

# Using the Peace Education Lens



**The Peace Education Lens resource - use to illustrate the concepts of peace and violence and to highlight their potential influences on various fields of social and environmental study.**

## Context

Peace education aims to equip young people with the analytic skills necessary to develop peaceful perspectives on potential or actual conflict and/or violence.

School curricula often includes a range of topics related to peace education, such as

- Cultural diversity or multicultural education
- Human rights education
- Sustainability or environmental education
- Development education
- Global education
- International education (Harris & Morrison, 2003)

These broad topic areas provide opportunities to **educate for peace**. Curricula covering these topics are not necessarily considered peace education.

What makes peace education different?

Peace education also focuses on the knowledge and skills related to peacefulness and nonviolence - **education about peace**.

Education about peace aims to build knowledge and understanding about conflict and violence and about peacefulness and nonviolence – to understand concepts of negative and positive peace and the various types of direct and indirect violence.

Not all who teach in these areas consider themselves to be peace educators, nor indeed are they. Whether a curriculum in any of these areas can be classified as peace education depends on its value content and its treatment of the core problems addressed by peace education: violence. (Reardon, 1988, p. 31).

“Education about peace answers the question ‘What is peace?’ (Teachers Without Borders)”.

Curricula across a range of topics can include content related to problems of violence and conflict and ways to develop and promote peaceful perspectives.

A focus on issues of violence and factors building peacefulness and nonviolent responses (**education about peace**) differentiates peace education from the broader fields of knowledge that address issues of social justice, inequity, potential or actual conflict and/or violence. With a broader context these related fields address the skills, attitudes and knowledge necessary to create peace (**education for peace**) – the attitudes and awareness of issues related to social justice, human diversity, and global problems (Reardon, 1999, p. 10).

Peace education provides a prism through which students learn to view and evaluate topics and issues raised in various subjects, and through this process they learn to view and evaluate the peace process. (Bar-Tal, Rosen, & Nets, 2009, p. 34)

It uses a critical pedagogy to develop understanding of multiple perspectives or viewpoints and to critically appraise these – to understanding “why things are the way they are, how they came to be, and what can be done to change them (Teachers Without Borders)”.

## The Peace Education Lens

In peace education, the analogy of viewing through a lens has been widely used to describe the framing of perspectives related to conflict, violence and peacefulness. Taken further the concept of viewing through a critical or analytic lens incorporates the underlying critical pedagogy. <http://mingo.info-science.uiowa.edu/~stevens/critped/definitions.htm>

Peace education can provide students with an analytic lens or series of analytic lenses to view and evaluate particular events and circumstances.

These lenses can be used view and evaluate situations of conflict and violence, peacemaking, and a range of social and environmental issues impacting on individuals, families, communities and societies.

While the lens analogy has been commonly used by peace educators and scholars to describe the activity of focussing on violence and peacefulness, to date this description has not been operationalized.

What tools can help educators teach about concepts of violence and peacefulness and assist students to explore perspectives surrounding particular events and circumstances.

### BEING A PEACE PHOTOGRAPHER

If teachers are addressing climate change in their curriculum on environmental education they can look through the peace education lens to adapt their teaching resources.

Teachers can assist their students to be peace photographers and to apply analytical lenses to view and understand events and circumstances from a peace and conflict perspective.

## Outline

This Peace Education Lens resource uses visual depictions and graphics to communicate complex and interrelated concepts.

The aim is to provide an objective representation to facilitate students' understanding of events and circumstances from a peace education perspective.

It uses photographs to represent a range of events and circumstances and applies photographic processes to examine various concepts. This Peace Education Lens resource uses visual depictions and graphics to communicate complex and interrelated concepts.

Too often we deal with problems in a one-dimensional way, addressing the effect but not the cause, or addressing the macro level but not the micro. Peace education teaches us to look at problems holistically, and try to see with a wide lens, looking from the past and forward to the future, and looking deep within ourselves, while at the same time understanding the larger impacts. (Knox-Cubbon, 2010)

## Learning Intentions

1. To introduce the concepts of negative and positive peace and the various types of direct and indirect violence.
2. To explore contexts related to conflict and violence and about peacefulness and nonviolence.
3. To develop understanding of for individuals, families, communities, and societies - a social ecological viewpoint encompassing macro to micro level perspectives.
4. To develop understanding of multiple perspectives over time - a trajectory viewpoint encompassing past-current-future perspectives.

