaluation processes and the Implementation of Peace Education Project

The study sought to establish whether the regression model is best fit for predicting Implementation of Peace Education Project after use of Joint Child-Centered Monitoring and Evaluation processes. The regression ANOVA output statistics results are shown in Table 1.10.

Table 1.10: An ANOVA of the joint influence of the Child-Centered Monitoring and Evaluation processes and the Implementation of Peace Education Project

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	133.925	4	33.481	185.077	0.000 ^b
	Residual	44.140	244	0.181		
	Total	178.065	248			

Dependent Variable: Implementation of Peace Education Project

Predictors: (Constant), Joint Child-Centered Monitoring and Evaluation processes

An ANOVA (Analysis of Variance) was performed as part of the multiple linear regression

analysis to determine if the joint influence of Child-Centered Monitoring and Evaluation processes significantly explains the variance in the Implementation of the Peace Education Project in Early Years Education Centers.

The ANOVA results confirm that the overall regression model is statistically significant, with the following key statistics (F-statistic: $F(4,244) = 185.077$ Significance value (p-value): $p = 0.000$)

Since the p-value is 0.000, which is far below the 0.05 significance level, the null hypothesis is rejected. This finding strongly suggests that the combined Child-Centered Monitoring and Evaluation processes significantly predicts the Implementation of the Peace Education Project.

This leads to the conclusion that the regression model is a good and highly significant fit for the data. The statistically significant F-statistic confirms that the joint influence of Child-Centered Monitoring and Evaluation processes is a powerful and crucial factor in predicting the success of Peace Education Project Implementation.

Coefficients for the Regression of Joint Child-Centered Monitoring and Evaluation processes and the Implementation of Peace Education Project

The study sought to determine whether there was joint effect of Child-Centered Monitoring and Evaluation processes on Implementation of Peace Education Project in Early Years Education Centers. The regression coefficients results are in Table 1.11.

Table 1.11: Coefficients for the Regression of Joint Child-Centered Monitoring and Evaluation processes and the Implementation of Peace Education Project

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
Constant	0.173	0.12			1.421	0.156
Child- Centered M&E Planning	0.155	0.05	0.160		3.016	0.003

Child- Centered M&E Data Collection	0.248	0.06 1	0.240	4.084	0.000
Child- Centered M&E Data analysis	0.234	0.06 2	0.233	3.784	0.000
Child- Centered M&E Data Utilization	0.315	0.06 2	0.317	5.114	0.000

a. Dependent Variable: Implementation of Peace Education Project

The results from Table 1.11 detail the unique contribution of each independent variable—Child-Centered M&E Planning, Child-Centered M&E Data Collection, Child-Centered M&E Data analysis, and Child-Centered M&E Data Utilization—to the Implementation of Peace Education Project, while holding the other variables constant.

The Standardized Coefficients (beta) reveal the relative strength of each variable's unique contribution to the model:

Child-Centered M&E Data Utilization (beta=0.317): This is the most influential significant factor. Its Beta value indicates that the way M&E data is put to use has the greatest unique positive influence on project implementation when accounting for all other M&E processes.

Child-Centered M&E Data Collection (beta=0.240): This is the second most powerful unique contributor, highlighting the importance of the actual collection methods.

Child-Centered M&E Data analysis (beta=0.233): This factor provides the third strongest unique contribution, emphasizing the critical role of processing the collected data.

Child-Centered M&E Planning (beta=0.160): has a positive standardized coefficient, suggesting a unique positive relationship that does not meet the conventional significance threshold in this specific model.)

The unstandardized coefficients (B) show the predicted change in Project Implementation for a one-unit increase in the predictor, holding all other variables constant.

The derived multiple linear regression equation is:

$$Y=0.173 + 0.122(\text{CCMEP}) + 0.248(\text{CCMEDC}) + 0.234(\text{CCMEDA}) + 0.315(\text{CCMEDU})$$

Where Y is the Implementation of Peace Education Project, and the X terms are the respective Child-Centered M&E Processes.

A one-unit increase in Child-Centered M&E Data Utilization is associated with a predicted increase of (0.315} units in Implementation (B=0.315, p=0.000).

A one-unit increase in Child-Centered M&E Data Collection is associated with a predicted increase of 0.248 units in Implementation (B=0.248, p=0.000).

