

Transforming Power and Transformative Learning in Peace Educator Development

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ABSTRACT Peace education and the development of peace educators should be a vital component of any education system. This is particularly so in a developing country such as South Africa where high levels of violent crime and protest action occur alongside growing inequality. It is therefore surprising that in a context such as this so little attention is given to peace education in terms of programme offerings and scholarship. This paper explores and theorises aspects of the multi-faceted curriculum processes and the teaching and learning experiences in an undergraduate peace education programme at the University of KwaZulu-Natal (UKZN). Drawing on a small-scale qualitative study involving interviews with novice peace educators, the paper explores three aspects of curriculum innovation within the UKZN programme which attempts to address the cardinal challenges of peace educator development. It then considers three learning opportunities created for novice educators through such a curriculum. Using the lens of Mezirow's transformative learning theory the paper finally, theorises some of the learning and teaching experiences of this programme.