

FOR INFORMATION

Review on EIS Policy on Peace Education

The 2018 AGM carried the following motion:

"That this AGM resolve to instruct Council to review EIS policy on Peace Education."

Peace education has been defined by UNICEF¹ as *"the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour change that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an interpersonal, intergroup, national or international level."*

Background

1. The Executive approved an 'Education for Peace²' paper in 2008 which set out a clear rationale for Peace Education citing: the rise in armed conflict; media coverage giving graphic coverage of conflict; the relationship between education & society; and the development of the Curriculum for Excellence with a key focus on developing young people's capacities as responsible citizens and effective contributors to society.
2. The Paper, which drew on earlier Peace Education policies of the Institute, made clear that Peace Education sought to develop understanding of the causes of conflict at all levels and to encourage non-violent conflict resolution at all levels, from small groups of individuals to the international level.
3. The Paper called for Peace Education to be delivered in a cross curricular manner, as opposed to a discrete subject, to all pupils and students.
4. The Paper also called for teachers and lecturers to receive professional learning in relation to issues of peace, justice and rights. Further, it asserted that the EIS should raise awareness of the impact of personal and domestic violence on young people.

¹ <https://www.grainesdepaix.org/en/peace-resources/peace-dictionary/peace-education-unicef-susan-fountain-et-al-1999>

² Appendix 1

The Educational Rationale within the Peace Education Policy

5. The rationale for Peace Education within the 2008 Paper remains cogent and compelling.

6. Within Scotland, a number of national educational policies have been introduced since the EIS Peace Education publication which complement the key messages of 'Peace Education', such as creating a society that is peaceful & safe, that promotes personal & group wellbeing, is free from fear & abuse, and is equitable. These aspects are now found in a range of national education policies:

a. Learning for Sustainability is defined as "*learning to live within the environmental limits of our planet and to build a just, equitable and peaceful society.*" The principles of Learning for Sustainability have been incorporated in the GTCS Professional Standards for teachers. Furthermore, GTC Scotland Professional Values for teachers place social justice values as core.

b. Getting It Right for Every Child (GIRFEC)

c. 'Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People' guidance published in 2017. The introduction to the guidance states:

"Respect for All reflects Getting it Right for Every Child (GIRFEC) and recognises that bullying impacts on wellbeing. In order to thrive and achieve their full potential, children and young people need learning environments which are safe, nurturing, respectful and free from fear, abuse and discrimination³."

d. The Scottish Government commitment to implementing the United Nations Convention on the Rights of the Child (UNCRC) and incorporating it into Scots law. *Article 29 includes:*

"The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin."

³ <https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/>

- e. The Scottish Government commitment⁴ to the delivery of the UN's Sustainable Development Goals, which officially came into force in January 2016. Goal 16 states:

"Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels."

The Sociological Rationale within the Peace Education Policy

7. The EIS rationale set out in the paper for Peace Education cites several societal factors driving the need for Peace Education and these factors continue to be relevant today. Arguably, these factors have intensified since the publication of the Paper in 2008 in the ways set out below:

- a. *The proliferation of armed conflict has continued since 2008. The suffering caused by wars and conflicts have caused mass migrations of peoples as both migrants and refugees to seek safety. These movements of peoples have become politicised issues within some countries and parts of societies, and led to an increase in hate crime (including violence).*
- b. *Discrimination and inequality (especially economic inequality, e.g. high levels child poverty) can lead to tensions and potential conflict in society. The 'Closing the Poverty Attainment Gap' is a key Scottish Government policy currently being implemented in order to reduce inequality.*
- c. *Proliferation of social media, through the use of smartphones in particular. Reliance on social media can act as an echo chamber, creating an environment in which a person encounters only beliefs or opinions that coincide with their own, so that their existing views are reinforced, and alternative ideas are not considered.*
- d. *Political discourse has become more polarised in several societies⁵. Polarised political beliefs, tend not to foster compromise with other political beliefs, especially on bi-modal issues. Social fragmentation can follow political polarisation, as*

⁴ 2015 <https://nationalperformance.gov.scot/sustainable-development-goals>

⁵ <https://www.kcl.ac.uk/policy-institute/assets/divided-britain.pdf>

individuals socialise with mainly (or even solely) others with similar political/social values.

Curriculum for Excellence within the Peace Education Policy

8. The EIS Peace Education policy was written whilst the CfE was being developed, and the policy does not map directly to the CfE with regard to where Peace Education lies within it.
9. However, an academic paper⁶ was published in 2017 that analysed the CfE with regards to how well it covered Peace Education. The paper was part of the Peace Education Curricular Analysis (PECA) Project, which is a global curricular analysis study that investigates national curricula for peace education qualities. The Paper evaluated a “317 page CfE document” in 2015, i.e. prior to the publication of both the refreshed narrative and streamlined guidance.
10. The PECA Project has created a theoretical framework for Peace Education with 3 main elements; Recognising Violence (with cultural violence, structural violence & direct violence), Nonviolent Conflict Transformation (i.e. dialogue, mediation, negotiation & collaboration) and Positive Peace (Peace Zone, Peace Bond, Social Justice, Eco Mind, Link Mind, Gender Mind, Resilience, Wellbeing & Prevention). Further details are outlined in Appendix 2.
11. The academic paper concluded that:
“The curriculum does recognize all three forms of violence—cultural, structural, and direct. Its content firmly demonstrates the importance of collaboration and dialogue, but there is minimal content related to the conflict transformation tool of mediation. There is robust representation of the positive peace element of Wellbeing, but the other eight facets of positive peace are either moderately represented (Peace Bond, Social Justice, Resilience, Peace Zone), minimally represented (Link Mind), or completely absent (Prevention, Eco Mind⁷, and Gender Mind).”

