IMPLEMENTING PEACE EDUCATION AS A PART OF THE SOUTH AFRICAN SCHOOL CURRICULUM FOR LEARNERS IN THE INTERMEDIATE PHASE (GRADES 4 – 6)

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CERTIFICATION

I certify that the content of this research article is my own work, except where otherwise stated, and has not been submitted for the award of another degree.

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SUMMARY

This research article deals with the implementation of peace education in the intermediate phase of South African schools. The specific questions that this research article attempts to address are:

(i)   What is peace education, with particular reference to its aims and objectives?

(ii)   Why is it important to include peace education in any school curriculum?

(iii)   What is the present status of peace education in the National curriculum?

(iv)   What has been the experience of educators with this curriculum?

(v)   How may the curriculum be modified to take account of peace education principles?

Chapter one provides an overview, outlining the research objectives and the structure of the research article.

Chapter two attempts to review the body of literature that has been written on the subject of peace education. In an effort to accomplish this, the article firstly attempts to provide a widely accepted definition of the concept of peace education. In this regard several definitions of different researchers have been presented and discussed and finally a single definition has been formulated for the purposes of this article. Chapter two attempts to provide an analysis of the aims and objectives of peace education. The varying views by different researchers have been presented. After careful consideration of these views a set of aims and objectives have been presented for the purpose of this research article.

Chapter three provides strong evidence that children who are exposed to peace education develop more positively. They perceive their social world and react to social factors in a less hostile way. Furthermore, these individuals see violence as an unacceptable option, and choose nonviolent ways to resolve conflict.

Chapter four reviews the research design that has been used in data collection. This chapter also focuses on the methodology and techniques employed in the analysis of the data.

Chapter five provides an analysis of the research findings. This analysis is presented in two parts.

Chapter six focuses on those objectives of peace education that are of critical importance but have not been included in the National Curriculum Statement grades R-9 (schools) 1997 (NCS) or the Revised National Curriculum Statement grades R-9 (schools) 2002 (RNCS). It will be illustrated that when these objectives are incorporated in the curriculum, it will strengthen the curriculum in terms of its provision for the effective teaching of peace education.

Chapter seven contains a summary of the salient discussion points of the research and concluding remarks by the researcher.

GLOSSARY OF TERMS AND ACRONYMS

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AC	Arts and Culture
EMS	Economic Management Sciences
HSS	Human and Social Sciences
LLC	Language, Literacy and Communication
LO	Life Orientation
MLMMS	Mathematical literacy, Mathematics and Mathematical Sciences
NS	Natural Science
NCS	National Curriculum Statement – Grades R – 9 (Schools) 1997
RNCS	Revised National Curriculum Statement – Grades R – 9 (Schools) 2002
SS	Social Sciences
TECH	Technology

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CHAPTER ONE

OVERVIEW AND RESEARCH OBJECTIVES

The overall objective of this research article is to investigate the implications of implementing peace education as a part of the South African public school curriculum for learners in the intermediate phase (grades 4 – 6).

In achieving this objective, this research article attempts to:

(i)   consider the scope of peace education and to compare the views of different researchers on this subject

(ii)   provide examples of research where the implementation of peace education curricula has made positive contributions in encouraging socially acceptable behaviour

(iii)   analyse the objectives and content of the NCS and the RNCS, in respect of their provision for peace education in South African schools in the intermediate phase

(iv)   analyse the effectiveness of these curricula, based on a survey of experienced educators using these curricula

(v)   to examine modifications to the curricula to more fully incorporate peace education strategies not adequately covered by the NCS and the RNCS

The work of researchers like I.M. Harris indicates that peaceful behaviour can be taught when he contends that: "People learn warlike behaviour from parents, friends, teachers, cultural norms, social institutions and the mass media. Violent images promoted in the culture reinforce violent behaviour and instill the belief that aggression must be regulated through violent means. This need not be true." (Harris 1988:6)

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A curriculum that incorporates peace education, at its various levels, has the potential to address the escalation of conflict and violence, both at the direct level and at the structural level. Hence a properly planned and well – executed peace education program will have the potential of addressing issues like nonviolent conflict resolution, respect for international standards of human dignity, appreciation of cultural diversity and respect for the integrity of the earth. This assertion is supported by research undertaken by I.M. Harris, when he notes: "students in peace education classes do change their attitudes and beliefs about violence and even change their lifestyles in more peaceful directions but they don't necessarily participate in political activities to challenge public policies. At best schools and community education programs may influence the way people think." (Harris 1988:36)

In an attempt to define the concept of peace education, the article focuses on the views of various researchers on the term peace. The notion of peace is examined from its earliest usage, in 1625 by Hugo Grotius to its modern day usage. The researcher illustrates that the earliest notion of peace, as an absence of war or physical injury, has transformed to incorporate both physical and structural violence. Arising from this discussion, chapter two extends the concepts of physical and structural violence to a discussion of positive and negative peace. The chapter explores the contention of the researcher Gavriel Salomon that too many things are now called peace education. (Salomon 1999:3) The idea that peace education will have different meanings to different people in different social contexts is explored in some detail. In this regard the views of Daniel Bar-Tal are explored at some length.

Chapter two also reviews peace education strategies that underpin most peace education programs at various levels of education. In this regard, the five peace education strategies: global peace education, conflict resolution programs, violence prevention programs, development education and nonviolence

education, identified by I.M. Harris (1988) are discussed. The views of several other researchers and agencies are included in this discussion.

Chapter two concludes with an examination of the aims and objectives of peace education. The views of different researchers indicate that there is a high degree of consensus amongst the various researchers on this subject. The aims and objectives contained in The Hague Appeal for Peace, is presented as a view that best encapsulates the positions held by different researchers on this subject.

Chapter three examines the view that children are not born with the natural ability to resolve conflicts peacefully. "They must see the behaviour modeled, be taught the content, have opportunities to apply what they have learned and receive feedback and recognition regarding the use of their skills." (Grace Contrino Abrams Peace Education Foundation 1999:1) This chapter provides strong evidence that children who receive peace education instruction develop more positively. They perceive their world in a less hostile way, see violence as an unacceptable option, and choose nonviolent ways to resolve conflicts. (Lantieri 2001:9) The findings of several research efforts are discussed in this chapter to support the view that children who are exposed to peace education programs are able to resolve conflicts more effectively, become more aware of creating win-win situations and perceive their fellow humans and their environment in a less hostile way.

Chapter four provides an outline of the research design and methodology. Various data gathering techniques have been employed and this necessitated the use of a range of analysis techniques. Both quantitative and qualitative techniques have been employed in the analysis of data. Two sources of primary data have been examined. The first is an analysis of the NCS and the RNCS. These two documents of the National Education Department have been analysed to determine the extent that they allow for the teaching of peace education to learners in the intermediate phase. The second is an analysis of a survey

conducted randomly amongst experienced educators. The survey is used to measure the effectiveness of the curriculum in realizing the objectives of peace.

Chapter five provides an analysis of the data collected. Part one of this chapter focuses on a critical analysis of the NCS and the RNCS of the Department of Education. The extent to which these curricula make provision for the teaching of peace education is discussed and analysed at length. In this qualitative analysis, the researcher finds that a high degree of opportunities are created by the curricula to teach peace education at various levels. The implications of the curricula, for the teaching of peace education to intermediate phase learners is however, the central focus. Despite this, certain shortcomings in the curricula are highlighted and discussed in chapter six.

Part two of chapter five provides a quantitative analysis of the impact of the curricula on behaviour change amongst learners with regard to the realization of peace objectives. This part of the discussion also examines possible reasons why:

- 55 percent of the responses to the survey suggest that positive work is being done in achieving the objectives of peace
- 44 percent of the responses to the survey suggest that there should be a greater emphasis placed in achieving the objectives of peace

In chapter six, the writings of peace education theorists, major representatives of whom are Harris (1988), Burns and Aspeslagh (1998), Hicks (1996) and Salomon (1999) are examined for two main purposes:

- to clarify the objectives of peace education on one hand
- and its effectiveness in reducing violence on the other

The research outlines areas of the curricula that take cognizance of these aims and objectives and highlights those strategies of peace education that are not adequately covered by the curricula. It will also be illustrated that once these

strategies are included as part of the curricula, the potential for the further reduction of violence will be enhanced.

CHAPTER TWO

LITERATURE REVIEW

2.0.   WHAT IS PEACE EDUCATION ?

While the notion of peace education may at first seem self explanatory, there are however, several differing views amongst researchers with regard to the meaning and scope of peace education. To fully understand this debate, it is important to begin with an analysis of the concept of "peace" and to then proceed to the meaning of the concept "peace education." An analysis of this nature would help to determine the scope of peace education.

The understanding of the concept peace has transformed several fold since its earliest usage by Hugo Grotius in 1625 when he defined peace as the absence of war or direct violence. (Castro 1999:164) This simplistic conception has transformed over the years, giving the term peace a more expansive connation. Mark Thee of the International Peace Research Institute, more recently referred to peace as the absence of war and physical direct violence. (Castro 1999:164) However, even this definition falls short of the modern day usage of the term peace.

