Chapter 4
Models and Strategies of Peace Education

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ABSTRACT

In this chapter, different approaches to peace education and their historical overview would be discussed. This provides deeper insights into the philosophy and the roots of contemporary peace education programmes. The chapter helps the reader understand better how useful it is to employ all methods of analysis dealt with the peace research, each of which allows us to see only a part of reality of the phenomenon being studied, but which when taken all together in their interrelations and complementarily can help us to understand the object of our study, in this case peace education, more deeply. The chapter will give an idea of the importance of looking at methods, or techniques, of observation to show how they can be used differently according to how a teacher has set up his or her methodology, and how these tools can be freed from the excessive weight of some particular school or view, which tends to deprive the tool of any validity.

INTRODUCTION

The tectonic movements in the global system dampened any premature enthusiasm about the new world order and became even more harmful as a result of the unexpected violence in the Middle East, West-Russia conflict over Ukraine in Europe, expanding and consolidating Eurasia.

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The chapter would include parts which give an overview of the TRANSCEND approach which is based on the critical and constructive peace research and peace work of Johan Galtung (2010, 2004, 2000, 1996), and integrative conflict transformation and peace-building approach by Wilfried Graf and Gudrun Kramer, teacher’s manual ACBM by Prof. Anatol Pikas with Shared Concern Approach, SABONA method, which is based theoretically and methodologically on TRANSCEND approach to conflict transformation. The methodology of Creative Games (Peace-building Games) would be introduced to bridge polarized relationships and unexplored possibilities of peaceful coexistence.

Finally, the author argues for a multifaceted and integrated concept of peace education, bearing in mind new changes and possibilities of a virtual world, including new information and communication technologies.

**STRATEGIES OF PEACE EDUCATION**

The starting point is that the interest of peace education is emancipatory. Political violence, the threat of violence and the preparation for violence define the subject of peace education. However, peace education should not focus only on avoiding the war and violence, but also on the conditions of positive peace. Moreover, we should not assume the ideal of harmony but allow for conflicts and changes.

The field of peace education has significantly developed over the past decades from the training course in nonviolence to constructive learning about human rights, cooperative values, active communication, conflict resolution, disarmament and peace-building (Poleo, Antonio & Harris, Ian:252-259). At the same time, after the events of September 11, 2001 peace educators must address radical Islamism and security, understanding both fundamentalist and aggressive practice.

All the existing approaches and methodologies have contributed to the development of this field. However, teachers and professors in peace education in the USA and Europe belong to a group which sought to approach the problem of peace by way of a creative encounter between the third-party roles and parties that are directly involved in conflicts. (Aall, Helsing, & Tidwell:327-349). They developed a diagnosis and prognosis based on a method of dialogue. The standard form is to center discussion on assumptions, and to focus on particular behavior and contradictions.

It is designed to help in formulating suggestions for improved peace education tools, based on critical and comparative approaches to both its theory and practice. This includes the effectiveness of peace education programs in promoting important goals, among them combating global inequalities and centre-periphery divisions on different axes, strengthening social cohesion based on the notions of pluralism, equality and inclusion.

There are a variety of forms and contexts in which peace education appears in practice. Most often, it is found as part of non-formal education networks in forms of community programs, non-governmental organization initiatives and grass-roots actions, especially in societies disturbed by intolerance and violence, or being engaged in armed conflicts and wars. As the field of peace education developed, students learned to focus on particular situations, or conduct simulation exercises that would later be discussed.