

# **Towards A Comprehensive Primary School Curriculum for Conflict Transformation and Conflict Management**

**By**

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## **Abstract**

*The purpose of this study was aimed at analysing the current Zimbabwean primary school curriculum content and policy with a view to examine its relevance in laying a foundation for the acquisition of the requisite knowledge, skills and attitudes for conflict transformation ,conflict management and peace-building. The need for the inclusion of conflict resolution and peace education in the school curriculum has been highlighted at a number of international fora especially in Africa. The study was deliberately delimited to the primary school level on the basis that any long lasting cultural practice begins at childhood. The study carried out document analysis on nine selected primary school syllabi from Grade One up to Grade Seven level. The study also examined administration policies and documents. The study found out that most of the syllabi contained valuable aspects that could be utilised to introduce conflict transformation, conflict management and peace education. However issues such as human rights and gender education were not well articulated in the syllabi. Methodologies were found to be relevant for peace education. The study found out that assessment methods were not relevant to assess behavioural changes.*

**Keywords:** *Peace education, conflict management, conflict transformation*