Kent in his analysis of the notion of peace observes that: "peace is the absence of violence" (Kent 1993:4) He then goes on to speak of four different kinds of violence. These classes of violence may be distinguished according to the types of perpetrators and victims. Harm can be inflicted by perpetrators on their victims by using four different means. These means he locates as physical, economic, political and cultural. He therefore reflects on physical violence, economic violence, political violence and cultural violence. Physical violence includes those acts that involve direct injury to the human body as in the case of war and torture. Economic violence is imposed by perpetrators that lead to deprivation that often

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leads to malnutrition, disease and skewed social development. Political violence violates by repression, depriving people of their freedom and their human rights in general. Thus, political violence is based on deprivation of non-material goods. Finally it is possible to speak of cultural violence which is succinctly described by J. Galtung as : "those aspects of culture, the symbolic sphere of our existence exemplified by religion and ideology, language and art, empirical science and formal science – that can be used to justify or legitimize direct or structural violence." (Galtung 1990:291)

By using the four categories of violence Kent argues that we can speak of secure peace, economic peace, political peace and cultural peace. (Kent 1993:4) In its broadest sense physical violence is direct violence, while economic, political and cultural violence are forms of structural violence or indirect violence. It is therefore impossible to analyse the notion of peace without any reference or analysis of structural violence. Structural violence is prevalent where victims suffer the effects of violence built into a society through its social, political, economic and cultural systems. Such violence may lead to death and disfigurement caused by any of the exacerbating conditions of poverty, starvation, avoidable disease, discrimination against minority groups or denial of human rights. (Hicks 1988:3)

2.1.   DEFINING THE TERM "PEACE EDUCATION"

With reference to the above analysis of peace, the researcher Betty Reardon makes reference to the concepts of positive peace and negative peace. Reardon uses the term negative peace to refer to an absence of war or physical or direct violence while the term positive peace is used to refer to the presence of non-exploitative relationships or conditions of social and economic justice such that the root causes of conflict are diminished. (Reardon 1988:26) Reardon therefore recognizes that the problems of concern for peace educators are manifold,

including diverse areas such as economic deprivation, development, environment and resources and universal human rights and social justice. Peace education Reardon contends has now come to encapsulate all the above areas of global justice. (Reardon 1988:26)

The above assertion is further supported by researchers like S.H. Toh and Virginia Floresca-Cawagas when they note that "although peace education covers diverse issues, learners should not only acquire a fragmented understanding of conflict and violence. To be effective, proposed resolution of peace has to take into account the dynamic relationships which connect various levels and kinds of conflicts. For instance, the symptoms of structural violence (eg. hunger) are usually linked to militarization, since very unequal societies are maintained by coercion and repression." (Toh and Floresca-Cawagas1987:29)

Contrasting with the above view, the researcher Gavriel Salomon contends that too many things are now called peace education. They range from violence reduction in schools to learning about war and peace and moral and value education to the cultivation of self-esteem. He argues therefore, that this wide ranging conception that peace education has taken, seeks to dilute the effectives of peace education programs and if there is no clear distinction between "the core of peace education, its goals and unique problems, from its relatives, we will not be able to formulate clear criteria for the evaluation of peace education or raise questions about it." (Salomon 1999:3)

From the foregoing discussion, it becomes apparent that peace education will have different meanings to different people in different social contexts. It is inevitable therefore, that varying political, economic, social and cultural conditions influence the nature of peace education, its content and its execution. It is therefore important to consider how these unique social, political, economic and cultural conditions affect the nature of peace education programs in different contexts.

In this regard it would be useful to consider Daniel Bar-Tal's assertion that peace education is a type of socialization process, because its objectives are concerned with the internalization of specific world-views, as defined by the society in question. (Bar-Tal 2002:3) Since societies determine the content and transmission of peace education curricula it is of importance to consider how these are brought to bear. Bar-Tal identifies three societal implications on any peace education program.

Firstly, Bar-Tal contends that peace education is condition dependent. Peace education, he argues, is always related to the particular conditions prevailing in the society that carries out this educational mission. These conditions produce the specific needs, goals and concerns of a society which are reflected in a particular peace education program. The societal needs that are considered relevant and functional will dictate the peace education program that will be used. (Bar-Tal 2002:3)

Secondly, Bar-Tal argues that peace education is based on societal agreements. In democratic societies, members of a society have to agree with the contents of peace education programs. Without legitimization from all sectors of society, support for a particular peace education program may not be forthcoming. (Bar-Tal 2002:3)

Thirdly, and arising from the foregoing, it is inevitable that peace education serves as a societal platform. The objectives of peace education do not only relate to pupils in schools, but concerns the whole society. Society will suggest directions for all members and propose desirable values, beliefs, attitudes and patterns of behaviour. In essence therefore, peace education is not left at school, but rather impacts on society on a wider scale. (Bar-Tal 2002: 5)

It is against this backdrop that Gavriel Salomon divides peace education into three categories, again emphasizing the impact of societal factors on peace

education. Salomon firstly refers to a brand of peace education in regions of intractable conflict. He notes that this class of peace education takes place in the context of actual adversaries. In such a context the parties will be concerned about the efforts by each group attempting to change the mindsets of others. (Salomon 1999: 5)

Secondly, Salomon examines peace education in regions of inter-ethnic tension. Peace education programs in this context are characterized by inter-ethnic, racial or tribal tension between a majority and minority without necessarily entailing either overt acts of aggression or collective memories of a long history of hostilities, humiliation, conquest or dispossession. (Salomon 2002:6)

Thirdly, Salomon examines peace education in regions of experienced tranquility. This category of peace education programs takes place in contexts where there is no specifically identified adversary with whom peace, reconciliation or co-existence is desired. In such contexts peace education programs are characterized by consisting of "education about peace rather than education for peace since there is no concrete adversary or outgroup with whom peace is sought." (Salomon 1999:6)

In alluding to this hierarchical stratification, Salomon sees peace education as having no immediate aims, but instead sees peace education as a "long term investment." (Salomon 1999:4) In a later paper in 2002, Salomon however, revisits this earlier position, by stating that "no value judgement, importance or status is implied" in the earlier classification. (Salomon 2002:4)

Having examined the positions of Bar-Tal and Salomon, the question that must be asked is whether peace education has a clear delineable field of focus. Although Salomon's hierarchical categorization may seem severe to many peace educators, his views nonetheless has relevance regarding the nature and transformation of peace education curricula. It would also be important to

consider the assertion that peace education curricula are context bound. Different contexts in the past have dictated different approaches to peace education. The following examples may be worthy of note in this regard. In Japan, in the 1950's, teachers led a campaign for peace education, where it was known as A-bomb education because of the devastating effects of the atomic bombs dropped in Hiroshima and Nagasaki. Issues of poverty and underdevelopment have dominated peace education programs of countries of the global south. It is in these countries that disparate development, a result of structural violence, receives much attention as injustices and discrimination are being corrected. Fears of a nuclear holocaust led countries like Britain and the United States of America to introduce a brand of peace education that had a focus on nuclear education.

2.2. PEACE EDUCATION STRATEGIES

Having made the observations about the nature of peace education, it is important to note that the peace education strategies employed today are not independent and exclusive of each other. Peace education strategies take cognizance of a variety of factors. In this regard Harris (1999) identifies five different peace education strategies. He identifies these as global peace education, conflict resolution programs, violence prevention programs, development education and nonviolence education. Researchers like Betty Reardon, Haavelsrud, Virginia Floresca-Cawagas, S.H. Toh and S.J. Heywood concur with him in many respects, although they offer different terminology in some instances. A brief examination of these strategies is important since most peace education programs used at various levels of education are underpinned by these strategies.

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2.2.1. GLOBAL PEACE EDUCATION

"Global peace education is closely allied to international studies, where educators inform their pupils about international systems of wars and their devastating effects. This form of education provides an understanding of security systems and cultural awareness." (Harris 1999:302) Subjects like demilitarization and military expenditure form an important basis of global peace education. Questions like, 'does an increase in military expenditure (milex) contribute to growth or does the "peace dividend" from reduced milex contribute more substantially to long – term growth?' form the basis of global peace education. Learners are exposed to the fact that contrary to the popular belief, that a high milex promotes economic growth, all studies on this subject indicate otherwise. Military expenditure does not result in long-term returns for the future. In fact it draws valuable resources away from important sectors like education and health care. (Dunne 1996:460-463) In the study of global peace education, learners could be exposed to startling revelations by researchers on demilitarization. Increased militarization is due to the concern about national security. The basic ingredient in the militarization process, involves a bigger role for the military in both national and international affairs of the state, is growth in military expenditure. (Goldblat 1987:1) The problem however, is that economic and political tensions are exacerbated with increased militarization, especially in developing countries since valuable resources are drawn away from key areas of development. A huge gap between milex and development emerges and the status quo is maintained. Through the study of security systems, learners will be exposed to the notion that a civil means of handling conflict is possible and the savings from a reduced milex must be channeled into other socially desirable objectives. (Harris 1996:98)

