

# **PCS 207**

# **PEACE EDUCATION**

## **Part 1**

## **Lesson 1**



# History of Peace Education

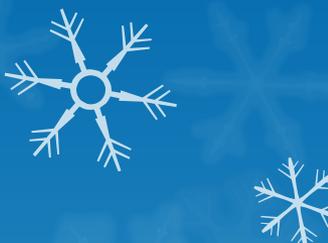


# Overview

- 1. The roots of peace education and its modern development
- 2. Key thinkers and theorists in peace education
- 3. Key Trends in peace education

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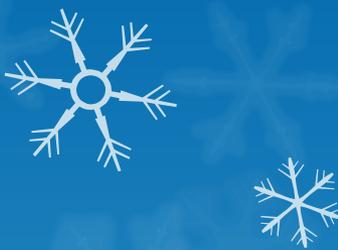
# Learning Objectives



- At the end of this section, students will:
    - 1. Understand the roots of peace education and its modern development
    - 2. Identify key thinkers and theorists in peace education
    - 3. Discuss key trends in peace education
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# Guiding Questions



- Consider the following questions:
    - 1. How did the historical events of the 20th century shape the peace education movement?
    - 2. What is missing from this history?
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# Section 1

## The roots of peace education and its modern development

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# Roots of Peace Education and its Modern Development

- Peace education can be defined simply as —the process of teaching people about the threats of violence and strategies for peace, and may take place inside or outside a classroom (Harris, 2008, p. 15).
- PE conceived thus, the history of peace education is arguably as old as human history.
- Cultures throughout the world have learned - and then taught the next generation - how to live peacefully with others.
- Various religious and philosophical traditions have been a rich and influential source of peace learning.
- Though people have also promoted violence in the names of these traditions.

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# Roots of Peace Education and its Modern Development



- Modern PE has its roots in academia and the field of peace studies.
  - Modern peace movement began in 19<sup>th</sup> Century Europe.
  - It started with intellectual efforts to learn about violent conflict, evolving into socialist political thought, and spread to the United States and elsewhere before World War I (Harris, 2008)
  - Scholars then began to study war and started trying to educate the public about its dangers.
  - People began to persuade themselves and their governments to use mediation instead of war to solve international conflicts.
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# Roots of Peace Education and its Modern Development

- The United Nations achieved new levels of global cooperation, norms, and ideals.
- International organizations, including various UN bodies, NGOs, have grown in influence and importance since the end of World War I, and contributed greatly to the movement to achieve global peace.
- The Charter of the UN has since inspired the development of peace education, as educators aspired to help in the global effort to
  - save succeeding generations from the scourge of war,||
  - to reaffirm faith in the ...dignity and worth of men and women,||
  - to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained,|| and
  - to promote social progress and better standards of life in larger freedom|| (United Nations, 1945).
- With this mandate, the study and promotion of sustainable peace through education began to take on new urgency and sophistication to achieve these universal ideals.

# Roots of Peace Education and its Modern Development

- Peace studies became a serious academic subject soon after World War II.
- The threat of nuclear war during the Cold War spurred many scholars to study how to create a sustainable peace.
- Since the 1980s in particular, peace education scholarship has developed in many directions. Including:
  - minimizing masculine aggression,
  - domestic violence, and
  - militarism;
- others have sought to foster empathy and care in students; and many have argued that critical thinking and democratic pedagogy are vital.

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# Roots of Peace Education and its Modern Development

- The **Convention on the Rights of the Child (CRC)**, created in 1989, gave peace education and human rights education a new importance.
- PE came to be seen as a fundamental right that all children should have.
- Susan Fountain, a UNICEF scholar writes:
  - *It is significant that the framers of the CRC viewed the promotion of understanding, peace and tolerance through education as a fundamental right of all children, not an optional extra-curricular activity.*
- Various international organizations, local teachers and communities, felt renewed pressure to provide peace education to all students as part of their core studies;
- this provision became an explicit duty for everyone in society and especially for those involved in formal education.