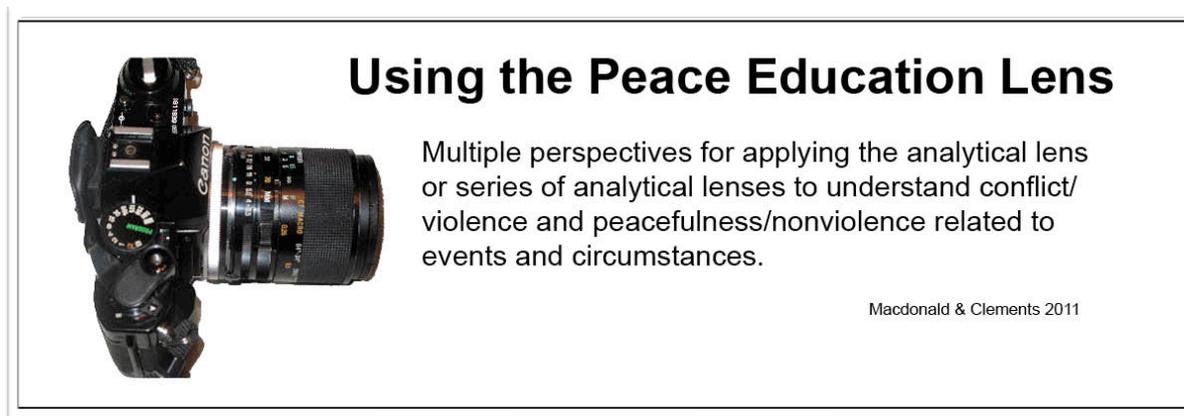
## Resources

- This is a living or dynamic document that will be revised and updated. Please check for the most recent versions.
- Photographs from this resource can be accessed as .jpg files at <http://groups.teacherswithoutborders.org/en/peace-education/node/163841>
- Selected photographic images or image galleries – see image links at end of this document.
- Photographic editing software (e.g., iPhoto, Photoshop, LightRoom, Aperture) OR colored cellophane paper or transparent coloring material (paint, colored pencils/pastels) to manually color black and white photos.
- Printed copies of selected photographs - black and white prints or photocopies - black and white images are more evocative than color images (Berger, 1992); color copies of images altered with editing software (i.e., colorized with red, orange, yellow, and blue filters).
- If available, camera and lens for demonstration purposes.
- Teacher Kit - A weblink to access the images used in this resource and a .ppt slideshow is available upon request: [education4peace@otago.ac.nz](mailto:education4peace@otago.ac.nz)

## TEACHER NOTES

### I. The Peace Education Lens

The lens analogy is commonly used by peace educators and scholars to describe the focus on violence and peacefulness the lens' functions, however to date this description has not been operationalized.



The camera lens provides a tangible way to explain how we can frame a scene and create images. It can provide a practical way to understand complex issues.

Educators can use the camera lens metaphor to illustrate multiple perspectives for applying the analytical lenses to understand conflict/violence and peacefulness/nonviolence related to events and circumstances.

Photographic concepts and camera lens functions (filter, exposure, focal length, depth of field) can be used to explore concepts of violence, negative/positive peace (Galtung, 1964, 1969, 1990) as well as to view the micro-macro perspectives, and past-present-future perspectives.

This resource applies the peace education lens to photographic images in order to objectify and explore multiple layers related to peace and conflict scenarios.

Electronic and printed copies of images can be used in this resource. Images can be in color or black and white. In applying the Peace Education Lens these images can be colorised with a color filter, lightened, darkened and cropped using editing software to electronic files or by applying these techniques manually to printed images. See sections on Resources (p. 3) and Image Galleries (p. 16) for details of images and materials for applying the lenses.

Peace education takes a different lens depending upon social and political contexts... While lens taking is essential, if peace education is to be personally and socially transformative, peace educators need to capacitate citizens to be able to take holistic, micro-macro, and past-present-future perspectives. Such perspective taking helps to illuminate the systemic nature of violence and aids learners in uncovering the issues that lie beneath.

This is the perspective taken by Dr. Betty Reardon in her widely influential book "Comprehensive Peace Education: Educating for Global Responsibility" in which she defines the goals of peace education as oriented toward the "development of a planetary consciousness that will enable us to function as global citizens and to transform the present human condition by changing societal structures" (Reardon, 1988). (Jenkins, 2011)

Two examples of photographs are shown

- Multiple memorial crosses highlighting the loss of life from war
- Receding snow cover highlighting the impacts of global warming



Additional images can be obtained from teachers' personal photo collections or from colleagues and students themselves. Images can be used to discuss local scenarios or those from other contexts.

## 2. The Filter: Experiences of Violence

The filter metaphor can be used to view the nature of the experience and issues associated with a particular circumstance - the various types of direct and indirect violence.

Apply different colored filters to an image (e.g., death by war; global warming; food scarcity) to teach and examine the nature of experience and the causal and impact factors related to

- **Direct Violence**

Violence that directly affects the individuals – for example child abuse, domestic violence, assault, riots, terrorism, war. (Also referred to as Personal Violence, Galtung 1969).

- **Structural Violence**

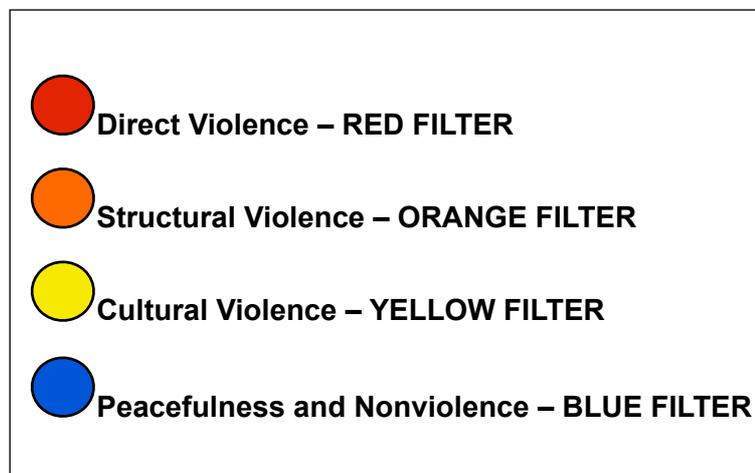
Violence that indirectly affects the individual – for example through poverty, discrimination, social injustice. With greater structural violence people are likely to experience more personal violence.

