Peace Education

- Initially peace research was on direct violence: peace was defined as absence of war (negative peace). Later researchers' attention shifted from direct to indirect (structural) violence: people suffer as a result of social, political and economic systems. Peace is seen as involving cooperation and non- violent social change, aimed at creating more equitable and just structures in a society (positive peace)
- Johan Galtung (1976) has suggested five problems and five values associated with peace:

Problems of peace	Values underlying peace
Violence and war	Non- violence
Inequality	Economic welfare
Injustice	Social justice
Environmental damage	Ecological balance
Alienation	Participation

- Sharp (1984) points out five broad approaches to peace education
- Education for peace is based on three broad assumptions
- The aims of education for peace are to develop the knowledge, attitudes and skills.
- Four fold basis for the rationale of studying peace and conflict: aims of education, the nature of childhood socialization, the need for political education in democratic society and educational ideologies.
- There are three broad aims of education
- Areas of learning and experience are to be explored are: human and social, moral and spiritual.
- Political education involves: learning about political debates in society, how decisions are made and conflicts are resolved. Some key concepts: rights, justice, power, freedom, participation and human welfare.
- Strategies for teaching about controversial issues in the classroom: a. giving a balanced picture by offering students a range of alternative viewpoints on any issue b. teacher neutrality c.taking a clearly committed stance

- According Walford (1981) educational documents have four broad traditions: a. the liberal humanitarian tradition b.the child centred tradition c. the utilitarian tradition d.the reconstructionist tradition.
- A bird's eye view of observation of five classrooms to the nature of peace education shows shared process; an attempt to maintain consistency between means and end: there is no way to peace, peace is the way.
- A visual summary of curriculum objectives: Knowledge, skills and attitudes.
- Teacher is a facilitator who creates person centred learning climate. Such a climate encourages participatory and experiential learning; it involves democracy in action through the development of social and political skills in the classrooms.