2.2.2. CONFLICT RESOLUTION PROGRAMS

Conflict resolution training helps learners to resolve interpersonal conflicts constructively, by teaching peace making skills such as mediation, empathy and alternative dispute resolution methods. Learners exposed to conflict resolution programs have a more positive attitude about conflict and they are less likely to avoid conflicts and show a greater likelihood to seek nonviolent alternatives to conflicts in their own lives. In a report of The Resolving Conflict Creatively Program (RCCP) it is noted that learners receiving substantial RCCP instruction from their classroom teachers developed more positively. (Lantieri 2001:9) They perceived their social world in a less hostile way, saw violence as an unacceptable option, and choose nonviolent ways to resolve conflict. Some of the key findings of an independent evaluation of three elementary schools in RCCP's Atlanta site were: 64 percent of teachers reported less physical violence in the classroom, 75 percent of teachers reported an increase in learner cooperation , 92 percent of learners felt better about themselves and over 90 percent of parents reported an increase in their own communication and problem solving skills. (Lantieri 2001:9)

2.2.3. VIOLENCE PREVENTION PROGRAMS

Promoters of violence prevention programs are concerned with violent behaviour that some learners exhibit at school, hostile acts that make it hard for learners to engage in cognitive lessons they are supposed to master. Their goal is to ultimately create safe school climates. (Harris 1999:303)

In the first ever conducted international survey on children and media violence, a UNESCO study underlines television's dominant role in the lives of young people around the world and its impact on the development of aggressive behaviour, paving the way for a stronger debate between

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politicians, producers, teachers and parents. (Peace Matters 1998 (23):1) The study revealed that 93 percent of learners who attend school and live in electrified urban or rural areas have regular access to television and watch it for an average of three hours per day. This represents at least 50 percent more than the time spent on any other out of school activity, including homework, being with friends or reading. The result justifies the assumption that television is the most powerful source of information and entertainment besides face-to-face interaction. (Peace Matters 1998 (23):1) With the high exposure of children to acts of violence on television, it is plausible to correlate violence among youth to excessive exposure to violence seen on television although other social and economic conditions may also contribute.

2.2.4. DEVELOPMENT EDUCATION

Peace educators use development education as a basic tenant of peace education to provide their learners with insights into various aspects of structural violence. It focuses on social institutions with their hierarchies and the tendency to dominate and oppress. In this area of peace education, the dominant patterns of development are questioned.

A key understanding of this approach is that a country's good economic growth should promote human development in all its dimensions. Growth that:

- generates full employment and security of livelihoods
- fosters people's freedom and empowerment
- distributes benefits equitably
- promotes social cohesion and cooperation
- safeguards future human development

will promote genuine long-term benefits to a country. (UNDP 1996:56)

This scenario has however, not always materialized. In Pakistan, for example, from 1976 to 1992, real GDP grew about 6,3 percent annually but employment by only 2,4 percent. During 1977 to 1990 the annual increase in employment in Egypt was only 2 percent while the GDP was 6,6 percent. (UNDP 1996:57) Since 1960 global inequality has increased beyond anything ever experienced. By 1991 the share of the richest 20 percent in the global economy grew 85 percent while the share of the poorest 20 percent had fallen 23 percent to 1,4 percent. By 1994 the share of the richest had soared to 86 percent and the share of the poorest had shrunk to 1,1 percent. So over the past 35 years the ratio of the incomes of the richest 20 percent had increased from 30 percent in 1960 to 61 percent in 1991 and to 78 percent in 1994. (UNDP 1997:110)

A peace education program will therefore have to focus its attention on the eradication of poverty and the skewed nature of human development. Such a program should seek to empower individuals, households and communities, strengthen gender equity, accelerate pro-poor growth, improve the management of globalization and ensure an active state. The program should therefore question dominant patterns of development and should encourage the equitable control of resources rather than promote the domination by elites. Key subjects of such a program would include human rights education and environmental studies. (Harris 1999:305)

2.2.5. NONVIOLENCE EDUCATION

Nonviolence education attempts to put positive images of peace in children's minds. To create a peaceful society those images must be so attractive that humans will choose to behave nonviolently when confronting conflict. "Education about nonviolence can help to counter the culture of violence that reverberates throughout the media, the

entertainment industry, politics, national policy, the schools, the community and the family. It provides images of peace." (Harris 1999:306)

Gene Sharp writing about the types of nonviolence identifies nine strategies of nonviolent behaviour. These are non-resistance, active reconciliation, moral resistance, selective nonviolence, passive resistance, peaceful resistance, nonviolent direct action, satyagraha and nonviolent revolution. (Sharp 1993:45-49) These methods of practicing nonviolence can and should be explored in any peace education program.

Morton Deutsch writing on mediation in schools notes that there are difficult conflicts which disputing parties may not be able to resolve constructively without the help of third parties or mediators. In schools such conflicts can occur between students, between students and teacher, between teachers and administrators and teachers etc. To deal with such conflicts, mediation programs have been established in a number of schools. (Deutsch 1991:267)

2.3. THE AIMS AND OBJECTIVES OF PEACE EDUCATION

On careful analysis of peace education strategies outlined in the previous section, the aims and objectives of peace education become easier to identify. If peace education is concerned with global peace education, conflict resolution programs, violence prevention programs, development education and nonviolence education then the aims and objectives should emanate from these areas of concern.

In his statement of the aims of peace education, David Hicks (1988) makes a useful distinction between skills, attitudes and knowledge. Some of the skills that will be developed by implementation of a peace education program include critical thinking, cooperation, empathy, assertiveness, conflict resolution and

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political literacy. The attitudes that a peace education program seeks to develop are self-respect, respect for others, ecological concerns, open mindedness, vision and a commitment to justice. Amongst the aspects of knowledge that need to be developed are understandings of concepts such as conflict, peace, war, justice, power, gender, race and environment. (Hicks 1988)

The aims of peace education identified by Harris are quite similar to those of David Hicks but without the categorization into skills, values, and knowledge. The aims of peace education identified by Harris are: to appreciate the richness of the concept of peace, to address fears, to provide information about security systems, to understand violent behaviour, to develop intercultural understanding, to provide for a future orientation, to teach peace as a process, to promote the concept of peace accompanied by social justice, to stimulate respect for life and to end violence. (Harris 1988:81)

Another useful contribution on the aims of peace education is made by A. Bjerstedt. Bjerstedt recognizes the following as important aims of peace education: global perspectives, the ability to generate alternative visions, intercultural awareness, insight into social injustices, the willingness to work for a more just world, acceptance of an ethic of human rights, willingness to work for a peaceful world, an ethic of nonviolence, insight into the consequences of violence-based solutions to problems, the ability to evaluate historical developments critically, involvement in the international community, ecological perspectives, acceptance of responsibilities, assertiveness, awareness of prejudices and striving for equality. (Bjerstedt 1992)

The above three contributions encapsulate and extend what most researchers consider to be the important aims of peace education. They provide a clear insight into the expansive nature of peace education while at the same time taking into cognizance the practicality and applicability of these aims in curriculum models designed to teach peace education. The aims of peace

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education are perhaps best summarized in The Hague Appeal for Peace which states that a culture of peace will be achieved when citizens of the world:

- Understand global problems
- Have the skills to resolve conflict constructively
- Know and live by international standards of human rights, gender and racial equality
- Appreciate cultural diversity
- Respect the integrity of the earth

(Hague Appeal for Peace: http://www.haguepeace.org)

From those aims that have been reviewed it is evident that peace education covers a wide variety of subjects and as Salomon(1999) cautioned earlier there exists the possibility that peace education has come to mean too many things to different individuals in different contexts. While this may be so, the aims referred to earlier would be incomplete if certain essential ones were to be excluded.

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CHAPTER THREE

THE IMPACT OF PEACE EDUCATION ON CHILDREN'S BEHAVIOUR

3.0. INTERNATIONAL AND SOUTH AFRICAN STUDIES

This chapter focuses on evidence provided by international and South African studies that conclude that children who are exposed to peace education are more likely to resolve conflicts effectively, become more aware of creating win-win situations and they perceive their world in a less hostile way. This is based on the assumption that children's moral development can be enhanced by the appropriate curricular, teaching methods, relationships in the classroom and the school as a whole.