- **Cultural Violence**

Violence that relates to the individual's cultural context – for example, when marginalisation and loss of cultural identity. This increases the risk of structural and/or personal violence. With greater cultural violence people are likely to experience more structural violence, and in turn, personal violence.

- **Peacefulness and Nonviolence**

(Galtung, 1964, 1969, 1990)

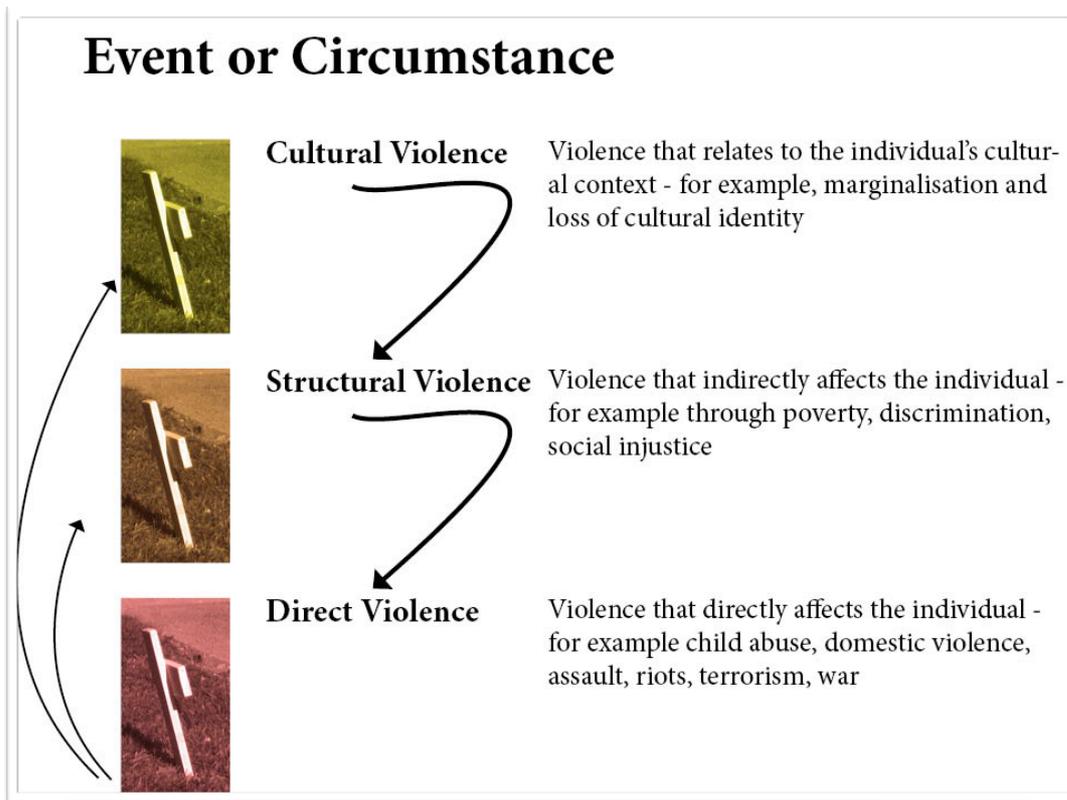


“Direct violence is an *event*; structural violence is a *process* with ups and downs; cultural violence is an *invariant*, a ‘permanence’ (Galtung, 1977, ch 9), remaining essentially the same for long periods, given the slow transformation of basic culture.  
(Galtung, 1990, p. 294)

An image of a memorial cross can be viewed through the different filters.

Filter	Event or Circumstance					
			<b>Conflict &amp; Violence</b>			<b>Peacefulness &amp; Nonviolence</b>
			Direct Violence Structural Violence Cultural Violence			

Using the different colored images examine the interrelation between various types of violence and ways to intervene and promote peace (as illustrated by Grewal, 2009).



Mind mapping can be used with this activity to list a brainstorm of possible view/perspectives.



### USING THE FILTERS (I)

Consider the different types of violence related to an image of multiple crosses (loss of life from war) or to an image of receding snow (global warming).



### FILTER EXAMPLE (I)

The images can represent the multiple memorial crosses highlights the loss of life from war.

We can consider the various forms of violence associated with war and armed conflicts.

#### Direct Violence

Deaths of young men at war - possibly from the same small/ rural community or even family. Loss and grief experienced as a result of deaths. Civilian deaths and injuries. Rape of women.

#### Structural Violence

Living in poverty with loss of a family's breadwinner(s). Inadequate access to food, healthcare, education. Restrictions on civil rights and political freedom. Discrimination of children because of parents participation/non-participation in armed forces. Increased familial stressors related to relocation or life in a refugee camp.

#### Cultural Violence

Marginalization of Indigenous peoples (minority group) not being treated as the majority group. Treatment of enemy aliens living in a county at war. Institutional harsh treatment of children in orphanages.

