

Synopsis on Peace Education

Working Paper for the International Expert Meeting “ Peace Education Around the World”.

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December 2003

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1. Synopsis of approaches and questions of Peace Education

„Peace Education“ is a collective term, which summarizes various theoretical and practical concepts. It also refers to educational actions based upon peace as fundamental value.

Practical approaches of Peace Education can be very diverse, and cover a broad spectrum reaching from organizing single theme nights, training programs, working with children traumatized by the effects of war or publishing online materials on democratic education.

This diversity exemplifies the wealth of aspects in practicing Peace Education. However, at the same time this also poses the danger of a random and arbitrary assumption of encountered practices to present forms of peace education.

The synoptic comparison of different approaches in and schemes of peace education aims at showing their differences and similarities. That also includes the understanding of such key aspects as „violence“, „conflict“ and „peace“, as well as the premises on the reasons for „un-peaceful“ developments, and the points of departure for taking educational action.

These categories can be viewed and assessed rather differently.

The choice of which aspects are to be compared already constitutes a problem: are we talking about theoretical approaches, models of practice or teaching tools? Which thematic aspects are they assigned to, and what is the target group? What is the cultural (historic) situation? What point of view do we take to analyze these: an internal, or external one?

Usually, comparisons are only feasible, when based on written materials. That in turn raises the question about the kind of material we are dealing with: single publications or serial publications that only make sense when viewed in the context of the whole publication series? The following examples illustrate this point:

- Publications of organizations and institutions usually do not explicitly discuss the theoretical framework of peace education they rest on. Usually this has already been laid out and made accessible in prior publications.

- Long term strategies and work projects differ significantly from one-time projects.
- Typically, reports on practicing models are not field studies but rather working reports, written for the general public or the respective funding organization. Hence, they often represent the author's interpretation and opinion.

Still, with synoptic classifications the question remains on how to process the information. Are there reasonable benchmarks and criteria and who determines them? A synopsis constitutes a descriptive comparison of selected criteria of different models and approaches. It is not an analysis of materials and projects but rather a preliminary first step in a subsequent assessment and evaluation.

So far we can conclude that:

1. With a synopsis, rather multi-dimensional than one-dimensional categories and perspectives have to be applied. Thus, the categories selected for comparison, need to take account of the theoretical and practical dimensions and distinctions related to the target audience and topic.
2. Synopses are tools, which have to be incorporated into the process of quality improvement. In this context the synopsis is not considered to be a mere copy of a situation. Rather it is seen as part of a common process of reflection that equally contains aspects of evaluation and further development. Classifications made during this process, are only of provisional nature. They are subject to further specification and verification. Such a discursive approach, where classifications and frameworks are commonly discussed presents a transparent, comprehensible and open way of dealing with theory and practice. A synopsis can be perceived as a means to better classify one's own theoretical deliberations and practical approaches. Which also makes it easier to perceive and identify the strength and weaknesses of these deliberations and approaches. On the other hand it will be easier to identify overlaps and deficits within the field of Peace Education.

In the following we will present a number of complementary aspects of synoptic approaches, which seem suitable to serve as comprehensive framework to classify differing approaches of Peace Education.

2. Guidelines of questions on a theoretical framework

1. Scientific context

- 1.1. Are basic assertions up to date with the current state of the scientific discussion?
 - Which reference sciences do we resort to?
 - Why do we consider these findings and conclusions considered relevant?
- 1.2 Do we recognize other findings and conclusions? How do we assess and deal with them?
- 1.3. How do we perceive the relationship between Peace Education and Peace and Conflict Studies?

2. Understanding of Peace and Peace Education

2.1 Peace

- 2.1.1 What is the definition of peace?
 - Is the definition adopted from science?
 - Is there an intrinsic definition?
- 2.1.2 What are the threats to peace?
 - Where do the causes for conflict lie?
 - What are the responsibilities and interrelations?
- 2.1.3 How can peace be achieved
 - What is the role of Peace Education?

2.2. Peace Education

What is Peace Education?

- 2.1. What do we consider as the core of Peace Education?
- 2.2. What are the specific tasks of Peace Education?

3. The concept of violence and its prevention

- 3.1. What is violence?
- 3.2. What are the causes of violence?
- 3.3. What aspects and effects of violence do we take into consideration?

4. The concept of conflict

- 4.1. What do we consider a conflict?
- 4.2. What are the causes of conflict?
- 4.3. Where can we allocate the approach in the conflict cycle?
- 4.4. What instruments for conflict management are put forward?

5. Level and Frame of Reference

- 5.1. What level do the Conclusions, approaches and models of practicing refer to?
 - Intra-psychic/ individual
 - Family
 - Small groups?
 - Organizations
 - Society
 - International
- 5.2. Do the causes for non-peace lie in the individual, societal or rather international realm?
- 5.3. Are the interrelations and the interdependencies of these areas specified?