(Learn Peace http://www.ppu.org.uk/learn/peaceed/pe_ednetcurriculum.html;1)

The Resolving Conflict Creatively Program (RCCP), a programme of Educators for Social Responsibility (ESR), is a research-based, school programme focusing on conflict resolution and inter-group relations. The primary goal of RCCP is to ensure that young people develop the social and emotional skills needed to reduce violence and prejudice from caring relationships, and build healthy lives. Currently RCCP serves 6000 teachers and 175 000 children in schools nationwide, including New York City Public schools. (Lantieri 2001:9)

In 1993, ESR initiated one of the largest scientific evaluations of school conflict programme ever conducted, involving 5000 children and 300 teachers from 15 public elementary schools in New York City over a two-year period. "The findings revealed that compared with children who had little or no exposure to the curriculum, children receiving substantial RCCP instruction from their classroom teachers developed more positively. They perceived their social world in a less hostile way, saw violence as unacceptable option and choose nonviolent ways to resolve conflict." (Lantieri 2001:9) Several key benefits from the implementation

of RCCP curriculum were recorded in an independent evaluation of three elementary schools, one middle school and one high school in the Atlanta area using RCCP instruction. 64 percent of teachers reported less physical violence in the classroom, 75 percent of the teachers reported an increase in student cooperation, 92 percent of students felt better about themselves and 90 percent of parents reported an increase in their own communication and problem-solving skills. (Lantieri 2001:9)

In the article titled "Conflict Resolution Education: Four Approaches," Sharon Cromwell notes that it is possible for conflict resolution programs to change a school's environment by reducing verbal and physical violence and increasing the number of win-win outcomes in schools. (Cromwell 1999:1)The three case studies are cited as examples of effective conflict resolution programs that impacted on pro-social behaviour. The Clark County Social Service School Mediation Program in Nevada, during the 1992 - 1993 school year, reduced conflict among students in two participating elementary schools and helped reduce the number of fights among students. After the first year of the program, the number of teachers who spent less than 20 percent of their time on discipline increased by 18 percent. Similar results were recorded for the 1993 – 1994 and the 1995 – 1996 school years. The second study cited by Cromwell is of five of six New York City High Schools participating in Project S.M.A.R.T. (School Mediator Alternative Resolution Team). These schools recorded a 45 to 70 percent reduction in suspensions for fighting during the program's first year of operation. The third study is in schools using the RCCP curriculum. The results of this study have already been discussed. (Cromwell 1999:1-2)

The study of the Hamilton Fish Institute, recorded in 2001, reports positive results after a 32-week peace education curriculum was delivered to teach children to resolve conflicts peacefully. After the curriculum was used with five second grade classes at a school with a capacity of 800 students, teachers and other personnel had to indicate their agreement to statements that 80 percent of the students

learned to express respect for teachers, adults and peers; 70percent learned to exhibit proper behaviour in the cafeteria; and 70 percent were able to resolve conflicts independently. In most cases almost all respondents agreed.

The South African study conducted by researcher Anne-Marie Maxwell (2002) also indicates positive behaviour changes in pre-school children exposed to a peace education program. The program was developed by Maxwell with and for the Methodist Church of South Africa (MCSA) Central District pre-school. The peace education intervention, implemented in 2000, resulted in "a reduction in aggressive behaviour in these schools – which went beyond any kind of normal reduction in aggression that may accompany simple maturation of children over a seven-month period – together with an increase in pro-social behaviour." (Maxwell 2002:17)

The 1993 report of the Centre for Conflict Resolution, titled "Conflict Resolution and Peacemaking Among Youth" and commissioned by the Human Sciences Research Council, makes note of several peace education initiatives in South Africa. (Dovey 1996:129) In response to peace education initiatives, educationalists indicated a need for peace education programs for children and youth. The report notes that, "Such a need is a critical one, in view, particularly, of our violent heritage and the multitude of challenges being presented to our young people today as members of a society in transition." (Dovey 1996:134) The responses from educationalists also indicated that peace education should be an all-embracing one, involving schools, families and communities and South African pupils and teachers were seen to have a critical role to play as effective agents of change in our society. (Dovey 1996:134)

From the research evidence provided in the chapter, it is clear that children who are exposed to peace education, display less hostile behaviour when dealing with conflict situations. Based on this evidence, the researcher is of the view that the Department of Education, through its various agencies can and should

determine the parameters for the implementation of peace education programs in schools. It is evident from this study, as it shall be illustrated in chapter five, that the Department of Education has taken cognizance of the benefits of implementing peace education at the school curricula level. While this is a positive step forward, the researcher will illustrate that there are several gaps in the curriculum, which when adequately addressed, will have the potential to cover the subject of peace education more fully. These recommendations will be discussed in chapter six.

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CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

This study employs different research methodology and techniques. The variety of data gathering methods used necessitated a variety of analysis techniques. The research has been divided into two parts. Qualitative analysis techniques have been employed in the analysis of data in the first part of the study. Quantitative and qualitative techniques have been used in the analysis of data in part two of the research.

4.0. PART ONE

Part one of the research focuses on an analysis of two policy documents issued by the National Department of Education that outlines the curriculum used in public schools. These documents are:

- The National Curriculum Statement – Grades R-9 (schools) – 1997 (NCS)
- The Revised National Curriculum Statement – Grades R-9 (schools) – 2002.(RNCS)

This part of the research analyses the extent to which the curriculum makes provision for the teaching of peace education. It will be illustrated that a successful curriculum, methodology, school policy and its administration and the school environment play an important part in any peace education program.

The research will focus on the effectiveness of the curriculum in achieving the above. The positive features of the curriculum will be identified and discussed. Those areas of the curriculum that could be improved on will also be examined and suggestions made to address these problems.

4.1. PART TWO

Part two of the research focuses on data collected by means of a questionnaire. Sixteen experienced educators teaching in the intermediate phase have completed the questionnaire which has been used as a means of primary data collection. Most of them are responsible for teaching different learning areas in this phase.

The questionnaire comprised of three sections. Section one requested general information about the school and the respondent. Section two of the questionnaire required responses to thirteen questions that tested against a checklist promoting the objectives of peace. This questionnaire was sourced from the Avon County Education Department. Respondents were required to answer as follows:

- positive work being done
- deserves greater attention
- disagree with objective

The raw results obtained form responses to this section have been transcribed and are reflected in table 1. These raw results have been totaled and converted to percentages and are reflected in the last two rows of table 1 respectively.

Section three of the questionnaire required respondent's observations of ten areas of behaviour displayed by learners. This questionnaire was sourced from the La Causa – Nurturing Peace Project. These observations were recorded as either:

- none........... or
- some..........or
- many

eg. How would you rate the incidence of physically aggressive acts (pushing, hitting, poking, shoving, grabbing etc) amongst learners at your school.

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Questions b_1, b_2, b_5, and b_8 relate to the incidence of socially unacceptable behaviour observed amongst learners. The raw results to these questions have been recorded and are reflected in table 2a. These results have been totaled and converted to percentages and are reflected in table 2b. Questions b_3, b_4, b_6, b_7.b_9 and b_{10} relate to the incidence of socially acceptable behaviour amongst learners. The raw results to these questions have been recorded and are reflected in table 3a. These results have been totaled and converted to percentages and are reflected in table 3b.

CHAPTER FIVE

RESEARCH ANALYSIS

5.0. PART ONE: ANALYSIS OF THE CURRICULUM TO DETERMINE THE EXTENT TO WHICH THE CURRICULM ACCOMODATES PEACE EDUCATION IN THE INTERMEDIATE PHASE

5.0.1. INTRODUCTION

The commitment by the Department of Education to transform the South African education system form the old apartheid era to the new democratic order may be summarized by the Department's vision for South Africa which is to create "a prosperous truly united, democratic and internationally competitive country with literate, creative and critical citizens leading productive, self-fulfilled lives in a country free of violence, discrimination and prejudice. (National Curriculum Statement– Grades R-9 (schools) [NCS] 1997:1)

In making the shift from the traditional aims and objectives approach to outcomes – based education, the Department of Education emphasizes the need for major changes in education and training in South Africa in order to normalize and transform teaching and learning. The transformation envisaged in the second part of the vision, namely, "in a country free of violence, discrimination and prejudice" has particular reference to the scope of study of this research article.

The department's education policies and in particular its curriculum statements reflects a genuine desire to deal with conflict at a curricular level. However, despite these accommodations made by the curriculum statements conflicts continue to inflict the school community. It is inevitable that this scenario will continue to exist, as it has been stressed in part one of the research. What we are working toward in educating for peace, is not a conflict free school

community, but rather a community where conflict is effectively managed and the skills to reduce and manage conflict are taught. Conflict is inevitable in a dynamic society. In fact conflict often serves as a catalyst for change. Conflict if however, left unabated and unresolved has the tendency to destroy a social system.

One of the aims of this research article is to analyse the present school curriculum and to determine the extent to which it accommodates the teaching of peace education in the intermediate phase. It is inevitable therefore that this article should focus briefly on the transformation of the curriculum from the apartheid era to a post apartheid era. This will be examined briefly and will then be followed by a critical analysis of the school curriculum to determine how it accommodates the teaching of peace education in the intermediate phase.

5.0.2. A BRIEF BACKGROUND ON CURRICULUM TRANSFORMATION AND ITS BEARING ON PEACE EDUCATION

Post apartheid South Africa inherited a fragmented education system split along nineteen education departments, separated by race, geography and ideology. This education system prepared children in different ways for the positions they were expected to occupy in the social, economic and political life under apartheid. In each department the curriculum played a powerful role in reinforcing inequality by determining what, how, and whether children were taught differed according to the roles they were to play in society. (RNCS – Overview 2002:4)

Lifelong Learning through a National Curriculum Framework (1996) was the first major curriculum statement in a post apartheid South Africa. The consultative process that followed with the intention of re-designing the curriculum was informed by the White Paper on Education and Training of 1995. This transformative process eventually resulted in the October 1997 Statement of the National Curriculum for grades R-9 and was published in terms of government

notice 1445. This curriculum that emerged from this statement was implemented in schools for the first time in 1998.

The resulting curriculum was however, not without its problems. Trapped in elusive terminology, implementation of the curriculum became bogged down in terminology rhetoric. Furthermore, lack of educator orientation and support materials resulted in growing despair amongst educators. In 2000 a Ministerial committee was tasked with the review of Curriculum 2005 (NCS). The brief of the committee was to review the structure and design of the curriculum, teacher orientation, training and development, learning support material, provincial support to educators in schools and implementation time frames. (RNCS – Overview 2000:5) The Ministerial Review Committee presented its report on 31 May 2000.