#### Peacefulness and Nonviolence

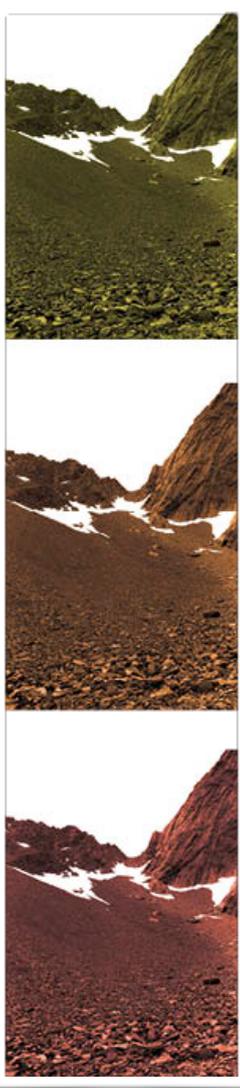
Conscientious objectors. Mothers against war. Peace movements.

**Apply the filters to a specific scenario and consider the unique issues.**



## USING THE FILTERS (2)

Examine the potential cascading adverse events and possible protective factors that could improve the outcome.



### FILTER EXAMPLE (2)

The images can represent receding snow and global warming.

We can consider the cascading effects of the various forms of violence associated with environmental events such as drought and water shortages associated with climate change.

#### Cultural Violence

Marginalization of some groups being forced to live on arid lands. Loss of culture with relocation and separation from land and cultural groups. Marginalization of vulnerable groups such as children and women.

#### Structural Violence

Poverty with poor becoming poorer. Scarcity of resources. Hunger and malnutrition. Displacement and relocation to temporary villages and refugee camps. Discrimination with young children at risk of starvation.

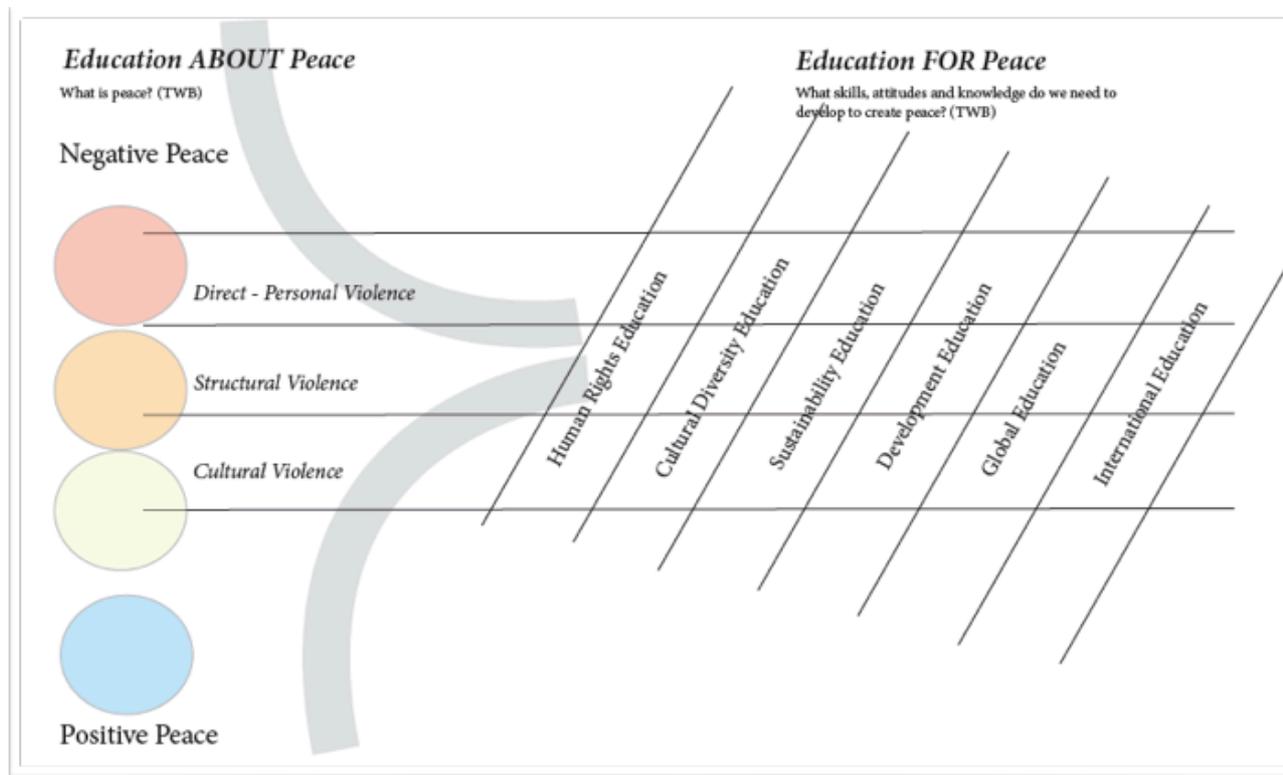
#### Direct Violence

Food insecurity and violence. Risk of riots and terrorism. Increased domestic violence and child abuse.