6. Target group specific distinctions

- 6.1. Are conclusions and statements valid for all situations and target groups?
- 6.2. What kinds of distinctions are made?
 - Relating to different target groups?
 - Relating to different countries and cultures
 - Relating to regions and countries with high tensions and crises

7. Explanations, Necessities, Reasoning

- 7.1. What are the reasons and necessities for selecting the thematically specific aspect/ project at hand?
- 7.2. How do single projects fit into the overall understanding of Peace Education?

8. Human nature and basic norms and values

- 8.1. On what underlying presumption of human nature do the approaches and models rest?
- 8.2. What is the underlying concept of teaching and learning?
- 8.3. What basic norms and values are implicitly and explicitly resorted to?

9. Goals

- 9.1. What are the goals?
- 9.2. What are the concrete steps to realize these goals?
- 9.3. What methodology and what materials are used?

| 3. Peace Education: central topics and models | |
|---|---|
| Central topics and tasks of Peace Education | Concrete models and approaches |
| 1. Dealing with violence/overcoming violence <ul style="list-style-type: none"> - Awareness raising for violence and development of alternatives to violence - Models of preventing violence - Developing and providing alternatives to violence - Orientation along principles of non-violence | Among others <ul style="list-style-type: none"> - Advance and further communication and group capabilities - Fair play- violence prevention through teaching rules - Training in the area of non-violent action - Biographical learning |
| 2. Dealing with the legitimacy, application, and consequences of war, army and armament | Among others <ul style="list-style-type: none"> - Critical perception of ideologies and national myths - Trauma work |
| 3. Providing possibilities for and enable to constructive conflict management and non- violent actions | Among others <ul style="list-style-type: none"> - Peer-mediation - Conflict management |
| 4. Overcoming prejudices, foe images and developing tolerance | Among others <ul style="list-style-type: none"> - Dealing with the past: shared history |
| 5. Dealing with fear and aggression | |
| 6. Developing inter-cultural competence | Among others <ul style="list-style-type: none"> - (Student) exchange projects |
| 7. Motivating and facilitating political participation | Among others <ul style="list-style-type: none"> - E-learning approaches |
| Supplementary tasks and topics | |
| <ul style="list-style-type: none"> - Analysis of and critical interaction with „new media“ - Developing a perspective of „One World“ - Development of an awareness for limited resources and their responsible management | Projects dealing with media education Global learning Ecological education/ Education on sustainability |

4. Peace Education within the context of the conflict cycle

Distinction of topics and models according to conflict phases and conflict development

| Phases | Necessities | Approaches |
|----------------------------|---|--|
| Pre-phase | e.g. - Improving communication and perception - Developing pro-social behavior - Knowledge of the course of conflicts | e.g. - Training of communication skills - Social learning |
| Escalation phase | e.g. - De-escalation - Conflict mediation - Behavior in threatening situations - Dealing with violence | e.g. - Anti-aggression training - Mediation |
| Post-Conflict phase | e.g. - Reconciliation - Democracy Development - Coping with the past - Encouraging and fostering civil society - Deconstructing foe images | e.g. - Working with traumata - Victim and perpetrator compensation |

5. Levels of Peace Education

| | |
|---|--|
| <p>Research on Mediation</p> <ul style="list-style-type: none"> - Fundamentals of education policies; - Basics of education and continuing education of peace educators and respective fields of practice; - Principles of didactic and curricular assistance in for specific training courses and fields of practice; - Research on contents, goals and methods of learning in respective fields of practice and their effectiveness; - Evaluating the code of practice. | <p>E.g. comparative research on school books.</p> |
| <p>Implementation</p> <ul style="list-style-type: none"> - Designing materials relevant to the code of practice; - Creating schoolbooks; - Compiling books and media overviews as well as annotated bibliographies; - Designing multi media learning tools and online materials; - Creating model seminars; - Providing services tailored for the specific needs of different target groups; - Providing assistance with practicing peace education as well as supervision. | <p>E.g. EURED, Designing training programs for teachers.</p> |
| <p>Education practices</p> <ul style="list-style-type: none"> - Concrete peace educational work on site - Projects, seminars, workshops, instructions; - Taking learning conditions, learning capabilities and learning interests of participants as the point of departure. | <p>E.g. „taking a vacation from war“</p> |
| <p>Political action</p> <ul style="list-style-type: none"> - Symbolic and open actions aimed at influencing the general public; - Symbolic and direct political actions directed at influencing decision makers. | <p>E.g.</p> <ul style="list-style-type: none"> - J. Goodall: Giant Peace Dove Campaign (www.giantpeacedoves.org). - Anti land mine campaign (www.landmine.org). - Small arms campaign. |