The Ministerial Review Committee in its suggestions for a strengthening of the Curriculum 2005, recommended a streamlining and simplification of its language through a Revised National Curriculum Statement (RNCS). It further recommended that this RNCS should reduce the curricular design features from eight to three critical and developmental outcomes. (RNCS – Overview 2000:5) The National education department maintains that "The RNCS is thus not a new curriculum but a streamlining and strengthening of Curriculum 2005. It keeps intact the principle, purposes and thrust of Curriculum 2005 and affirms the commitment to outcomes-based education." (RNCS – Overview 2002:6)

Having examined this brief historical overview of curriculum transformation, it must be noted that the NCS and the RNCS are underpinned by the Constitution of the Republic of South Africa, 1996 (Act no. 108 of 1996) For the purposes of this article, both the NCS and the RNCS will be examined, as they would relate directly to peace education.

The Manifesto on Values, Education and Democracy, identifies ten fundamental values of the Constitution. These are:

- Democracy
- Social justice and equity
- Non-racism and non-sexism
- Ubuntu (human dignity)
- An open society
- Accountability
- Respect
- The rule of law
- Reconciliation

It is these values that find expression in the RNCS, wherein it is highlighted by sixteen strategies for familiarizing young South Africans with the values of the Constitution. Amongst these sixteen strategies that underscore the RNCS the following have particular reference to peace education. They are:

- Infusing the classroom with a culture of human rights
- Learning about the rich diversity of cultures, beliefs and world views within which the unity of South Africa is manifested
- Promoting anti-racism in schools
- Making schools safe to learn and teach in and ensuring rule of law
- Promoting ethics and environment
- Nurturing the new patriotism   (RNCS – Overview 2000:7-8)

Both the NCS and the RNCS seek to achieve these objectives in their curricular design.

5.0.3. TO WHAT EXTENT DOES THE NCS AND THE RNCS OF 2002 CATER FOR PEACE EDUCATION IN THE INTERMEDIATE PHASE ?

The preamble to the curriculum outlined above suggests that there ought to be adequate provision for the teaching of peace education in the different learning area curricula. The extent to which the vision for education translates into curricula provisions for the teaching of peace education is a critical area that requires further analysis.

This part of the research will focus on examples of how the different learning areas cover the teaching of peace education. For this purpose both the NCS and the RNCS will be examined. It must be noted that neither the NCS nor the RNCS consider peace education as a separate learning area but rather the principles for the teaching of peace education are spread across the learning area curricula. Learning areas like Human and Social Sciences (HSS), Economic Management Sciences (EMS), Arts and Culture (AC) and Life Orientation (LO) offer greater scope for the teaching of peace education. Notwithstanding this, peace education is covered, at least to some extent, in every learning area.

An examination of the HSS learning area provides an interesting scenario to begin this discussion. The rationale for HSS as outlined in the NCS states that this learning area will equip learners to make sound judgments and take appropriate actions that will contribute to a sustainable development of human society and the physical environment. It states that HSS comprises the study of relationships between people, and between people and their environment. These interactions are contextualized in space and time and have social, political, economic, environmental and spiritual dimensions. (NCS – HSS 1997:2) Specific outcome one for HSS is to "demonstrate a critical understanding of how South African society has changed and developed." Achievement of this outcome is measured by, amongst other things, learners understanding of unity, diversity and nation building as well as policies, practices and attitudes which build

identity, community and society eg. tolerance, equity, legislation, anti-bias action and conflict resolution.

Specific outcome three for HSS "to participate actively in promoting a just, democratic and equitable society" further extends this learning area to the teaching of peace education. Successful achievement of this outcome will be evident when learners demonstrate positive attitudes to decision-making, reconciliation and conflict resolution. (NCS – HSS 1997:9) The (RNCS – HSS 2002) further reinforces the teaching of peace education principles by emphasizing that environmental education, and human rights education are integral to the Social Sciences (HSS re-termed Social Sciences[SS] in the RNCS) Further examples where HSS or SS make provision for the teaching of peace education may be cited. However, from the foregoing, it will suffice to state that the NCS –1997 and the RNCS –2002 create adequate opportunities in the HSS or SS learning areas for the teaching of peace education.

Likewise, the learning area Technology (TECH) focuses heavily on skewed social development, a very important component of peace education. Specific outcome seven which reads "to demonstrate an understanding of how technology might reflect different biases, and create responsible and ethical strategies to address them," is measured against two assessment criteria. (NCS – TECH 1997:3) The first of these requires learners to identify the concepts and types of biases while the second which leads from this, requires learners to recognize biases limiting access to and the application of technology. To test this, it is imperative that learners understand the ways in which bias affects important groups such as gender, race, age, and disability. Learners are also required to locate reasons and ways in which, access to and the benefits of technology have been denied to various groups as well as the impact that technological advancement has on the environment. (NCS – HSS 1997:21)

An analysis of the above indicates that the Technology learning area offers within its scope a fair degree of latitude to explore themes of peace education. It helps learners to identify past imbalances and sets out ways in which these imbalances may be corrected. Furthermore the RNCS further emphasis that learners take cognizance of the impact of technology on society and the environment. The curriculum directs learners for example, to identify possible positive and negative effects of scientific development or technological products on the quality of people's lives and/ or the health of the environment. It further requires learners to identify the lack of access to technological products or services might have on certain groups of people and how technological products or processes helps to minimize effects on people and/or the health of the environment. (RNCS – TECH 2002:28-29)

In her article "Think and Teach Globally – act Locally," Eva Norland makes a useful note that peace education is education that helps people see the world around them as good to live in for all. To achieve this society should move away from previously held misconceptions like – it is us against the environment, it is us against other human beings and that technology will solve our present and future problems. (Norland 1996:304) The scope of technology in our present school curriculum recognizes that this would be a fallacy and therefore encourages cooperation with other human beings as well as with our environment. It validates the modern day assertion of technology working within the parameters of sustainable development, and is imperative for the survival of developed and developing nations.

The Arts and Crafts (AC) learning area emphasis a different set of peace education principles. In the AC learning area learners are encouraged to come to an understanding of their own strengths and weaknesses in a collaborative, creative process. The context of the arts offers an environment that fosters non-judgmental recognition of individuality whilst it engenders mutual cooperation. (NCS – AC 1997:1) This objective for peace contained in the preamble to the AC

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learning area falls within the scope of the objective set by the Hague Appeal for peace.

One of the main aims of peace education noted earlier is the development amongst individuals to appreciate cultural diversity. Johan Galtung makes the following critical observation about culture and cultural diversity. He writes, "In the world there are many cultures, even civilizations or macro-cultures, spanning vast regions in space and time. In turn, if one civilization imposes its definition of development on another, then we are dealing with a case of cultural violence, of grafting another cultural code into another people's culture, thereby legitimizing what may have been illegitimate and vice versa. At best this may leave an entire people confused, at worst, expose them to culturocide, the killing of their own culture, leading to gross alienation and possibly to physical, individual and collective suicide." (Galtung 1996:127)

It is therefore significant that the AC learning area communicates social and affective skills such as acknowledgement, acceptance and mutual responsibility as well as interactive skills such as communicating, listening and sharing. The learning area further emphasis that through the programs taught, learners will demonstrate sensitivity and respect for others customs and cultural conventions. The AC learning area seeks to address the kinds of culturocide that Galtung refers to in specific outcome eight for AC, which states that learners will be able to acknowledge, understand and promote historically marginalized arts and culture forms and practices. (NCS – AC 1997:17) This has particular reference to South African society where institutionalized bias of Western/ European culture has dominated arts and culture forms and processes to the detriment of other cultural practices prevalent in South African society. The AC learning area takes steps to redress the cultural violence practiced for over forty years in South Africa.

In regard to the above the Natural Science (NS) learning area lends support in an attempt to correct a stereotype that "science is predominantly a European discipline." (NCS – NS 1997:2) Jacobsen writing on the relationship between man and his environment and the security threat that this poses, notes that human beings and societies exist not only in interlinking relationships with one another, but in their relationship to the world at large, and the environment that they inhabit and which surrounds them. Jacobsen notes that "for thousands of years human beings lived in a precarious balance with the natural world. With the birth of industrialization, one aspect of security was conceived as security over and above the natural world." (Galtung et al. 2002:146) Specific outcome four of the NS learning area encourages learners to become aware of the limitations of the physical environment. Particular attention is given to the idea of renewable and non-renewable resources, the need for recycling, resource management and how scientific input is of use here. The curriculum further encourages learners to realize the importance of sound management practices for resources by offering alternative strategies and responsible decision-making regarding renewable and non-renewable resources. This outcome falls within the scope of the scope of the aims of peace education where learners are taught to respect the integrity of the earth. The NS learning area takes cognizance of the delicate balance between man and his environment and sets out a program using science as a vehicle to explore this aim.