A one-unit increase in Child-Centered M&E Data analysis is associated with a predicted increase of 0.234 units in Implementation (B=0.234, p=0.000).

The Constant (intercept) is 0.173\$ and is not statistically significant (t=1.421, p=0.156).

A one-unit increase in Child-Centered M&E Planning is associated with a predicted increase of 0.155 units in Implementation (B=0.155, p=0.000).

The study demonstrates that the Joint Influence of the Child-Centered Monitoring and Evaluation processes is a highly significant determinant of Peace Education Project Implementation, with a substantial portion of the variation accounted for by the overall model (from other tables not shown).

The findings highlight that, within the context of the overall model, Child-Centered M&E Data Utilization (beta=0.317) and Child-Centered M&E Data Collection (beta=0.240) are the two most powerful and statistically significant leverage points for managers seeking to maximize implementation success. The effect of M&E Planning is absorbed by the other factors in the model and does not show a unique statistically significant contribution. This suggests that resources

should be strategically allocated toward the quality of data utilization and data collection to drive better implementation.

CONCLUSIONS AND RECOMMENDATIONS

The section summarizes the main findings, contains the key conclusions and recommendations. The summary indicates the results of the hypothesis as per the research objective. The conclusions are built according to study objectives and are justified with the data analysis, interpretation and result discussion. Besides, future research recommendations are given.

Summary of Findings

The fifth research objective was to examine the Joint Influence Child – Centered Monitoring and Evaluation Processes and Implementation of Peace Education Project in Early Years Education Centers. The composite mean for all four Child – Centered Monitoring and Evaluation Processes is 3.40, with a composite standard deviation of 1.42 suggests that participants view the overall incorporation of Child – Centered Monitoring and Evaluation Processes as highly important for successful project implementation. The overall correlation coefficient of determination for the Child – Centered Monitoring and Evaluation Processes and Implementation of Peace Education Project in Early Years Education Centers was found to be $r=0.867$ with a p -value of $0.000 < 0.05$. The results, which were determined using the answers of the participants, provided a considerable synergetic association between Child-Centered Monitoring and Evaluation (M&E) Processes and the Introducing the Peace Education Project in Early Years Education Centers. As a result, the null hypothesis (H_0), which was that there is no significant association between the combined effect of Child-Centered M and E Processes and the application of Peace Education was rejected to accept the alternative hypothesis. The coefficient of determination ($R^2 = 0.752$) indicates that approximately 75.2 of the variation in the Implementation of Peace Education Projects can be explained as the aggregate effect of the four variables under consideration.

The ANOVA results from the study participants' views indicated that the regression model for the Child – Centered Monitoring and Evaluation Processes and Implementation of Peace Education Project in Early Years Education Centers was statistically significant ($F(4,244)=185.077$ and p -value= $0.000 < 0.05$). This confirms that the model is a good fit for the data and that the independent variables, when considered together, are significant predictors of the dependent

variable.

The multiple linear regression coefficients result revealed that there was sufficient evidence that Child – Centered Monitoring and Evaluation Processes and Implementation of Peace Education Project in Early Years Education Centers

Conclusion

The objective was to identify how far the jointed Child-Centered Monitoring and Evaluation Processes impact the practices of implementing Peace Education Projects in Early Years Education Centers. The findings of the multiple linear regression analysis and correlation analysis revealed that all four components of M&E have a strong and statistically significant joint effect on program implementation. The p-values provided an affirmation that the overall impact of the factors was significant.

Recommendation

Future Research on Combined Influence and Sustainability

Future research should build upon these findings to further investigate the combined influence and synergistic effects of the entire Child-Centered M&E process (Planning, Data Collection, Analysis, and Utilization) on the long-term sustainability and scalability of Peace Education programs.

Areas for Further Research

Based on the findings and contributions of this study, which confirmed the strong influence of Child-Centered Monitoring and Evaluation (M&E) Processes on the Implementation of Peace Education Programs, the following are key suggestions for future research:

1. Replicability Across Diverse Contexts and M&E Challenges

This research focused on the specific operational environment of ECE centers in Homa Bay County, Kenya. Future studies should replicate this work in other diverse geographical areas (e.g., regions with low ICT infrastructure, high teacher turnover, or severe resource limitations) to

assess:

How variations in resource availability, teacher digital literacy, and existing school-level M&E capacity influence the feasibility and effectiveness of implementing child-centered M&E data collection and analysis methods.