**Apply the filters to a specific scenario and consider the unique issues.**



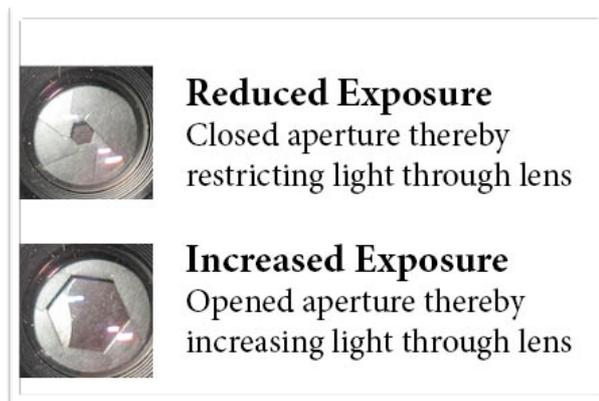
As shown below core peace concepts are included in various fields of social and environmental education.



### 3. Exposure: Promoting Peacefulness and Nonviolence

The exposure metaphor can be used to view the nature of the experience and issues associated with a particular circumstance - negative and positive peace.

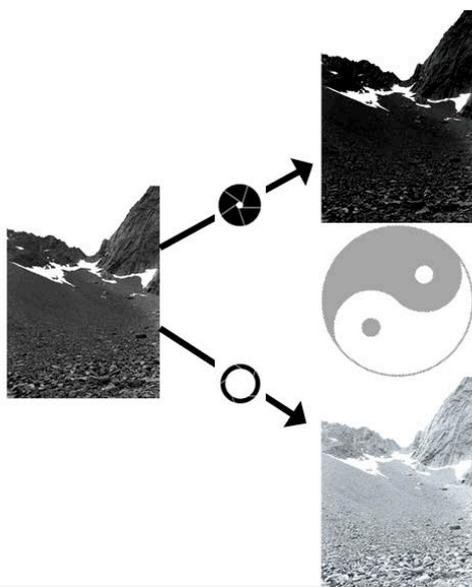
Exposure is the process of adjusting the amount of light coming through the camera lens. By adding light the picture becomes brighter; by reducing light the picture becomes darker.



A darker picture can represent negative peace – where violence is removed or reduced. Violence is taken away to create peace. There is an absence of direct or personal violence.

A lighter picture can represent positive peace – where peacefulness and nonviolence is increased and violence prevented. Peacefulness is added, violence prevented to create peace. Social justice and equality are promoted and there is an absence of direct violence and structural violence.

### Exposure - Promoting peace by subtracting violence or adding peacefulness



**Negative Peace**    **How can we promote negative peace?**  
 Absence of            Removing or reducing violence  
 direct violence

**Positive Peace**    **How can we promote positive peace?**  
 Absence of            Increasing peacefulness and nonviolence and  
 structural violence    preventing violence



#### USING EXPOSURE

Consider the how negative peace and how positive peace can be addressed in a conflict scenario.





### Exposure Example

The images can represent receding snow and global warming. We can consider negative and positive peace associated with global warming.

#### Negative Peace

Reduce the risk of food-related violence via more effective food distribution systems. Reduce riots by establishing alternative forms of action. Increase the security in temporary housing and refugee camps.

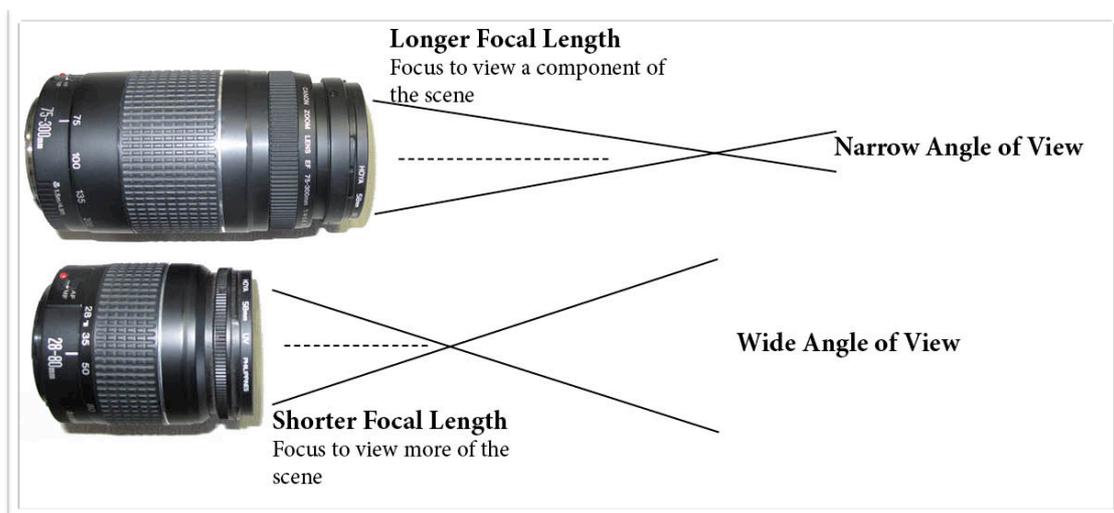
#### Positive Peace

Increase equality across the community and society more broadly. Increase access to food and other resources. Increase access to education and healthcare. Build social connectedness and supports. Provide support for parents.

**Apply exposure to a specific scenario and consider the unique issues.**

## 4. Angle of View: Micro to Macro Viewpoints - An Ecological Systems Perspective

The angle of view metaphor can be used to develop understanding of multiple perspectives or viewpoints from personal to global (i.e., a social ecology - individuals, families, communities, societies). The focal length of the lens influences the angle of view or how much of the scene is in view.