6. Places of Peace Education

This topic includes specific research projects, implementation strategies and educational practices.

| | |
|--|---|
| Pre-school: | Children Teachers Parents (Topics: e.g. conflicts, war anxiety) |
| School: | Students Teachers School authorities and ministries Parents Teaching tools Premises and equipment Producers of teaching tools |
| University | |
| Youth work | |
| Adult Education | |
| Citizen's action committees, Civil groups | |
| Community | |
| Refugee Camps | |
| Authorities/ Ministries | |
| New Media, Mass Media | |
| | |

7. Thematic distinction exemplified in the case of war

Topics and questions of Peace Education

Dealing with war from a Peace Educational point of view, aims at answering questions, understanding backgrounds (cognitive dimension), expressing and coping with concerns (emotional dimension), as well as recognizing and demanding alternatives (operational dimension). The following survey of topics and questions related to the war in Iraq is not complete and only meant to show the complexities and diversities of possible approaches in the debate.

Dealing with one of the following aspects does not necessarily stipulate the necessity to deal with other aspects as well. In order to classify and evaluate one's own activities, however, it seems useful to keep in mind the overall survey.

War coverage

- The role of media in conflicts
- Warfare in and through media
- Patterns of manipulation and censorship
- Disinformation as a form of information
- Principles of behavior for media coverage
- Peace Journalism

Images from and in War

- Manipulation of Images
- Photojournalism in war
- Learning how to handle and deal with images

Prejudices and Foe Images

- Stereotypes and patterns of interpretation
- The Foe Image Syndrome

Just Wars

- The doctrine of the just war
- Can there be a just war?
- Decapitations

International Law

- The position in international law
- UN Charta and Security Council
- UN-Resolutions
- Legitimate wars under international law
- Humanitarian laws on war

War Rhetoric

- Rhetoric strategies and patterns of arguments
- The language of war
- A framework of analysis on war rhetoric

Types of Wars

- Manifestations of war
- „Old wars“ and „new wars“ ?
- Regional appearances and frequency

Causes of war- threats

- Territorial claims
- Securing power
- Power competition
- Securing resources
- Miss- perception
- Ethnic-cultural heterogeneity

Warfare

- The logic of warfare
- Armament and war
- Arms and the use of
- Psychological warfare

People in War

- Victims and victimizers
- Child soldiers
- Orders, obedience and responsibility
- To kill and being killed
- Refusing military service
- Desertion

Conflict-escalation

- When do conflicts escalate?
- Escalation levels of conflicts
- Possibilities of de-escalation

Consequences of wars

- People as victims
- Effects on the environment
- Effects on the economy
- Effects on politics
- Effects on culture

Personal Involvement

- Dealing with war anxiety
- Dealing with traumata
- Benchmark values
- Lifestyle-Reality and fiction

- Relatives in war zones
- How to talk about war?

Taking action against war

e.g. Initiatives and campaigns

- Against the export of arms
- Against landmines
- Stop nuclear arms' tests
- Protecting children in war zones

e.g. through concrete projects

- Taking a vacation from war
- Refugee aid
- Aid for victims

e.g. through expressing one's own concerns

- Demonstrations
- Solemn vigils
- Church services

Developing and implementing alternatives

- Civil conflict management in the international system
- Reconciliation work
- Development cooperation
- Global learning

War history /War experiences

- Experiences of parents and grandparents
- War memorials
- Letters from soldiers
- Mines and bombs (findings of unexploded bombs) in Germany
- War refugees (yesterday and today)

Wars in times of peace

- Computer games
- War movies/ anti-war movies
- War propaganda
- Every day language of violence and war
- Commercials and advertisements with and for arms and the military
- Songs of war / songs of peace
- Poetry and lyric

8. Peace Education and a typology of violence

The WHO typology makes it possible to exactly classify activities, their respective field of action as well as the specific aspect of violence.

| Violence | Physical | Sexual | Psychological | Deprivation or neglect |
|----------------------|----------|--------|---------------|------------------------|
| Self-directed | | | | |
| - Suicidal behaviour | ■ | | ■ | ■ |
| - Self-abuse | ■ | | ■ | ■ |
| Interpersonal | | | | |
| - Family/partner | | | | |
| - Child | ■ | ■ | ■ | ■ |
| - Partner | ■ | ■ | ■ | ■ |
| - Elder | ■ | ■ | ■ | ■ |
| - Community | | | | |
| - Acquaintance | ■ | ■ | ■ | ■ |
| - Stranger | ■ | ■ | ■ | ■ |
| Collective | | | | |
| - Social | ■ | ■ | ■ | ■ |
| - Political | ■ | ■ | ■ | ■ |
| - Economic | ■ | ■ | ■ | ■ |

WHO: world report on violence and health. Genf 2002.