## Section 2

# Key Thinkers and Theorists in Peace Education

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# Key Thinkers and Theorists in Peace Education

- John Dewey progressive ideas influenced many teachers across the US to began using progressive education to teach their students about our common humanity in order to promote peaceful social progress (Harris, 2008, p. 16-17).
- Women have been active in modern peace education since early 1900s.
- Women often led peace educators' campaign for social justice (hinged on the argument that poverty and inequality were causes of war)

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# Key Thinkers and Theorists in Peace Education

- Some influential mid-20th century theorists found new connections between peace and education.
- **Maria Montessori** linked teaching methodology to peace-building, hoping to help the next generation avoid the violence of authoritarianism.
- **Herbert Read** encouraged the use of art and students' creativity to promote peace.
- **Paulo Freire** focused on training students for critical analysis and reform of society.

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## Section 3

# Key Trends in Peace Education

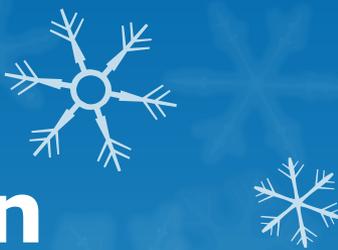
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# Key Trends in Peace Education

- Since the 1990s, peace education scholarship from around the world has provided an even greater variety of perspectives on the practice and its goals.
- In documenting the implementation of peace education, scholars have found varying degrees of emphasis on positive or negative peace\*, on local or global peace, and subordinate or dominant status of students.
- Scholars argue that the context of the peace education program has become one of the most important factors in shaping the form it takes.
- That is, the content and emphasis of a given peace education program depends to a large extent on where it is taught.
- Some programs focus primarily on positive peace, while others may address negative peace.

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# Key Trends in Peace Education



- Thus, peace education has evolved to emphasize local peace potentials and local traditions of conflict transformation.
  - Teachers and others have shaped their programs to address the needs and goals of their communities.
  - For example, some scholars have suggested ubuntu - an ethical philosophy of southern Africa that roughly translates to —I am because you arell - as a helpful component of peace education in parts of Africa.
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# Key Trends in Peace Education

The slide features several white snowflake graphics of varying sizes scattered across the blue background. One large snowflake is in the top right, another is in the middle right, and several smaller ones are in the bottom right and bottom center.

- The history of peace education, therefore, has various roots and has developed on various paths; nonetheless, every instance of peace education can be seen as part of a larger movement toward the creation of a more peaceful world.

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# Key Trends in Peace Education

- Despite their differences in local context, peace education teachers have much in common.
- Many peace educators seek to promote some combination of the following ideals:
  - human rights and the rights of the child,
  - social justice and the minimization of structural violence,
  - critical analysis and transformation of violent concepts and institutions,
  - non-violent interpersonal and inter-communal conflict resolution,
  - universal empathy,
  - global familiarity, and
  - peaceful coexistence with the environment.
- Teachers all over the world have drawn upon the work and research of international activists, scholars, and each other for ideas.
- At the same time, these peace educators' work continues to inspire further work and study concerning new possibilities for peace education.

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# Key Trends in Peace Education



- Thus, the trend in recent history appears to be one of moving toward an expanding informal network of activists, scholars, teachers, and others that draw on each other's work to improve their understanding and promotion of peace.
  - New participants join the movement every day, and peace education continues to evolve in its theory and in its practice.
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# References

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- Harris, Ian M. & Morrison Mary Lee (2003) Peace Education (2<sup>nd</sup> Edition). McFarland and Company Inc, Publishers, North Carolina.
- Welden L. Anita (2004) (ed.) Educating for a Culture of Social and Ecological Peace. University of New York Press, Albany.
- Navarro-Castro Loreta & Nario-Galace Jasmin (2010) Peace Education: A pathway to a culture of peace. Center for Peace Education, Miriam College, Quincy City.