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EDUCATION FOR PEACE IN SOUTH AFRICA – A HISTORICAL PEDAGOGICAL STUDY

by

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EDUCATION FOR PEACE IN SOUTH AFRICA – A HISTORICAL PEDAGOGICAL STUDY

by

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PROMOTOR
Professor Doctor Linda van Rooyen

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DEDICATION

This thesis is mainly dedicated to my late father, Nthoneng and late brother, Sefanye Sophonia Phaahle Mokgoshing Ramushu, my sister Johanna Mahwahwatse Mashaba and my dearest mother, Marungwane 'a Tseka la 'keng who were my pioneer educators and for their unselfish devotion and sacrifice in my entire education. May this work be a source of inspiration to my children.

---oOo---



*"The educational system of today, is
the political system of tomorrow."*

Thomas Jefferson



Psalm 116:12:

"How can I repay the Lord
for all His benefits to me?"

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It is hereby declared and placed on record that opinions expressed, conclusions arrived at, omissions and submissions, wherever discernible, are those of the author and should consequently not be regarded as a reflection of the views of the aforementioned persons and institutions.

--oOo--



DECLARATION OF OWN WORK

I, David Kalantsho Mphele Ramushu (Student no. 9286381), declare that:

Education for Peace in South Africa: A historical-pedagogical study

is my own work and that all the sources that I have quoted have been indicated and acknowledged by means of complete references. This thesis has not been submitted before for any degree or examination in any other university or been prepared under the aegis or with the assistance of any other body or organisations or persons outside the University of Pretoria, Pretoria.


MR D.K. RAMUSHU

Date: 001.12.05



DECLARATION OF LANGUAGE EDITOR

I, Dr. C.C.J. Leshinsky, hereby declare that I have done the language editing of the PhD-thesis of Mr D.K. Ramushu, titled:

EDUCATION FOR PEACE IN SOUTH AFRICA: A HISTORICAL-PEDAGOGICAL STUDY

I do not accept responsibility for errors not corrected.

Telephone number: 082-456-5177

A handwritten signature in black ink, appearing to read 'C.C.J. Leshinsky'.

DR. C.J.J. LESHINSKY



ACRONYMS

| | |
|---------|---|
| AC | Assessment Criteria |
| AC | Art and Culture |
| ANC | African National Congress |
| ATASA | African Teachers' Association of South Africa |
| AZAPO | Azanian People's Organisation |
| AZASM | Azania Student Movement |
| BRD | Bundes Republic Deutschland |
| CATA | Cape African Teachers' Association |
| CEM | Council of Education Minister |
| CO | Critical Outcome |
| COSAS | Congress of South African Students |
| COSATU | Congress of South African Trade Union |
| DNE | Department of National Education |
| DOE | Department of Education |
| EMS | Economic and Management Sciences |
| GNU | Government of National Unity |
| HIV | Human Immune Virus |
| HSS | Human and Social Sciences |
| HSRC | Human Science Research Council |
| IFP | Inkatha Freedom Party |
| LA | Learning Area |
| LAC's | Learning Area Committees |
| LLC | Language, Literacy and Communication |
| LO | Life Orientation |
| MLMMS | Mathematical, Literacy, Mathematics and Mathematical Science |
| NAPTOSA | National Association of Professional Teachers' Organisation of South Africa |
| NATU | Natal African Teachers' Union |
| NECC | National Education Crisis Committee |
| NEUSA | National Education Union of South Africa |

| | |
|--------|--|
| NGO | Non-Governmental Organisation |
| NS | Natural Science |
| NQF | National Qualification Framework |
| OBE | Outcomes Based Education |
| PAC | Pan Africanist Congress |
| PASO | Pan Africanist Student Organisation |
| PI | Performance Indicators |
| PO | Phase Organiser |
| PO | Programme Organiser |
| RAU | Randse Afrikaanse Universiteit |
| RDP | Reconstruction and Development Programme |
| RS | Range Statement |
| SABC | South African Broadcasting Corporation |
| SACP | South African Communist Party |
| SACTE | South African College for Teacher Education |
| SADTU | South African Democratic Union |
| SAQA | South African Qualification Authority |
| SASCO | South African Student Congress |
| SDT | Students for Democratic Transformation |
| SO | Specific Outcome |
| STAC | Soweto Teachers' Action Committee |
| TECH | Technology |
| TATA | Transvaal African Teachers' Association |
| TUATA | Transvaal United Africa Teachers' Association |
| TV | Television |
| UN | United Nations |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |
| UNIN | University of the North |
| UNISA | University of South Africa |
| UWC | University of the Western Cape |
| UWUSA | United Workers' Union of South Africa |
| WECTU | Western Cape Teachers' Union |



ABSTRACT
**EDUCATION FOR PEACE IN SOUTH AFRICA:
A HISTORICAL-PEDAGOGICAL STUDY**

Education has always been regarded as a powerful tool in influencing human changes and development. During the previous dispensation, education in South Africa has been characterised by polarisation, racial imbalances, violence, conflicts and unrest. This state of affairs has presently developed into an unacceptably high level of violence, unrest and crime. Meaningful education seems impossible as crime and violence have pervaded all aspects of society.

