

Peace education and quality education

Convener:

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This panel intends to focus on peace education as part of quality education. It is written in the UN sustainable development goals (SDG) that one should ensure to establish an inclusive and quality education for all, and promote lifelong learning. Further, the SDG should promote peaceful and inclusive societies for sustainable development, the provision of access to justice for all, and building effective, accountable institutions at all levels. Peace education can be studied both during and after armed conflict has ended.

During armed conflict, peace education projects often have to face severe criticism from mainstream institutions, and hence are seen as undermining these dominant discourses by mere existence. Further, peace education activities are severely challenging the rigid nationalist discourses in conflict societies. Within the peace education programmes the focus is to bring forward alternatives to seemingly deadlock positions in the overarching armed conflict. The groups in conflict that partake in the educational endeavour will face serious challenges to ideas and perceptions that are also deeply rooted with their own identifications. Peace education is often seen as a *subversive resistance activity* in relation to the mainstream, often nationalist, lines that propagate for continued armed conflict. Peace educational projects, such as peace education programmes and educational ‘people-to-people’ programmes in divided societies, challenge mainstream warmonger’s perspectives in society and constitute a non-violent resistance activity.

After armed conflict it is often propagated that peace education should be promoted and is seen as an engine for both development and peace building. In post-violence and peace building, a *public mainstream education system* must be established that has compulsory attendance for all children and youth, integrated so students from previously conflicting groups interact with one another and have the opportunity to build positive relationships with each other.

Papers are welcomed and we hope that this panel will capture new and innovative critical research, and that are using a variety of methodologies and epistemological positions, to analyse research questions linked to aspects of the above broad themes.