Professional Learning within the Peace Education Policy

12. The 2008 Paper cites the importance of Professional Learning (Professional Development as it was defined then) on “peace, justice and rights” and that “staff ... should be given opportunities to

⁶ Looking for Peace in the National Curriculum of Scotland; Katerina Standish & Janine Joyce

⁷ It is possible that Learning for Sustainability (LfS) may address the Eco Mind (harmonious living between the humanity and nature) shortcoming identified by the paper.

develop their own personal conflict-resolution skills.” Whilst Professional Learning opportunities are available for staff on specific aspects of Peace Education, such as resilience, well-being, mediation, sustainability, recognising violence etc, there seem to be few Professional Learning opportunities on Peace Education as a holistic subject area or theme.

13. Some consideration may be needed in an updated Peace Education policy as to whether it is desirable to raise the profile of the term ‘Peace Education’ and how it systematically pervades several other subjects and themes in schools.

Peace Education Resources within the Peace Education Policy

14. The Peace Education policy does not share online locations for Peace Education resources that teachers may find useful, such as Scottish CND ⁸ (which the EIS is affiliated to) or <http://www.peaceeducationscotland.org/>.

Recommendations

1. Committee is asked to consider approving an update and refresh the Peace Education Policy, with particular reference to:
 - i. Reaffirming the relevance of Peace Education;
 - ii. Refreshing the rationale underpinning the need for Peace Education;
 - iii. Updating the links between Peace Education and other national policies and initiatives, especially the Curriculum for Excellence;
 - iv. Include an appendix listing website where Peace Education resources may be obtained;
 - v. Taking forward previous 2008 recommendations which have not been fully realised to-date;
 - vi. Forming a sub-group from Executive Committee and Education Committee to carry out the above.

⁸ <https://www.banthebomb.org/index.php?start=14>

The continuing interest in Education for Peace reflects global concerns at the rise in armed conflict between and within nations. In the first decade of this century, wars in Europe, the Middle East, Africa and Asia have been the cause of countless civilian deaths, shattered economies and the human misery of displaced populations. Climate change and population migration contribute to anxieties about global problems. Armed conflicts have spread beyond war zones with attacks on civilian targets throughout the world. At a personal and domestic level violence, both physical and verbal, blights the lives of many young people and their families. Global media have brought the consequences of all these issues into our homes and into the daily lives of our young people with a graphic immediacy.

As the largest Scottish teachers' union, the EIS is concerned with the relationship between education and society. The EIS has a number of policies which lay the foundations for work in the area of Education for Peace and which show the union's commitment to the promotion of respect and empathy for others – namely our *Breaking Down the Barriers* papers on 'Poverty, Anti-Racism and Lesbian/Gay Equality', 'The Gender Jigsaw' and 'Sectarianism'. Leaflets have also been published on 'Challenging Sexism' and 'Challenging Racism'. Advice and guidance have been issued on 'Asylum Seekers and Refugees', 'Islamophobia' and 'Refugee and Asylum Seeking Children'. In addition, as an organisation affiliated to the Scottish Campaign for Nuclear Disarmament, the EIS recognises the global dangers posed by nuclear weapons and specifically the Trident system based in the West of Scotland.

There is awareness in Scottish society that our educational establishments have an important role to play in fostering an understanding of the need for peace and conflict resolution at every level from personal relationships to international relations.

This leaflet addresses some of the issues in promoting Education for Peace.

Ethos

The Scottish comprehensive system recognises the equal worth of pupils, believes in the value of active learning, and takes forward a commitment to a curriculum which is responsive to the needs of all, while recognising the achievement of each learner. Education for Peace should not be regarded as a separate topic or subject. Rather it is an element which permeates the curriculum, ethos and teaching methodologies and should be pursued in every sector of our education system: nursery, primary, special, secondary, further and higher.

Education for Peace requires a supportive ethos within which teachers and lecturers, pupils and students, parents and other staff can work together to promote sound learning. Education for Peace is not an easy option: it makes demands on all members of the educational community and implies a high standard of self-discipline and personal responsibility. Teachers and lecturers have an important leadership role to play here.

A crucial element in this ethos is recognition of the worth of each member of the learning community. Respect should be accorded to all learners equally and to the social groups of which they are members; the contribution of teaching staff and all workers should be recognised. The dignity of all members of the establishment should be fostered and courtesy should be a feature in all relationships. The development of collegiality in all workplaces will support such an ethos.