2. Assessing Causal Pathways and Long-Term Program Impact

This study focused on the relationship between the M&E process and the implementation of the program. Future research should transition to a two-stage longitudinal design that empirically assesses the causal pathway from the studied child-centered M&E practices to:

Actual Peace Education learning outcomes for the children (e.g., measured changes in pro-social behavior and conflict resolution skills).

3. Examining Moderating and Mediating Organizational Factors

This study focused on the four core components of the Child-Centered M&E process (Planning, Data Collection, Analysis, and Utilization). Future research should empirically examine other contextual or organizational factors that may mediate or moderate the relationship between the Child-Centered M&E Process and Program Implementation.

4. Sustainability and Institutionalization of M&E Practices

This study provided a cross-sectional snapshot of the relationships. A future longitudinal study is necessary to track the sustainability and institutionalization of child-centered M&E processes over an extended period (e.g., 3-5 years). Such research should investigate:

The relationship between the systemic embedding of Child-Centered M&E data utilization practices and the long-term cost-effectiveness and funding stability of Peace Education programs in ECE centers.

REFERENCES

Adan, M. Y. (2025). The role of peace education in promoting social justice & sustainable peace in post conflict societies. A 4-Rs framework analysis.

Ahmad, N., Alias, F. A., Hamat, M., & Mohamed, S. A. (2024). Reliability analysis: application of Cronbach's alpha in research instruments.

Alavi, M., Biro, E., & Cleary, M. (2024). Notes to factor analysis techniques for construct validity (Tech. Report).

Alkire, S. (2003). The capability approach as a development paradigm.

Ashfaq, M. S. (2025). Peace Pedagogy in the Digital Classroom: Tools for a Just Future. *The Critical Review of Social Sciences Studies*, 3(2), 1967-1982.

Ayaz, R., & Doğmuş, Y. U. (2025). The Effectiveness of Child-Centered Play Therapy on Anxiety-A Systematic Literature Review.

Bafarasat, A. Z. (2024). *Collecting and validating data: A simple guide for researchers*.

Carter, B., Young, S., Ford, K., & Campbell, S. (2024). The concept of child-centered care in healthcare: A scoping review. *Pediatric Reports*, 16(1), 114–134.

Catalano, H., Ana, R. U. S., Mestic, G., & Dohotaru, A. I. (2025). The child-centered paradigm and its implications for the continuous professional development of early childhood teachers.

Collet, R. J., Ben, Â. J., Varga, A. N., van Leth, F., El Alili, M., Esser, J., & van Dongen, J. M. (2025). Statistical methods to adjust for treatment switching in real-world clinical studies: A scoping review and descriptive comparison.

Creswell, J. W. (2024). My thirty-five years in mixed methods research. *Journal of Mixed Methods*

Research.

de Laat, J., Radner, J., Holding, P., Van Der Haar, L., Slemming, W., Krapels, J., & Dusabe, C. (2023). *Measurement for Change: Reflections from innovators' experiences with MEL systems for ECD.*

DeVito, R. E. (2025). *School Counselors Lived Experiences With Executing Child-Centered Play Therapy in High Diversity Elementary Schools* (Doctoral dissertation, Walden).

Edmondson, A., & Moingeon, B. (1998). *From organization learning to the learning organizations.*

Ehumadu, R. I. C. (2025). *Peace Education and its Role in Family Stability and Sustainable Cohesion among Rural Dwellers in Ezinihitte Mbaise, Imo State Nigeria*

Flick, U.. (2024). *The SAGE handbook of qualitative research quality.*

Goswami, H., & Pollock, G. (2025). *A Child-Centered Approach to Longitudinal Survey Data Collection (CCALS).*

Huxley, S. (2025). *Artful Dialogue: Moving towards an Alternative Peace Education Pedagogy (Dialogue).*

Jaiswal, A. (2025). *Social Emotion Learning for Peace-An Analysis.*

Kalkbrenner, T. (2024). *Choosing between the Cronbach's coefficient alpha, McDonald's coefficient omega, and coefficient H: Confidence intervals and the advantages and drawbacks of interpretive guidelines. Measurement and Evaluation in Counseling and Development*

Kotler, A. (2025). *Education-Peacebuilding. The Art of Global Peacebuilding and Excellence in Education: Pathways to Hopeful, Transformational Practice.*

Kuklys, W. (2005). *Amartya Sen's capability approach: Theoretical insights and empirical applicaitons*. Springer Berlin Heidelberg.