Through specific outcome nine, the NS learning area is also concerned with the development of an holistic understanding that the sciences can make towards socio-economic development and the improvement of people's lives. In trying to achieve this outcome, NS seeks to expose the inequities of the people of the country to the benefits that may be attained as a result of scientific development. If NS is successful in achieving this outcome, then it will help learners in a better understanding of global problems. There as thus several other opportunities offered by the NS learning area that are useful in achieving the objectives of peace education.

Likewise, the learning area Life Orientation (LO) is fundamental in empowering learners to live meaningful lives in a society that demands rapid transformation. This learning area sets out in its rationale to:

- "enhance the practice of positive values, attitudes, behaviour and skills in the individual and the community and

- it works for the transformation of society in the interests of promoting a human rights culture underpinned by:

  o the striving for a fully inclusive , egalitarian society free of all unjust discrimination, as underpinned by the constitution

  o a unified, cooperative society in which diversity is cherished

  o individuals' appreciation of their own beliefs, values and practices, and, at the same time, respect for the rights of others to do likewise." (NCS – LO 1997:1)

The LO learning area seeks to drive this process alluded to above in specific outcome four which requires learners to demonstrate value and respect for human rights as reflected in UBUNTU and other similar philosophies. This is reflected in assessment criteria four which requires learners to demonstrate an understanding of the advancement of a human rights culture by a display of anti-discriminatory behaviour which would be considered to be achieved when learners understand a number of practices that constitute a human rights culture and participate for example in democratic processes of the school. This of course is possible where schools operate along democratic lines. The pursuit to achieve this outcome will assist in achieving one of the important objectives of peace education, that is, to live by international standards of human rights, gender and racial equality.

Specific outcome five of the LO learning area requires that learners practice acquired life and decision making skills. The achievement of this will be evident

when learners are able to practice stress and conflict management techniques. In achieving this outcome learners should be able to :

- recognize areas of conflict which arise in relationships and identify behaviour which leads to this type of conflict
- discuss alternative ways of avoiding conflicts
- apply strategies to handle conflict
- identify situations that cause stress and conflict.   (NCS –LO 1997:5)

Here again the LO curriculum offers many opportunities for learners to develop one of the important aims of peace education, namely, to teach skills to resolve conflicts constructively. While this learning area speaks of "conflict avoidance" this is not entirely achievable, since conflict is inevitable. So ways to resolve conflict constructively should be sought, rather than conflict avoidance.

The RNCS 2002 defines Economic Management Science (EMS) as a learning area that deals with efficient and effective use of different types of private, public or collective resources in satisfying people's needs and wants, while reflecting critically on the environment and on people. (RNCS – EMS 2002:4) This learning area seeks to deal with problems related to the distribution of resources in society. It attempts to contextualize the phenomena of society's unlimited needs and wants in the face of limited resources. At the same time it takes into account the legacy of inequality in South Africa and its consequences for both, the economy and South Africa's citizens. It seeks further to develop entrepreneurial skills needed to play a vital role in transforming the country's socio-economic environment and reducing the gap between rich and poor.

These objectives form a critical part of development education, which as outlined earlier in this chapter, is a crucial aspect of peace education. The United Nations definition of development education quoted by David Hicks is to "enable people to participate in the development of their community, their nation and the world as a whole. Such participation implies a critical awareness of local, national and international situations based on an understanding of social, economic and

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political processes." (Hicks 1996:163) Human development thus categorized as human relationships and structures that are capable of at least meeting the basic economic, social, political and cultural needs of all human beings; with dignity, equity and freedom from exploitation and repression. (Toh and Floresca–Cawagas 1996:176)

Examined within this context the EMS learning area seeks to address many of those aspects concerned with development education, which is a critical part of peace education.

From the foregoing analysis, it is evident that the NCS and the RNCS make a positive contribution to the teaching of peace education skills. However, when these provisions are examined within the broader framework of Peace Education Strategies, it is noted that certain key strategies of peace education are inadequately covered by the curriculum. Chapter six, therefore focuses on those strategies that require further exploration, and when included in the curriculum, will seek to strengthen it.

PART TWO: ANALYSIS OF RESPONSES TO SURVEY

This section of the analysis attempts to determine the effectiveness of the NCS and the RNCS in attaining the objectives of peace and in encouraging socially acceptable behaviour patterns in children exposed to these curricula. The analysis is based on the responses of 16 educators to 13 questions concerning the extent to which their school promotes the objectives of peace; and to 10 questions concerning learners' behaviour. The questionnaire is reproduced in the Appendix.

TABLE 1

RESPONSES TO THE QUESTIONNAIRE TESTED AGAINST A CHECKLIST OF 13 QUESTIONS PROMOTING THE OBJECTIVES OF PEACE.

RESPONDENTS	TOTAL NUMBER OF RESPONSES TO THE 13 QUESTIONS THAT INDICATE POSITIVE WORK IS BEING DONE IN PROMOTING PEACE	TOTAL NUMBER OF RESPONSES TO THE 13 QUESTIONS THAT INDICATE THAT THESE OBJECTIVES PROMOTING PEACE DESERVE GREATER ATTENTION	TOTAL NUMBER OF RESPONSES THATDISAGREED WITH O OBJECTIVE
R1	6	7	
R2	8	5	
R3	7	6	
R4	3	9	1
R5	6	7	
R6	1	12	
R7	6	7	
R8	8	4	1
R9	10	3	
R10	10	3	
R11	7	6	
R12	8	5	
R13	8	5	
R14	6	7	
R15	13	0	
R16	7	6	
TOTALS	114 out of 208	92 out of 208	2 out of 208
TOTALS CONVERTED TO PERCENTAGES	**55%**	**44%**	**1%**

Note:

RESPONDENTS WERE REQUIRED TO CONSIDER THESE QUESTIONS AND RECORD THEIR OBSERVATIONS AS EITHER, POSITIVE WORK BEING DONE, DESERVES GREATER ATTENTION OR DISAGREE WITH THE OBJECTIVE. RAW SCORES AS WELL AS TOTALS CONVERTED TO PERCENTAGES ARE REFLECTED.

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TABLE 2a

INCIDENCE OF SOCIALLY UNACCEPTABLE BEHAVIOUR OBSERVED AMONGST LEARNERS AND RECORDED AS EITHER "NONE, SOME OR MANY".

RESPONDENTS	QUESTION b1			QUESTION b2			QUESTION b5			QUESTION B8		
	none	some	many	none	some	many	none	some	many	none	some	many
R1		*			*			*			*	
R2		*			*		*				*	
R3		*			*		*			*		
R4		*			*		*				*	
R5		*			*			*			*	
R6		*				*		*			*	
R7		*				*			*		*	
R8		*			*			*			*	
R9			*			*		*			*	
R10			*			*		*			*	
R11		*				*		*			*	
R12		*				*		*				*
R13		*			*			*			*	
R14		*			*			*			*	
R15		*			*			*			*	
R16		*			*		*				*	
TOTALS	0	14	2	0	10	6	4	11	1	1	14	1

TABLE 2b

TOTALS FROM TABLE 2a REFLECTED AS PERCENTAGES OF TOTAL NUMBER OF "NONE, SOME OR MANY" RESPONSES

	TOTAL RESPONSES TO QUESTIONS b1, b2, b5 and b8	TOTALS REFLECTED AS PERCENTAGES
NONE	5 out of 64	8%
SOME	49 out of 64	77%
MANY	10 out of 64	15%

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TABLE 3a

INCIDENCE OF SOCIALLY ACCEPTABLE BEHAVIOUR OBSERVED AMONGST LEARNERS AND RECORDED AS EITHER "NONE, SOME OR MANY".

RESPONDENTS	QUESTION b3			QUESTION b4			QUESTION b6			QUESTION b7			QUESTION b9			QUESTION b10		
	none	some	many	none	some	many	none	some	many	none	some	many	none	some	many	none	some	many
R1		*			*			*			*			*			*	
R2		*			*			*			*				*		*	
R3			*			*			*			*			*			*
R4		*				*		*			*			*			*	
R5			*		*			*			*				*		*	
R6		*			*			*			*			*			*	
R7		*			*			*			*			*			*	
R8		*				*			*		*				*		*	
R9			*			*		*				*			*			*
R10		*				*		*				*			*			*
R11		*			*			*		*					*		*	
R12		*				*		*				*			*			*
R13		*			*			*			*			*			*	
R14		*				*		*			*				*		*	
R15			*			*	*				*				*			*
R16			*			*			*			*			*		*	
TOTALS	0	8	8	0	7	9	1	12	3	0	11	5	0	5	11	0	11	5

TABLE 3b

TOTALS FROM TABLE 3a REFLECTED AS PERCENTAGES OF TOTAL NUMER OF "NONE, SOME OR MANY" RESPONSES

	TOTAL RESPONSES TO QUESTIONS b3,b4, b6, b7, b9, b10	TOTALS REFLECTED AS PERCENTAGES
NONE	1 out of 96	1%
SOME	54 out of 96	56%
MANY	41 out of 96	43%

5.2. ANALYSIS OF DATA GATHERED FROM RESPONSES TO QUESTIONNAIRE

Part two of the research is based on information gathered from experienced educators practicing in the intermediate phase in public schools. The analysis is both quantitative as well as qualitative. The quantitative data gathered and summarized in tables 1, 2a, 2b, 3a and 3b are used to make certain possible conclusions about the impact of the curriculum and school environment as factors that determine peaceful and violent behaviour amongst learners.