How much of the scene is in view?

Depending on the focal length more or less of a scene is in view.

## Angle of View - Moving from Micro to Macro Viewpoints



A narrow angle of view (long focal length of a lens) gives a narrow or close up perspective to focus on one part of an overall scene.

A wide angle of view (short focal length of a lens) brings more of the picture into view to capture the the broader context.

The angle of view can be used to highlight the range of perspectives – or how much of the scene is in view. Is it the experience from the perspective of individuals, families, communities or societies?

The only people who see the whole picture are the ones who step outside the *frame*.

Retrieved from [http://en.wikiquote.org/wiki/Salman\\_Rushdie](http://en.wikiquote.org/wiki/Salman_Rushdie) ...



## USING ANGLE OF VIEW

Consider a section of an image and the issues associated with this. Then expand the image to capture more of the scenario. For example how did a war or armed conflict impact on an individual, their families, their community and the broader society in which they live?



### Angle of View Example

The image of a memorial cross can represent the deaths and injuries from war or armed conflict.

The larger picture represents the bigger picture - the broader effects on families and communities.

#### Individual - Personal Level

Returning soldiers being wounded, traumatized (for example Post Traumatic Stress Disorder), becoming pacifists.

#### Family Level

Effects of grief and loss for partners and children. Living with ongoing impacts of loss of a parent or parents or child/sibling. Financial insecurity and possible relocation away from family and friends.

#### Community Level

Effects on social fabric and resources - schools, industries and community activities. Possible population changes as the community move away as refugees or strained resources with an influx of refugees.

**Apply angle of view to a specific scenario and consider the unique issues.**



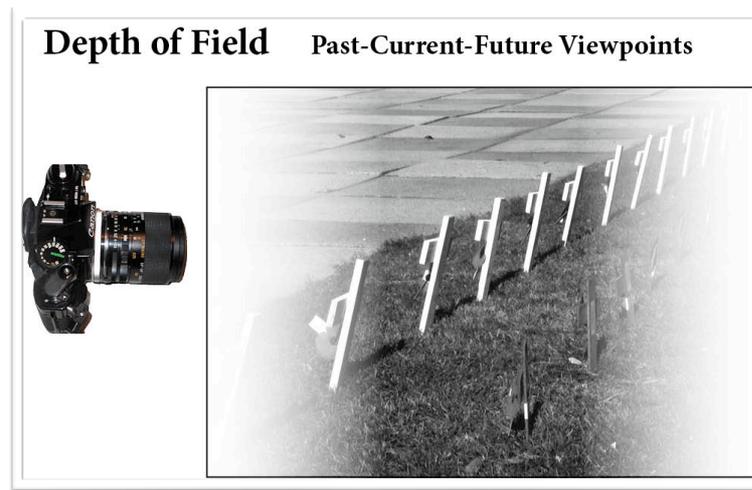
[Goodbye Sarajevo](#) by Auckland sisters Hana Schofield and Atka Reid, tell of the impacts of war on themselves, their family, community and country.

The authors write from their experiences since 1992 when they were 12 and 21 years old and caught up in the middle of the civil war which tore Yugoslavia apart.

## 5. Depth of Field: Past-Current-Future Viewpoints - A Trajectory Perspective

The depth of field metaphor can be used to develop understanding of multiple perspectives or viewpoints over time (i.e., trajectories – what happened in the past, at the current time, in the near/distant future?).

Take an image - project to see it in focus at different points in time - first in the foreground, then the middle ground, and finally in the background.



How do we look at an image beyond a particular point in time?

- With an image of the **death of a soldier** -

What was happening before the event? (i.e., antecedents); What happened at the time of the event? (i.e., actions/behaviors); What happened after the event? (i.e., consequences).

- With an image of a **wounded civilian** in the newspaper or on the TV -

Do we look at this in isolation? OR Do we think about what led to this? What happened afterwards? And whom is affected and how?

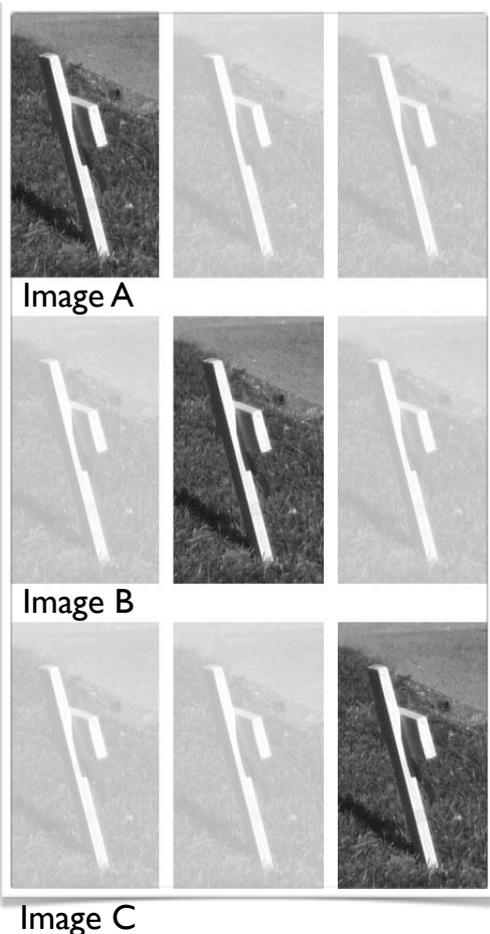
- With an image of a **starving child in East Africa** in a fundraising appeal -

What do we 'see'? How does this image link to multiple issues - drought, low crop yield, losses of livestock, food shortages, famine, geo politics, ethnic conflict, food-related violence, acute malnutrition, starvation and death, refugee journeys, displacement, asylum seekers?



