

## Peace-Learning: A Practical Guide on Peace Education and Global Learning

### Summary

SCI Switzerland developed a practical guide in order to inspire and encourage non-governmental and youth organizations as well as interested individuals to actively promote and foster peace education and global learning within their scope of activities. The guide offers and discusses a large variety of values, principles, methods and contents that favor proactive peace-learning; discover them and become inspired to contribute yourself to peace and global understanding.

### Why peace education and global learning?

Peace goes beyond the absence of war. To be genuine, peace must manifest itself at all levels of society and in all aspects of life. It cannot define itself solely by the absence of the most extreme form of conflict settlement between states. Peace rather stands for the opposite of all forms of violence, exploitation or injustice. Ultimately, it is characterized by the presence and active realization

of positive human values such as justice, freedom, equality, equity, solidarity, respect, tolerance, cooperation, compassion and dignity. Peace means a fully developed life, where one lives in harmony with oneself, with society and with nature.

**Establishing lasting peace is the work of education; all politics can do is keep us out of war.**

*(Maria Montessori)*

The vision of peace education and global learning is to see peace as a commonly agreed goal of society that is consciously and pro-actively being pursued and promoted in all spheres of life. Ideally, the enhancement and promotion of peace would gradually become a guiding principle of *all* our actions and reflections.

In this sense, the main objective is to raise the awareness about our choices, about the impact of our actions, and about the responsibility which we carry for our acts. Peace education and global learning aim to make us acknowledge and consider that we contribute to change and create the world around us, and to empower us to think and act accordingly. If we want to be at peace, let us explore, learn and practice it.

### Guiding principles of peace-learning

A key proposition of peace-learning argues that the choice of how we learn (form) can have an even greater impact than what we learn (content). It is therefore important to assure that any peace-learning activity considers some key principles.

Among them are promoting a pro-active learning culture, raising awareness and developing a critical consciousness, assuring ownership and active participation, ensuring critical empowerment, favoring holism and comprehensiveness, fostering cooperation and reducing competition as well as putting peace values into practice.



The main idea behind these principles is to directly apply what is actually the desired result in the long run. In peace-learning the ends don't justify the means but the ends become the means.

## Approaches to peace-learning

A specific purpose of the practical guide is to broaden the notions of peace education and global learning, and to consider also more informal ways of learning than workshops and seminars.

**There are no passengers on spaceship Earth, we are all crew!**

*(Marshall McLuhan)*

It is suggested that peace-learning can be promoted through sports, music, arts and handicraft, theater, games, experiments, community service, spirituality and personal development as well as daily actions.

In its essence, the practical guide intends to show that any simple activity, if conducted in an appropriate way, can contribute to foster peace and global understanding.

## Methods of peace-learning

Even though peace-learning can be achieved through any activity, the organization of workshops remains a very popular approach. They provide a clear framework in which forms and contents of peace-learning can be perfectly combined.

Some of the most commonly used methods in workshops are brainstorming, position game, role play, group discussion games, group tasks, written talk/silent board, fish bowl, open space, letter to yourself, personal portfolio, feedbacking and so on.

Ultimately though every method is a "model" that requires adaptation depending on the specific public, content and context.

## Content of peace-learning

Putting a specific focus on the form (principles, approaches and methods) does not necessarily lower the importance of the content.

There are important peace related subjects to be studied specifically, for example in the form of a workshop. Among these we suggest topics like democracy and citizenship, human rights and responsibilities, environment and sustainability, constructive conflict resolution, and so on. Peace-learning contents also cover current global challenges and interdependencies such as climate change, peak oil or the economic crisis.

## Material and resources of peace-learning

Peace-learning encourages the use of diverse material and resources like pictures or postcards, quotes, cartoons, newspaper articles and documentaries, but also material specifically invented and designed for the activity in question. Ultimately, it depends on how the different inputs are transformed into peace-learning, and less on what kind of material your workshop or activity is based on.

## Inspired?

Peace-learning does not require experts or professionals, but interested and enthusiastic people who are ready to learn together. What counts is your motivation to contribute and be part of it, so join us!



The full version of this practical guide is freely available as electronic PDF. It is part of a larger toolkit on peace education and global learning that is accessible online:

[www.peace-learning.org](http://www.peace-learning.org)  
[peace-education@scich.org](mailto:peace-education@scich.org)

Service Civil International (SCI) is a peace organization that co-ordinates international voluntary projects for people of all ages, cultures, religious and economic backgrounds. We promote constructive conflict resolution, sustainable development and intercultural exchange.

[www.scich.org](http://www.scich.org)

**Peace Education** refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level. *(UNICEF)*

**Global Education** is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. *(The Maastricht Global Education Declaration)*