“A serious crime is committed every 17 seconds in South Africa” (Carter, Rulashe, Streak, Koz, Khupiso, Van Eeden, Eshak & Krost 1994:3). Research findings indicate that violence and crime could bring the democratisation process to a standstill. It would appear that the much-talked about Reconstruction and Development Programme cannot kick-off and make meaningful contribution under these anarchic circumstances.

In the light of the foregoing paragraphs, the necessity for introducing “Education for Peace” in South African schools is clearly justified. South Africa can learn to co-exist peacefully by promoting mutual respect and acceptance through “Education for Peace” in our socio-educational milieus.

By means of a historical-research problem method, the phenomenon *Education for Peace* has been selected as a possible solution to the violence and crime that are ravaging our schools.

A profound situational analysis of the political, societal, educational and economic factors possibly contributing to a state of violence and unrest has been attempted. KwaZulu-Natal has experienced the highest politically-unrest related incidence in South Africa whereas the Gauteng province specialises in commercially syndicated crimes. Northern Province is notoriously known for its witch-craft crime. The most pressing issue is that the youths have always been consciously and unconsciously in the forefront of violence and struggle.



The German-educational model has been studied in-depth and is strongly recommended as a suitable educational model that could be of relevance to South Africa.

With the aid of a proposed sexagonal model for Education for Peace, findings, recommendations and conclusions arrived at, point that Education for Peace could be of the viable educational paradigms that could be relevant and offer solutions for problems concerning the culture of violence prevalent in South African schools.

--oOo--



KEYWORDS / SLEUTELTERME

Education for Peace

Historical-Pedagogics

Study

Concept

Phenomenon

Education for Peace Model

Violence

Irenecology

Curriculum 2005

Schools

Opvoeding tot Vrede

Historiese-Pedagogiek

Studie

Konsep

Fenomeen

Model vir "Opvoeding tot Vrede"

Geweld

Irenekologie

Kurrikulum 2005

Skole



SUMMARY

EDUCATION FOR PEACE IN SOUTH AFRICA: A HISTORICAL-PEDAGOGICAL STUDY

by

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PROMOTOR: Professor Doctor Linda van Rooyen

DEPARTMENT: Education Studies

DEGREE: PHILOSOPHIAE DOCTOR

The primary aim of this thesis has been to design a model for implementation of Education for Peace in South African schools. Initially it was imperative to carry out an orientational background analysis to provide the necessary background material. The investigation has shown that the level of crime and violence in South Africa have become a major socio-political and educational concern and that Education for Peace is not prevalent in South African schools.

The aim of this study is to make recommendations for the introduction of Education for Peace in schools. In an attempt to realise the aim of the study, research was done on Education for Peace by structuring the study into six distinctive chapters.

In Chapter One of this thesis, the orientational background, statement of the problem, aim of the study, the delimitation of the field of study, the programme of the study, elucidation of key research concepts, the necessity of the study and subsequent methodology of the research have been disclosed and accounted for.

In Chapter Two, an analysis of the phenomenon and concept *Education for Peace* have been presented. Attempts by various local and international peace movements and researchers, in addressing violence in school and society have been presented.

In Chapter Three, a situational analysis of possible causative factors behind violence, unrest and crime in South Africa was launched. The analysis of those factors highlighted the necessity of introducing Education for Peace in South Africa as one of the alternatives and educational strategies that could be used in addressing the problem of violence and unrest in schools and society in general. Although there may be several possible factors behind violence and unrest in South Africa, this thesis laid special emphasis on the political, educational, economic and societal aspects.

In Chapter Four, a historical educational study of the German Education model 1945-1989 on Education for Peace has been attempted. The study seeks to find out how the Germans have developed a typical educational model for Education for Peace after the Nazi regime. The German model on Education for Peace offers comparative information to South Africa and to developing nations intending on introducing Education for Peace in their school curriculae.

In Chapter Five, a scientific sexagon model for Education for Peace has been proposed and recommended for implementation in South African schools.