## USING DEPTH OF FIELD

Consider the impacts of war/armed conflict OR drought/food shortage at different moments in time: for example, past - current - future OR current - short term future - long term future.



### Depth of Field Example

How far away is the event or circumstance? Where does the image appear most clearly?

Is the depth of field close (at the time of the event) or is the distance of the focus further away – soon after the event or in the future?

#### **Current** Image A

Consider the experiences of soldiers during wartime - such as being killed, wounded, traumatized.

#### **Short-Term Future** Image B

Consider the impacts for the returning soldiers and families. Dealing with loss, relocation, discrimination, employment difficulties.

#### **Long-Term Future** Image C

Impacts on returning soldiers, families and communities due to loss of life and impaired functioning of individuals, and cross-generational impacts.

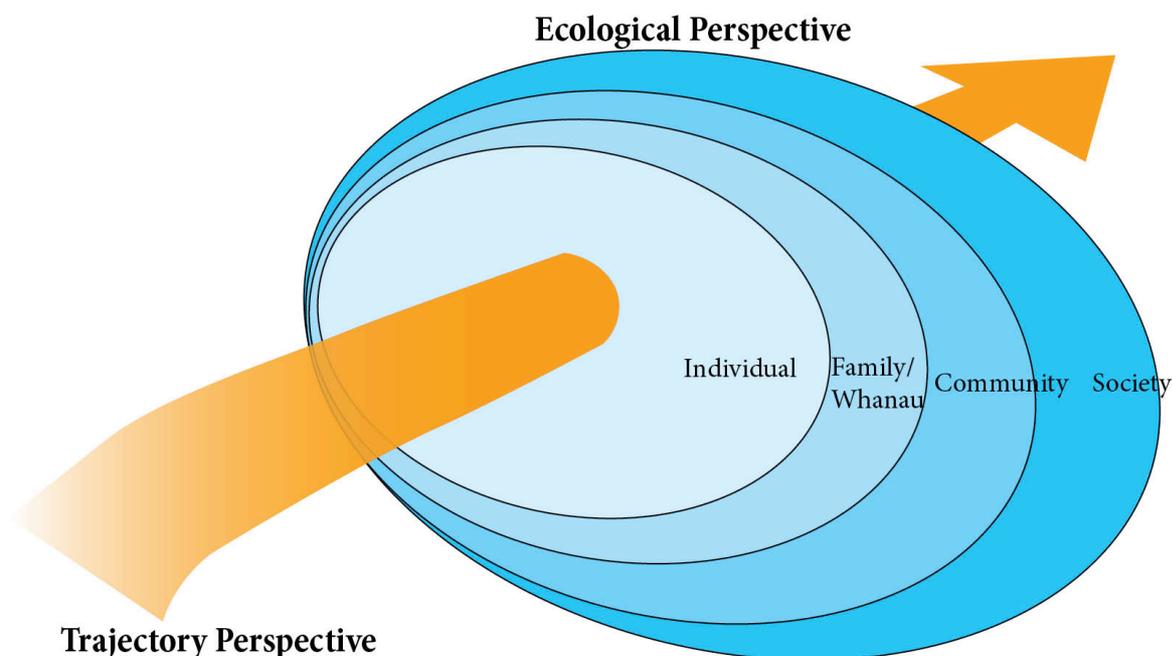
**Apply depth of field to a specific scenario and consider the unique issues.**

**Peace education promotes critical thinking about controversial issues**

## 6. Examining Multiple Perspectives: Practical Considerations

Images can be sources from teachers' and students' own family and personal photographic collections, online image galleries, from webpages or newspapers. (See page 18 for listing of image galleries.) Note. Check copyright and conditions of usage.

Students can collect and take their own photographs and assemble them in a format that highlights the multiple perspectives and the interrelationships of the events and circumstances captured in the visual image.



Filter and exposure techniques include colorising with a color filter, lightening, darkening and cropping images using editing software to electronic files or by applying these techniques manually to printed images.

Images can then be printed onto A4/A5 or onto photographic paper.

Images can be framed or placed on a timeline using word processing software or manually using scissors and extra pieces of card or paper.

Questions about photographs

- What is happening in the scene?
- What is outside the frame?
- Are there other related photographs that relate to this image?
- What are the implications for those directly and indirectly affected scenario depicted?
- What was happening before and after the scenario?
- What might (or did) happen in the future?

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## You can contribute

This is a living resource. The image galleries will be continually updated as additional photographs are added.

Download the most recent version

<https://podcasts.otago.ac.nz/nzpeace-ed/using-the-peace-education-lens/>

Help us build the library of images that teachers can use with this resource. *Do you have photographs about peace, conflict or violence you would like to share with educators?* Share your 'own' images with other educators for use with their students – please send us your images as .jpg files and we will add these to the image library.