Kunjir, A. (2024). Exploring the applications of complex adaptive systems in the real world: *Artificial Intelligence, Machine Learning & User Interface Design*, 136-160.

Kusminarso, I, Arvianti, I., & Kurniadi, D. (2025). Educational Management Strategies in Implementing Central Approaches for Early Childhood Learning in Kindergarten.

Masunda, C. (2025). Peace Education 4.0 (Framework). A Curriculum Framework for Africa.

Nshimiyimana, B., & Rabie, B. (2024). A results-based monitoring and evaluation system for the Namibian Child Support Grant program.

O'Hara, E. (2007). Lev-Vygotsky. *The Praeger handbook of education and psychology*.

Olsen, K. (2025). The Value of Child Participation in Research—A Qualitative Child-Centered Approach to the Early Development of an Empowerment Inventory for Children.

Ozel, D., & Sumer, Z. (2025). Peace Education Program Adaptation (Program Design). *Journal of Ethnic and Cultural Studies*.

Padmaja, T. (2024). The evolution of mixed methods research: Integrating qualitative and quantitative approaches. *AG Volmes*, 1–10.

Pillay, M. (2025). Education as a Catalyst for Peacebuilding beyond the Classroom.

Reodique, C. (2025). Enhancing participation of children in schools: A social worker's perspective. *ASEAN Social Work Journal*.

Romero, R., Angarita, M., Guerrero, Y., & Cifuentes, P. (2025). De Cero a Siempre: Reflections

on the Colombian Early Childhood Policy from a Human Rights Perspective. *Social Sciences*, 14(3), 137.

Scharte, B. (2025). The need for general adaptive capacity—Discussing resilience with complex adaptive systems theory. *Risk Analysis-Journal*, 45(6), 1443-1452.

Scott, S., & Palincsar, A. (2013). *Sociocultural theory (Book)*.

Sertkaya, B., & Dođmuş, Y. (2024). Investigation of Experimental Studies Focusing on Child-Centered Play Therapy with Document Analysis Technique.

Sigouin, A., Porzecanski, A. L., Betley, E., Gazit, N., Lichtenthal, P., Cheng, H., & Mahajan, S. (2025). Enabling participatory monitoring and evaluation: Insights for conservation practitioners-organizations. *Conservation Science and Practice*, 7(4), e70032.

Sopekan, S. (2024). Implementing peace education concepts in early childhood curriculum: A tool for addressing violence and promoting sustainable Development.

Tian, Y. (2025). *Metacognition in Play: Investigating Children With “Metacognitive Expertise” Through Participatory Child-Centered Research*

UNESCO. (2017). *Transformative pedagogy for peace-building: A guide for teachers*. UNESCO

Uy, C. N. (2025). Evaluating the Implementation of Early Childhood Education Curriculum in Vietnam: Perspectives from Teachers and Parents. *DZURRIYAT: Jurnal Pendidikan Islam Anak Usia Dini*, Issue 3(2), 81-89.

van Dorp, M., Martin, M., & Bojicic-Dzelilovic, V. (2025). Assessing peace and social impacts through local human security business partnerships.

Walker, M. (2024). Young People’s voices on social justice: a participatory storytelling and action

learning approach

Whiteside, N. (2025). Creating Capabilities: Amartya Sen and the Convention Theory. In *Handbook of Economics and Sociology of Conventions*.

Willie, M. M. (2024). Population and target population in research methodology. *Golden Ratio of Social Science and Education*

Williamson, F. A., Lester, J. N., Woods, C., & Kaye, E. C. (2024). Questions to promote child-centered care in racially discordant interactions in pediatric oncology.

Yao, Q. (2024). Concepts and reasoning: A conceptual review and analysis of logical issues in empirical Social Science Reserach.

Zeng, L., Gui, Y., & Wang, S. (2025). The Effect of Kindergarten Teachers' Child-Centered Perspective on Curriculum Competence: The Mediating Role of Self-Efficacy.