In Chapter Six, an attempt is made to present a synopsis, key findings and recommendations with the hope that if implemented, they could bring a Copernicus revolution and improvement of the *status quo*. The thesis contributes to the debate on the necessity, essence and the implementation of the phenomenon Education for Peace in Curriculum 2005 in South African educational institutions.



SAMEVATTING

OPVOEDING TOT VREDE IN SUID-AFRIKA: 'N HISTORIESE-PEDAGOGIESE STUDIE

deur

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PROMOTOR: Professor Doktor Linda van Rooyen

DEPARTEMENT: Opvoedkundige Studies

GRAAD: PHILOSOPHIAE DOCTOR

Die hoofdoel van die proefskrif is om die model "Opvoeding tot Vrede" te ontwerp vir die implementering in Suid-Afrikaanse skole. Ten aanvang is 'n oriënterende situasie-analise onderneem ten einde gegronde agtergrondinformatie aan te bied. Daaruit spreek dit duidelik dat die fenomeen "Opvoeding tot Vrede" 'n saak is wat deur Suid-Afrika en die internasionale wêreld as 'n prioriteitsaak beskou word. Dit was noodsaaklik en logies om die historiese konteks en die manifestasie van die fenomeen "Opvoeding tot Vrede" binne dié konteks te bestudeer.

Die doel van die proefskrif is verder om 'n model "Opvoeding tot Vrede" aan te beveel as 'n oplossing vir die huidige sosiale en opvoedkundige probleme kan wees. Baie van die sosio-opvoedkundige probleme wat in Suid-Afrikaanse skole bestaan, kan deur middel van hierdie fenomeen aangespreek word.

In Hoofstuk Een van hierdie proefskrif, word 'n algemene oriëntasie en die agtergrond, probleemontleding, die afbakening van die terrein van studie, die betekenis en verklaring van die navorsingskonsepte, die noodsaaklikheid van die studie asook die metode en ontwerp van die ondersoek, beskryf.

In Hoofstuk Twee is 'n analise en eksposisie van die fenomeen "Opvoeding tot Vrede" binne internasionale konteks omskryf. 'n Etimologiese verklaring van die konsep is gegee en die

wese van vredesopvoeding is aan die lig gebring en geverifieer. Die fenomeen “Opvoeding tot Vrede” is ook onder die loep geneem rakende die aard, wese en noodsaaklikheid daarvan.

In Hoofstuk Drie is gepoog om ‘n intensiewe ondersoek van die situasie-analise van moontlike faktore wat die geweld, onrus en twis in Suid-Afrika beïnvloed, te bestudeer. Die analise van die faktore het ongetwyfeld bewys dat Opvoeding tot Vrede een van die alternatiewe opvoedingsparadigmas en strategieë is wat in die oplossing van geweld in skole en die gemeenskap gebruik kan word. Alhoewel daar verskillende faktore is wat die onrustigheid en geweld in Suid-Afrika beïnvloed, val die klem in hierdie studie op die politieke, ekonomiese, sosiale en opvoedkundige aspekte.

In Hoofstuk Vier is die belangrikste aspekte van ‘n historiese studie van die Wes-Duitse opvoedingstelsel ondersoek en uitgelig. Daar is aangewys dat die Wes-Duitse onderwysstelsel kan dien as ‘n model. Demokrasie en “Opvoëding tot Vrede” is interafhanklik van mekaar en word vergelyk met die tweekantige dele van dieselfde muntstuk. Die onderwysstelsel in Wes-Duitsland is die verantwoordelikheid van verskillende streke deur middel van ondersteunings- en plaaslike liggame op verskillende vlakke.

In Hoofstuk Vyf is ‘n wetenskaplike sexagonale model vir “Opvoeding tot Vrede” voorgestel en ‘n aanbeveling is gemaak dat die model in Suid-Afrikaanse skole geïmplementeer word.

Hoofstuk Ses bevat ‘n oorsig van die studie, ‘n aantal bevindinge, aanbevelings en oplossings. Die outeur hoop dat dit as ‘n uitdaging sal dien vir onderwysers, ouers, regeringsamptenare en toekomstige navorsers om verdere ondersoeke te loods ten opsigte van die noodsaaklikheid, essensie en implementering van die fenomeen “Opvoeding tot Vrede” in Kurrikulum 2005 in Suid-Afrika. Die hoop word uitgespreek dat die implementering van die aanbevelings ten opsigte van die fenomeen “Opvoeding tot Vrede” ‘n verandering en ‘n verbetering in geregtigheid en verdraagsaamheid in ‘n multikulturele Suid-Afrika en internasionale wêreld tot gevolg sal hê.



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