Please let us know how you use this resource.

Email: [education4peace@otago.ac.nz](mailto:education4peace@otago.ac.nz)

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## About the Author

Dr Elspeth Macdonald coordinates the peace education activities at the National Centre for Peace and Conflict Studies (NCPACS), The University of Otago in Dunedin, New Zealand.

This project was submitted in partial fulfillment of the requirements for the Certificate in Peace Education (Online) offered by Teachers without Borders.

Elspeth Macdonald developed and manages the website [education4peace](http://education4peace.org) - an online resource to support New Zealand collaborations for peace education. Together with colleagues and students from NCPACS Elspeth works with teachers, teacher educators and curriculum groups to develop and disseminate resources and provide training aimed at incorporating peace education into the New Zealand national curriculum, school communities and other education settings.

Contact details: [education4peace@otago.ac.nz](mailto:education4peace@otago.ac.nz)

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## Acknowledgements

Thanks to Stephanie Knox-Cubbon for her feedback on this resource, Professor Kevin Clements for his contribution to the peace education lens concept, and David Cregan and James Bloxham for generously providing their photographs for this resource.

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## Image Galleries

Users of this resource may want to download images, share them with students and even modify images.

Photographs used in this resource are available at <http://groups.teacherswithoutborders.org/en/peace-education/node/163841> . Additional images will be added over time.

Many images are freely available for download or printing for research or educational purposes. Images are either in the public domain, licensed as creative commons, available for research or educational use, or can be used if the original creator or source is acknowledged. Some images cannot be modified. Creative Commons provides information about [licensing of images](#).

Where possible educators may choose to use in their own photos where copyright is not an issue.

## Images - please check copyright restrictions & conditions of use

World Vision NZ - Development Education

Food for life image gallery

<https://worldvision.org.nz/education/foodforlife.aspx#Gallery>

[https://worldvision.org.nz/education/responding\\_disaster.aspx#1](https://worldvision.org.nz/education/responding_disaster.aspx#1)

World Vision NZ - Education Shop

Color photos on posters (some freely available) and in resource folders/on CDs (for purchase)

<https://www.worldvision.org.nz/Catalogue/Education/Search/?&f1=&f2=&f3=20>

#### AusAid

<http://www.ausaid.gov.au/media/gallery/default.cfm>

#### World Vision Australia Images

[http://www.google.com.au/search?hl=en&gbv=2&tbn=isch&q=world+vision+australia&revid=414794173&sa=X&ei=g7A8ToyMD6iemQXdv\\_3lBw&ved=0CDoQI\\_QIoAQ&biw=1046&bih=619](http://www.google.com.au/search?hl=en&gbv=2&tbn=isch&q=world+vision+australia&revid=414794173&sa=X&ei=g7A8ToyMD6iemQXdv_3lBw&ved=0CDoQI_QIoAQ&biw=1046&bih=619)

[http://www.google.com.au/search?tbn=isch&hl=en&source=hp&biw=1046&bih=619&q=world+vision&gbv=2&oq=world+vision&aq=f&aqi=g10&aql=&gs\\_sm=e&gs\\_upl=350116268101657011211210121013341205912.2.4.21010](http://www.google.com.au/search?tbn=isch&hl=en&source=hp&biw=1046&bih=619&q=world+vision&gbv=2&oq=world+vision&aq=f&aqi=g10&aql=&gs_sm=e&gs_upl=350116268101657011211210121013341205912.2.4.21010)

NOTE. Conditions of use

<http://www.worldvision.com.au/aboutus/ouoperations/ImageUse.aspx>

#### World Vision International Images

[http://www.google.com.au/search?tbn=isch&hl=en&source=hp&biw=1046&bih=619&q=world+vision&gbv=2&oq=world+vision&aq=f&aqi=g10&aql=&gs\\_sm=e&gs\\_upl=350116268101657011211210121013341205912.2.4.21010#hl=en&gbv=2&tbn=isch&q=world+vision+international&revid=1193667388&sa=X&ei=eq1VTvPjHOXwmAXDlqQL&ved=0CD\\_oQI\\_QIoBA&bav=on.2.or.r\\_gc.r\\_pw.&fp=bd7316d3843ace09&biw=1173&bih=576](http://www.google.com.au/search?tbn=isch&hl=en&source=hp&biw=1046&bih=619&q=world+vision&gbv=2&oq=world+vision&aq=f&aqi=g10&aql=&gs_sm=e&gs_upl=350116268101657011211210121013341205912.2.4.21010#hl=en&gbv=2&tbn=isch&q=world+vision+international&revid=1193667388&sa=X&ei=eq1VTvPjHOXwmAXDlqQL&ved=0CD_oQI_QIoBA&bav=on.2.or.r_gc.r_pw.&fp=bd7316d3843ace09&biw=1173&bih=576)

#### Climate Change Images

[http://www.aclimateforchange.org/profile/WorldVisionAustralia?xg\\_source=activity](http://www.aclimateforchange.org/profile/WorldVisionAustralia?xg_source=activity)

#### United Nations Worlds Food Program

<http://www.wfp.org/>

#### World Press Photos

<http://www.worldpressphoto.org/winners/2011>