The environment for learning is best developed and sustained by praise and the recognition of success rather than by punishment and negative comment. However, rules are necessary for the benefit of all and these will require, on occasion, the use of sanctions to prevent behaviour that does not accord with the interests of learning. It is essential that agreed structures that will permit the resolution of differences with openness and dignity be developed and resourced. These structures should recognise that different individuals may well have different perceptions of a common reality. A good example here is the work being done on Restorative Practices which are defined as: *“restoring good relationships when there has been conflict or harm and developing school ethos, policies and procedures to reduce the possibility of such conflict and harm arising.”* The EIS Education policy papers, ‘Inclusive Education’ and ‘Supporting Teachers, Tackling Indiscipline’ are relevant to the issues highlighted above.

Methodology and Curriculum

Education for Peace is a cross-curricular process to promote the knowledge, skills and attitudes needed to live in an interdependent world. It will be furthered through methodologies which give due consideration to the prior skills, experience, and knowledge of the learner; which encourage critical thinking; which encourage attitudes of consideration for others and for the world; and which encourage learners to take an active part in their own learning. Appropriate methodologies include a wide range of problem-solving approaches which encourage positive and rational engagement with the world, natural and cultural. Establishments which seek to promote Education for Peace require to adopt assessment systems which recognise the success of learners and which do not foster the aspects of competition which can be destructive. In addition, the centrality of formative rather than summative assessment will be recognised. Such establishments will avoid the creation of groups which are labelled or perceived as failures.

Young people tend to see war as a natural phenomenon rather than as the outcome of social processes. Education for Peace deals with knowledge and understanding that helps pupils to make sense of their world. It should help ensure that the process of attitude formation is an informed process. *A Curriculum for Excellence* says:

"One of the prime purposes of education is to make our young people aware of the values on which Scottish society is based and so help them to establish their own stances on matters of social justice and personal and collective responsibility. Young people therefore need to learn about and develop these values. The curriculum is an important means through which this personal development should be encouraged."

The need to develop young people's capacities as responsible citizens and effective contributors to society is central to *A Curriculum for Excellence*. Education for Peace aims to develop understanding of the causes of conflict at all levels and to encourage non-violent conflict resolution. Young people must be aware where, when and how they can contribute towards change. Change for the better can only begin through a conscious recognition of the problem, and an equally conscious commitment to work towards the solution.

While Education for Peace is best viewed as an element which permeates the curriculum and not as a separate subject or area of study, this does not preclude teaching specific units of work at all stages. Education for Peace shares common cause with other areas of the curriculum which aim to increase self-awareness, self-esteem, understanding of others and tolerance. It seeks to develop skills that enable individuals to discuss, question, make informed decisions and ultimately build more harmonious relationships. Education for Peace is not about indoctrinating young people in unilateral views; neither is it a platform for any individual's personal values.

Education for Peace requires that the content and materials of the curriculum are subject to informed scrutiny in a similar way to that employed in ensuring that the curriculum complies with equality duties. The curriculum should actively promote co-operation and the values of peace.

Recommendations

Education for Peace should be pursued in every sector of our education system: nursery, primary, special, secondary, further and higher.

Professional development courses should be developed for teachers and lecturers in relation to issues of peace, justice and rights.

Staff in schools, colleges and universities should be given opportunities to develop their own personal conflict-resolution skills.

The EIS should seek additional funding to support learners who face difficulties in resolving conflict in non-violent ways.

The EIS should raise awareness amongst teachers and lecturers of the impact of personal and domestic violence on young people.

The EIS should pursue its policy on Education for Peace through discussions with the Scottish Government, Learning & Teaching Scotland and other organisations.

Education for Peace is an active and purposeful process of building self-esteem and mutual respect as a preparation for a common future.

Peace Education Curricular Analysis (PECA)

The Peace Education Curricular Analysis (PECA) Project, which is a global curricular analysis study that investigates national curricula for peace education qualities.

Theoretical Framework: Three Elements in the PECA Project

Element 1: Recognising Violence

Violence is considered an intentional, harmful, and avoidable human behaviour.

Three forms of violence are considered in this element:

- i. cultural violence that is part of a worldview,
- ii. structural violence that is a social process, and
- iii. direct violence that is an incident.

Element 2: Nonviolent Conflict Transformation

The PECA Project codes tools or techniques, such as dialogue, mediation, negotiation, and collaboration, as examples of nonviolent conflict transformation tools regardless of whether or not they are being used in the specific practice of transforming conflict.

Element 3: Positive Peace

1. Peace Zone (safe spaces where violence is absent)
2. Peace Bond (positive relationships characterized by kindness and empathy)
3. Social Justice (presence of fairness and/or equality)
4. Eco Mind (harmonious living between the humanity and nature)
5. Link Mind (perception of interconnectivity and/ or interdependency)
6. Gender Mind (awareness of gender as an important facet of understanding)
7. Resilience (ability to absorb personal, social, or environmental calamity)
8. Wellbeing (health, wellness, and taking responsibility for self and/or others)
9. Prevention (knowing ways to stop violence before it starts)