

Standards for Peace Education

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These standards for peace education were developed under the leadership of Dr. Candice C. Carter during her global and domestic work with peace educators and peace education researchers. These dynamic standards have been used for students in all levels of education as well as for program design. Suggestions for, and outcomes of, their use in particular cultures and contexts are welcomed by us. For assistance with the use of the standards for peace education, or consultation in other aspects of this field, contact Dr. Carter.

Standards for Peace Education

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RECOMMENDED STANDARDS FOR STUDENTS

Students of peace education exhibit the following developmentally appropriate knowledge, skills and dispositions.

Knowledge

Self-awareness

Evidence: Recognize own values, emotional tendencies, peace capabilities.

Contextual Awareness

Evidence: Knowledge of history and current needs of people in the community.

Multiculturalism

Evidence: Describe commonalities with and experiences of peoples having different cultural norms and histories.

Human Rights

Evidence: Identify the rights of children that were delineated by the UN and ratified by most nations.

History of Peace Accomplishments

Evidence: Accomplishments of people, organizations and societies.

Non-violent Service

Evidence: Identify peace-service options in conscription, government and non-governmental agencies.

Peace Strategies

Evidence: Recognize the difference between negative and positive methods of peace.

Conflict Sources

Evidence: Identify roots of violence that have lead to local and global conflicts.

Pro-active Communication

Evidence: Identify positively transformative communication techniques.

Methods of Non-violent Conflict Resolution

Evidence: Describe appropriate methods for different situations.

Conflict Style

Evidence: Identify own conflict-response style and alternative methods for resolving disputes.

Democratic Processes

Evidence: Identify methods of democratic decision making.

Environmental Stewardship

Evidence: Explain rationale for ecological care of the physical environment.

Consumerism

Evidence: Explain reasons for socially and environmentally responsible consumerism.

Recommended Standards for Students

Skills

Self-concept Expression

Evidence: Express a balanced self-concept using affirmation for valuing, as well as critique for self-improvement.

Analysis of Communication

Evidence: Identify techniques including representation, bias, balance, multiple perspectives and active listening skills.

Communication Enactment

Evidence: Use multiple-perspective, cross-cultural and compassionate discourse.

Empathy

Evidence: Show understanding of and concern for the suffering of others, whether it was caused by one-self or someone in one's own identity group.

Inclusion

Evidence: Choose to include in personal and group activities people with diverse social, intellectual and physical characteristics.

Cooperation

Evidence: Demonstrate ability to cooperate with others who have different goals.

Analysis of Violence Sources

Evidence: Identify disrespect, discrimination, deprivation, power imbalance and destruction; thereby recognizing intrapersonal, interpersonal and structural causes.

Perspective Diversity

Evidence: Learn from and explain three or more perspectives in conflict analysis.

Legitimize Others

Evidence: Validate the point of view, narrative and aspirations of an adversary; one with a different goal.

Accommodations

Evidence: Accept and adapt to diverse cultural and cognitive norms of other people.

Collective and Individual Responsibility

Evidence: Acknowledge and explain own group or self-contribution to conflict.

Positive Recognition

Evidence: Acknowledge all efforts and accomplishments of disputants in a conflict.

Envision Peace

Evidence: Develop and express visions of a peaceful presence and future.

Commitment

Evidence: Commit to work for a peaceful presence and future through nonviolent conflict transformation and resolution.

Adaptation

Evidence: Practice peace development within cultural contexts using culturally appropriate methods.

Environmental Stewardship

Evidence: Participate in ecological care of the physical environment.

Consumerism

Evidence: Identify or participate in socially and environmentally responsible consumerism.

Recommended Standards for Students

Dispositions

Acceptance

Evidence: Display acceptance of oneself and of human diversity.

Mutuality

Evidence: Show identification with all humanity while recognizing distinct needs of different groups.

Respect

Evidence: Exhibit positive regard for others, regardless of their differences from oneself.

Concern

Evidence: Demonstrate a conscience that monitors activities for protection of life and its environment.

Empathy

Evidence: Show compassion for those who suffer and have needs to fulfill.

Service

Evidence: Demonstrate an interest in providing assistance to anyone, including people with diverse characteristics, when it is needed.

Optimism

Evidence: Show belief that peace can grow out of pro-active conflict resolution.

Involvement

Evidence: Realize personal and collective responsibility to bring about change by peaceful means where it is needed.

Courage

Evidence: Show willingness to disrupt or stop antecedents of, as well as existing, violence.

Commitment

Evidence: Demonstrate desire to work for a peaceful present and future.

Patience

Evidence: Show ability to wait for completion of steps in a peace process.

RECOMMENDED STANDARDS FOR TEACHERS

In addition to educating students with the recommended peace-education standards for students, teachers of primary and secondary levels of schooling demonstrate the following skills:

1. Facilitate student construction from their collective experiences and new information their concepts of peace and positive processes for increasing it.
2. Integrate positive contact with, as well as information about, diverse cultures in the local region and afar to overcome ignorance, misinformation and stereotypes.
3. Accommodate cultural norms of students including their diverse learning styles.
4. Engage in cross-cultural communication with multicultural school participants, including families, thereby modeling acceptance, accommodation and celebration of diversity through pluralism.
5. Demonstrate positive regard for all students, regardless of their misbehaviors, to convey unconditional care and respect for them as valuable people.
6. Use compassionate and equitable communication in dialogic facilitation of classroom management.
7. Train students through modeling of dispositions and skills that develop peace, including the practice of nonviolence before and during conflicts.
8. Create a nurturing “school-home” environment which nourishes and provides a safe place for communication about concerns related to violence.
9. Listen to families’ ideas of how peace can be developed in the classroom and school and then collaborate with them in the facilitation of their suggestions.
10. Use strategies that support peaceful interaction with the self and all people, including restorative practices in post-conflict situations.
11. Model action for peace development on and beyond the campus, thereby demonstrating a community norm of social justice.
12. Cultivate and support the student’s responsibility for their own peaceful-problem solving while you stay aware of, and responsive to, their needs.
13. Integrate across multiple subject areas information about past, present as well as future peace developments and strategies.
14. Create and support venues for expressing current and future peace development.
15. Show appreciation for all student achievements in, and aspirations for, peace.

Standards for Teachers (continued)

16. Attend to and teach ecological care of the physical environment, including sustainable use of its resources.

17. Teach about socially and environmentally responsible consumerism and the conflicts which result from exploitation of producers and laborers.

18. Teach about power relations in current events as well as history to help students recognize sources of structural violence.

19. Facilitate student examination of militarism and its impact on the social order.

20. Teach students to critically evaluate sources, perspectives and evidence provided in information they have access to while enabling them to recognize the types of information they do not have, but need, to develop clear understanding of spoken and written presentations.

21. Enable students' discussions of controversy and unresolved problems locally and globally, thereby cultivating their intellectual and communicative skills for comprehending and analyzing conflicts.

RECOMMENDED STANDARDS FOR TEACHER EDUCATORS

Teacher educators use goals of peace development to identify competencies for student dispositions, knowledge and skills to accomplish in students' courses, relevant field experiences and internships.

1. Include peace education standards in course syllabi and content to clarify instructional goals.
2. Provide opportunities for pre-service teachers to identify, then examine, their awareness, views and biases.
3. Legitimize diverse viewpoints and enable students to express their own to develop their civil courage and public voices.
4. Build teachers-in-training's self-respect along with positive regard for diverse others as they develop their peace-building knowledge, skills and dispositions.
5. Study, model and teach alternative positions before taking a stance on an issue.
6. Facilitate and use lateral, creative and critical thinking processes.
7. Teach how to obtain information about, and then analyze, power relations that are evident in local to global interactions, including analysis of international relations as outcomes of economic systems and political domination, such as capitalism and imperialism.
8. Teach about how social structures and institutions that perpetuate systemic violence and societal conflicts such as poverty, racism, sexism and homophobia.
9. Make oppression evident to students, and denounce it.
10. Teach about multiple aspects of democratic citizenship including social, environmental, economic and political responsibilities for participation in a democracy.
11. Make clear the distinction between democracy and capitalism.
12. Illustrate how consumption practices and international policies affect human relations and the environment.
13. Develop the capacity to learn about and facilitate pro-active responses to conflicts, including contentious issues.
14. Develop tolerance for uncertainty with open processes, thereby allowing students to explore multiple ways of approaching tasks, including conflict resolution.
15. Encourage students to create social and environmental action projects in response to community, national and global conflicts.
16. Provide examples of and model proactive responses to conflict (e.g. be able to understand/legitimate other points of view with which you don't agree; decallage, uncertainty.)
17. Emphasize responsibility for peacebuilding and nonviolence in all settings by proactively addressing intrapersonal, interpersonal and systemic problems.
18. Persistently address the unresolved learning issues of teacher candidates, including use of positive conflict-management skills.
19. Recognize and affirm the use of peacebuilding and peacemaking strategies in the classes, field experiences and internships of a teacher-training program.
20. Extend support for teacher development, within and beyond initial credential training, through individual as well as group reflection and research.

Standards for Teacher Educators (continued)

21. Document, evaluate and professionally share the successes and challenges of peace-focused teacher education.
22. Revise teacher-training approaches in response to examination of their outcomes.

RECOMMEDED STANDARDS FOR SCHOOL ADMINISTRATORS

School administrators practice the following peacemaking skills.

1. Model dispositions and skills that develop peace.
2. Engage in cross-cultural communication with multicultural school participants, including families, thereby modeling acceptance, accommodation and celebration of diversity through pluralism.
3. Demonstratively value and recognize cooperation and mutual support of all school participants.
4. Use peaceful interaction with oneself and all people at the school, thereby reducing tension for the school participants.
5. Enact non-hegemonic leadership in which supremacy over, and domination of, others is not used to manage the conflicts at a school.
6. Use congenial and equitable problem solving; Theory Y.
7. Cultivate and support student, family and school-staff responsibility for their own peaceful problem solving while staying aware of, and responsive to, their needs.
8. Express appreciation for all student achievements in, and aspirations for, peace.
9. Extend support for teacher development, within and beyond initial credential training, through individual as well as group reflection and research.
10. Encourage the use of the school as a site for community collaboration between parents, students and all school staff.
11. Provide opportunities for peace education instruction of, and involvement by, families and other school partners including the school as a place for citizenship enactment.
12. Include peace maintenance and development as criteria for inclusion in evaluation of all school personnel.

Standards for School Administrators (continued)

13. Support initiatives in peace-oriented education by school members including use and disposal of materials at school as well as curriculum and instruction.

14. Recognize by documenting peace-oriented outcomes of education when evaluating faculty and other school staff.

15. Emphasize nonviolence in all systems of and interactions at a school.

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