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Abstract

Children's conceptions of peace in two Ugandan primary schools: Insights for peace curriculum

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First Published March 28, 2017 | Research Article

<https://doi.org/10.1177/1745499917698299>[Article information](#) 

Abstract

Oppenheimer urged communities all over the world to study how children come to understand peace, conflict, and war. Set in various countries, their review of studies, as well as more recent examinations reveal trends in how children view these phenomena, often differing by gender, age, and extent to which they were exposed to highly dangerous and traumatizing situations, like being forced to be child soldiers or sex slaves. No such research has been published in the contemporary post-war Uganda context. Using focus group methodology, we asked: How might Ugandan primary school children's stories about peace (traditional and otherwise) help them navigate conflict?

Article available in:

Vol 12, Issue 1, 2017



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