The information gathered from this study indicates that positive work is being done in promoting the objectives of peace at the schools of the respondents to the questionnaire. Table 1 suggests that, 55 percent of the responses indicated that there was positive work being done at their schools in the promotion of the objectives of peace, 44 percent of the responses indicated that the promotion of peace objectives deserved greater attention and 1 percent of the responses disagreed with one or more of the objectives being tested.

This information is crucial when juxtaposed with the data gathered in part one of the research analysis. From the learning areas examined in part one of the study, it can be concluded that every learning area since 1998 has made convincing attempts to teach the objectives of peace at a curricula level. The impact of this observation is evident when it is examined alongside data reflected in table 1, that at least 55 percent of the responses found that positive work was being done in the promotion of the objectives of peace. This is further supported when the data reflected in table 1 is compared with the data gathered from the observations of learner behaviour reflected in table 2b. Table 2b presents the data by respondents that relate to the observation of socially unacceptable behaviour patterns observed amongst learners.

It is encouraging to note that as many as 8 percent of the respondents reported that there were no incidences of certain types of socially unacceptable behavoiur

observed amongst learners at their schools. This evidence is strengthened even further by the data in table 2b which suggests that 77 percent of the respondents recorded some forms of socially unacceptable behaviour patterns amongst their learners while 15 percent reported that there were many instances of certain types of socially unacceptable behaviour observed amongst their learners.

In view of the above, it is also noteworthy to observe that only 1 percent of educators participating in this study recorded no incidences of socially acceptable behaviour amongst their learners. Table 3b further reflects that 56 percent of the educators reported that there were some incidences of socially acceptable behaviour while 43 percent reported many incidences of positive or socially acceptable behaviour amongst their learners. This data supports the suggestion that positive work is being done at schools to encourage positive or socially acceptable behaviour patterns amongst learners. Although much of this success may be attributed to the critical criteria curricula instruction received at schools, the hidden curriculum in the form of the school environment also plays a significant role in instilling socially acceptable behaviour patterns.

The encouraging observation that emerges form the analysis of tables 2b and 3b are the two lowest recorded percentages in each table respectively. Table 2b indicates that 8 percent of the educators recorded no incidences of certain socially unacceptable behaviour and table 3b reveals that only 1 percent of educators recorded no observances of socially acceptable behaviour. This pattern is testimony that positive work is being done in the reduction of violent behaviour and this is supported by the fact that 55 percent of educator responses found that positive work was being done in the promotion of the objective of peace at their schools. It would have been beneficial to have made some comparison of these figures over a longer time span eg. the observations made before the introduction of the new curriculum and the figures revealed in this study. Notwithstanding the absence of this type of comparison, some kind of analysis should be undertaken to explore *possible* reasons why 55% of the

respondents report that there is positive work being done in promoting the objectives of peace. The following may be suggested as *possible* reasons for this:

1. The presence of a curriculum that encourages the teaching of peace education, through its content in the different learning areas as it has been discussed at length in part two of the research. The present curriculum allows much scope to explore peace education themes, that should have a net result of reducing violent behaviour amongst learners.

2. A shift in teaching methodology from the traditional objectives approach to an outcomes approach, coupled with the new methodology, has encouraged a new classroom climate. Classrooms have shifted from teacher-centred models to learner-centred models, where learners are encouraged to work cooperatively in groups. This approach encourages listening to each other, complimenting and praising each other, and engaging in cooperative acts like sharing, helping and learning together. These approaches reinforce positive and socially acceptable behaviour and have the tendency to reduce violent behaviour in the long-term.

3. In recent years there has been a shift in the way schools are administered. Post apartheid South Africa encourages a move away from autocratic styles of management to more democratic management styles. This is evident in the way schools are managed nowadays. School managers take cognizance of the views of all role players in making decisions that affect the lives of the school community. This democracy has transcended to the classroom where educators are more mindful of the expectations of their learners and allow a certain degree of latitude when dealing with issues that impact on the lives of the learners. Learners are given greater freedom to determine and help define those policies and decisions that affect them both at the level of classroom interaction as well as through

the elected Learner Representative Councils (RCL's). This has of course helped to create a core of more responsible individuals, but more importantly, it has helped to instill amongst learners the notion of respect for others.

4. The South African Schools Act of 1996, has set a new trend in dealing with deviant behaviour amongst learners. The act outlaws the use of corporal punishment and schools are now encouraged to formulate alternative ways of dealing with deviant behaviour. Learners have seen a tangible shift away from the use of physical and emotional force as means to correct deviant behaviour. This has no doubt had a significant impact on the learners, as they now recognize that there are alternatives to violence.

Having made these observations it may also be useful to analyse why 44 percent of educator responses to the objectives of peace revealed that there should a greater emphasis in promoting certain objectives for peace. The following factors are *possible* reasons that may be attributed to explain this trend:

1. The implementation of Curriculum 2005 in 1998 made a significant contribution to the teaching of peace education at a curricular level. This has been made abundantly clear in part one of the research. The concern however, has been the transformation of the curriculum into classroom practice. Terminology rhetoric, poor educator orientation, insufficient capacity building amongst educators and a poor supply of support materials have left many educators with negative responses to Curriculum 2005. These criticisms have been recognized by the National Education Department and efforts to remedy these shortcomings have been undertaken by the appointment of the Ministerial Review Committee. The brief of this committee was to review the structure and design of Curriculum 2005, with regard to streamlining and simplification of

terminology, teacher orientation, training and development, learning and support materials and support to teachers at provincial level. The result has been the Revised National Curriculum Statement which becomes effective in 2004. Therefore, given the limitations of implementing Curriculum 2005 at schools, the full benefit of peace education has not been significantly felt in every school.

2. Secondly, while many schools have transformed from authoritarian management style to a more democratic style, all schools have not followed this trend. There are still many instances where authoritarian dictates are still prevalent within the school structure. This has impacted negatively on the promotion of peace education at a formal curricular level as well as at a non-formal level, since peace education contradicts authoritarianism. Dovey (1996:147), noted that "the authoritarian nature characterizing the management of many of our schools may militate against introducing a peace education process that tries to involve the whole school."

3. Thirdly, while there are legal restrictions against the use of corporal punishment, the practice still continues in many schools. (Porteus et al, 2001:6) reports that "a large number of South African educators still see corporal punishment as a necessary classroom tool." The majority of educators who are required to implement peace education programs, have themselves been subject to corporal punishment during their own schooling years and they find it difficult to adapt or have faith in alternative strategies. (Maxwell 2002:7-8) The question that then arises is where do educators who have become entrenched in the use of corporal punishment begin to impart the ideals of peace education? This may therefore be another factor why 44 percent of the responses to the questionnaire felt that certain objectives of peace deserve greater attention.

4. Fourthly, and arising out of the above, South African society has been embedded for a very long time in a tradition of violence. The protests and political violence that preceded the 1994 elections, has had the effect of allowing violence to become a part of many of our children's milieu. Many of the youth who emerged from such violent backgrounds now occupy classrooms in public schools. Maxwell, in her study, reveals that one of the consequences of children living in a violent society is increased levels of childhood violence. (Maxwell 2002:4) The success that a peace education curriculum could enjoy in the short term in such environments, may therefore be questioned. It would however, be interesting to measure the long-term effect of peace education on those learners within the school system who have been exposed to high levels of violence.

5. Fifthly, "the success of peace education is more dependent on the views, motivations and abilities of teachers than traditional subjects are." (Bar-Tal 2002:8) This assumption implies that educators bring with them a whole set of values, skills and attitudes that impact on their ability to teach peace education principles. It implies therefore, that unlike other subjects, these values, skills and attitudes will have to be in line with peace education principles for the educator to be successful in stimulating learning of these principles. Educators must display behavioural tendencies outlined in peace education. This precondition is problematic since most teachers do not enter the profession because they are inclined towards a peaceful way of life. Therefore, without adequate training of educators to teach peace education, there is a greater possibility that the teaching of peace education may not enjoy all the success that it ought to get.

CHAPTER SIX

RECOMMENDATIONS TO MAKE THE CURRICULUM MORE INCLUSIVE OF PEACE EDUCATION

From the evidence provided in part one of chapter five it would appear that several areas of peace education strategies are positively catered for by the NCS and the RNCS. There is however, evidence that indicates that there are some major gaps in the curricula in its efforts to address the teaching of peace education at a curricular level. The analysis of the NCS and the RNCS reveal that the curricula goes to great lengths in accommodating global peace education and development education issues. However, of the five peace education strategies identified by Harris (1999), it would appear that the less pronounced strategies of the curriculum are conflict resolution programs, violence prevention programs and nonviolence education.

While global peace education and development education form a major part of the aims and objectives of a peace education program, such a program will be incomplete if conflict resolution, violence reduction and nonviolence education do not form an integral part of such a program.

