



## Becoming a peace educator in the midst of violence: journeys of transformation

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Many community-based adult education programmes recruit and develop new educators from within the practice using non-formal and informal learning processes. Becoming a peace educator in several parts of Africa, follows this trajectory of lifelong learning and development within communities of practice, in the midst of endemic violence. For some of these educators this involves complex personal journeys and powerful transformations from violence to peace education, offering important lessons for peace education and adult educator development.

This paper will share findings from a qualitative case study of peace educator learning, development and practice within the Alternatives to Violence Project (AVP). It will discuss the life histories, transformations and practices of AVP facilitators working in the midst of violence in two African countries and report on the fraught transitions to developing new identities and practices. The paper will discuss the possibilities and limitations of transformative learning theory for theorizing such findings, and will explore the nexus of structural and physical violence.