In the article titled, "Exploring Peace Education in South African Settings," Valerie Dovey (1996) identifies several anticipated benefits of implementing conflict resolution programs at school. These programs, Dovey notes would help young people to:

- develop self-confidence
- develop an understanding of themselves
- develop mutual respect, tolerance, and appreciation of differences
- express their feelings and communicate more effectively
- take greater responsibility for their actions; and

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- become equipped to deal with conflict in constructive ways. (Dovey 1996:131)

The inclusion of a conflict resolution program in the school curriculum alluded to by Dovey is supported by several other international theorists like Harris (1996), Lantieri (2001) and Hicks (1988) While the NCS and the RNCS do make reference to conflict resolution programs, the evidence reveals that there is a lack of support material to make the implementation of such a program workable. The study by Dovey (1996), stresses the importance of including conflict resolution programs as part of the school curriculum. This is important because firstly, the school provides a forum for reaching the greatest number of young people where every child will have the opportunity to learn conflict resolution skills and secondly, the school provides an ideal forum to teach and progressively reinforce conflict resolution skills, while allowing pupils to interact with other young people. (Dovey 1996:144)

The peace education program that the NCS and the RNCS attempt to address will be strengthened if conflict resolution skills are introduced in a cross-curricular format, where learners are given the opportunity to learn these important life skills and are provided with a safe training ground where they can try out these skills and deal with conflict creatively. These curricular accommodations should also be supported by in-service opportunities, focusing on peaceful classroom management, peace education, and conflict resolution strategies for all principals and educators.

The peace education strategy of nonviolence is another area that is inadequately covered by the NCS and the RNCS. Whilst the curriculum makes several references to nonviolence as a means of dealing with conflicts, there is little exposure to the methods that may be employed in achieving this objective. While it may be true that this objective may be achieved by creative educator input, the

curriculum does little in creating opportunities to launch nonviolence as a strategy of peace education.

In recent years nonviolence has become increasingly popular as a way of creating "win-win" resolutions to conflicts. In its generic sense, nonviolence is an abstention from physical force against human beings. Inspired by movements led by M.K. Gandhi and Martin Luther King, nonviolence forms the cornerstone of peace education programs. Learners should be made aware that, regardless of how inviting violence may be as a quick resolution to conflict, it should be avoided. In Ghandian analysis, violence is based on untruth and could never be used as a means of attaining truth. Secondly, resorting to violence denies the basic epistemological fact that truth is never absolute and to take the absolute decision of violence leaves no room for corrigibility. Thirdly, violence should be rejected on moral grounds and fourthly, violence could never achieve lasting results. Each act of violence increased the threshold in each future instance for further violence. (Gandhi 1989:147-148)

In view of the above, the teaching of nonviolence strategies should underpin any peace education framework. In addition to the nine strategies of nonviolent behaviour outlined by Sharp (1993) discussed earlier, Ralph Summy (1985) also offers a useful typology of nonviolent politics. Summy identifies non-resistance, selective principled negotiation, nonviolent revolution, tactical method and "satyagraha" as alternatives to violence. The inclusion of these nonviolent conflict resolution strategies to the curriculum would help in creating a curriculum that is more inclusive in terms of its provision for the teaching of peace education.

CHAPTER SEVEN

CONCLUSION

South Africa's transition to a democratic order in 1994 was not an accidental one. The conception of a peaceful resolution to South Africa's political injustices was based on a desire for consultation, negotiation and change. Although led by politicians, the efforts of peace workers and civil society helped in relationship building and provided healing mechanisms for conflicts that tore people apart during the years of apartheid rule. Despite these magnanimous efforts, the violence that characterized South Africa's apartheid era is still prevalent in the post – apartheid South Africa, albeit, in a different guise. Presently, violence in South Africa does not take a specifically inter-group complexion, akin to political violence. The wide-scale violence that is presently endemic in the country, is typified by interpersonal violence. (Maxwell 2002:3) It is within this context that peace education must be addressed at a curricular level in South African schools.

While it is tempting to examine and analyse conflict in South Africa within the framework of direct violence, the analysis would be incomplete if other structural elements, responsible for conflict, are not addressed. Therefore any curriculum that aims at teaching the principles of peace education, must take cognizance of direct violence as well a structural elements that contributes to an escalation and perpetuation of conflict.

It is useful to note that whilst peace is the absence of violence, harmony is the absence of conflict. With people and society, as dynamic as they are, conflict is inevitable. As long as change is a part of our daily mileau, conflict will continue to exist. Nevertheless, while conflict is inevitable, it is possible to manage it peacefully. Every conflict has its unique complexion, with internal and external factors working together. The cause of each conflict, along with the means to

resolve it, may therefore be dealt with within its particular environment. Peace education, offers a broad categorization into which conflicts may be classified, and provides general strategies that may be applicable in solving these conflicts. The peace education curriculum discussed in this article, therefore addresses both, direct as well as structural violence.

This research provides evidence that the present curriculum used in the intermediate phase in South African schools, makes provision for the effective teaching of peace education principles. Peace education strategies that are underpinned by global peace education, conflict resolution programs, violence prevention programs, development education and nonviolence education seek to address the issues that plague society. The analysis of the NCS and the RNCS undertaken in this research, indicate that both of these curricula, have taken cognizance of the importance of including peace education as a part of the curriculum. The researcher is however, of the view that not all of the peace education strategies discussed, are included as part of the curricula. It has therefore been pointed out that should the curricula be modified to include the strategies of conflict resolution and nonviolence education, it should become more inclusive and effective in the teaching of peace education.

The research also provides evidence to suggest, that the NCS which has been implemented since 1997, has helped in the achievement of the objectives of peace. 55 percent of the responses to the survey indicate that positive work is being done in achieving the objectives of peace, while 44 percent of the responses indicate that certain objectives of peace deserve greater attention. This positive trend is supported by the high incidence of socially acceptable behaviour observed amongst learners by experienced educators. In further support of this, these educators also observed a low incidence of socially unacceptable behaviour amongst learners.

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The research also provides possible reasons why 55 percent of the responses to the survey indicate that positive work is being done in achieving the objectives of peace. Amongst those reasons located for this trend are firstly, the curriculum changes that have been effected since 1997, which allows more scope to explore peace education themes. Secondly, the shift in teaching methodology from the traditional objectives approach to an outcomes - based approach, coupled with the new teaching methodology, has encouraged a new, cooperative classroom climate. Thirdly, management of schools, has in recent years undergone a transformation from autocratic management styles to a more democratic order, and this trend has transcended to the classroom. Fourthly, the South African Schools Act of 1996, has set new trends in dealing with deviant behaviour by banning corporal punishment in schools. These changes have played a supportive role to the curriculum in achieving the objectives of peace.

The Department of Education has taken seriously the inclusion of peace education in its curriculum design. There are however, many factors beyond the curriculum that will determine the success of peace education in South African schools.

RT 1: GENERAL INFORMATION

Name : _____

Name of School : _____

Number of learners at school   : _____

Number of Learners in your class : _____

RT 2 : A CHECKLIST PROMOTING THE OBJECTIVES OF PEACE

A CHECKLIST PROMOTING THE OBJECTIVES OF PEACE	FOR YOUR SCHOOL/DEPT/CLASS TICK THE APPROPRIATE SPACE		
	POSITIVE WORK BEING DONE	DESERVES GREATER EMPHASIS	DISAGREE WITH OBJECTIVE
Are learners given opportunities to study the causes, types and consequences of violence and to study the history and practice of nonviolence?			
Are learners given the opportunity to study local, national and world issues that threaten peace?			
Are learners encouraged to be aware of their responsibility for world disarmament?			
Are learners brought to an awareness of how science and technology can be used to the benefit or detriment of society?			
Are learners given the skills that will enable them to judge arguments, information, the mass media etc, with discrimination?			
Are learners encouraged to see the world as a place where, ultimately all human beings share a common interest and where problems of poverty, oppression, war, the environment etc. are everybody's problem?			
Are learners helped to an awareness of how their own viewpoints and perceptions are affected and limited by the culture, class, society, nationality etc. of which they are members?			
Are learners helped to develop a personal morality based on justice and nonviolence?			
Are learners helped to explore their own individuality and independence whilst, at the same time, developing a sense of responsibility towards others?			
Are learners taught the skills necessary for participating in a democracy and encouraged to take responsibility for their own lives?			
Are learners given opportunities to explore their feelings about the future and to develop hopeful philosophies?			
Are learners given opportunities to experience the value of working cooperatively together?			
Does the school provide an environment that enhances and encourages feelings of self-worth?			

Source: Avon County Education Department

RT 3: OBSERVATION OF LEARNER BEHAVIOUR

How would you rate the incidence of .... amongst learners at your school?	NONE	SOME	MANY
Physically aggressive acts (punch, hit, poke, shove, grab etc.)			
Verbally aggressive acts (name-calling, put-downs, obscene language etc)			
Co-operative acts (sharing, helping, playing well together)			
Demonstration of kindness and compassion			
Aggressive use of toys and materials (breaking, throwing, making weapons etc.)			
Nurturing use of toys and materials (petting animals, playing compassionately with doll etc.)			
Making positive comments about difference (race, special needs, gender etc)			
Making negative comments about differences (race , special needs. gender etc.)			
Listening to each other			
Complimenting/ praising each other			

Source: La Causa – Nurturing Peace Project

nk you for your time.

vant Hariram

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