




eis


The Educational
Institute of Scotland

EDUCATION FOR PEACE

**EXECUTIVE SUMMARY
SEPTEMBER 2024**



**There is
no way
to peace;
peace is
the way**



A.J.Muste



What you have in your hands- or on your screen- is an Executive Summary of a longer EIS policy document, first published in 2022, which can be read in full on the EIS website.

This abridged version also has some new additional text to take account of developments since the full document was published, especially with regard to the results of our Branch Behaviour Survey undertaken as part of our Stand Up for Quality Education campaign launched in 2023.

The booklet is also a practical user's guide to ideas, resources and materials that is intended to help you, as teachers and lecturers, to feel confident that Education for Peace is something you can and should engage in.

At a time when violence, brutality and war appear to be constant blights on humanity, that engagement could not feel more necessary or more urgent. But, to paraphrase the American radical pacifist, A.J. Muste, who said, "There is no way to peace; peace is the way", it is important to realise there is no heroic expert Educator for Peace, just practitioners on a journey who are helping each other along the way.

We wish you well, wherever your next step takes you.

Allan Crosbie, EIS President
September 2024

Full EIS policy document

www.eis.org.uk/policiesandguidance/educationforpeace

BACKGROUND

As the largest Scottish teachers' union, the EIS is concerned with the relationship between education and society. Education for Peace is important because it can help create a more peaceful world by empowering learners to gain the knowledge, skills, and values they need to contribute towards peace in their lives, communities and across communities.

The EIS has a number of policies that lay the foundations for work in the area of Education for Peace and which show the Union's commitment to the promotion of respect for and empathy with others. Advice and guidance has been issued on:

Asylum Seekers and Refugees

Islamophobia

Refugee and Asylum Seeking Children

Challenging Anti-Muslim Prejudice ¹

Myths of Immigration ²

Refugee Welcome Packs ³

Tackling Sexual Harassment in Educational Establishments ⁴

Violence Against Women ⁵

Get it Right for Girls ⁶

Face up to Child Poverty ⁷ (Follow up publication: Stand Up to Poverty)

Bullying and Harassment ⁸

In addition, as an organisation affiliated to the Scottish Campaign for Nuclear Disarmament, the EIS recognises the global dangers posed by nuclear weapons.

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

The need to develop children and young people's capacities as responsible citizens and effective contributors to society is central to Curriculum for Excellence. Education for Peace ⁹ aims to develop an understanding of the causes of conflict at all levels and to encourage non-violent conflict resolution.

Children and young people must be aware of where, when and how they can contribute towards change. Change for the better can only begin through conscious recognition of problems, and an equally conscious commitment to work towards solutions.

WHAT IS EDUCATION FOR PEACE?

The EIS is not defining 'Education for Peace' nor supporting any single definition as it is not its role to do so. This paper draws attention to three definitions of Education for Peace:

1. Education for Peace is defined by UNICEF¹⁰ 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." This definition is also used by ETUCE. (European Trade Union Committee on Education)

¹ www.eis.org.uk/Anti-Racism/AntiMuslimPrejudice

² www.eis.org.uk/Anti-Racism/MythsofImmigration

³ www.eis.org.uk/Policy-And-Publications/WelcomeToScotland

⁴ www.eis.org.uk/Gender-Equality/TacklingSexualHarassment,

⁵ www.eis.org.uk/Gender-Equality/Womenworkplace

⁶ www.eis.org.uk/Gender-Equality/GIRFGGuidance

⁷ www.eis.org.uk/Child-Poverty/PovertyBooklet

⁸ www.eis.org.uk/PoliciesandGuidance/BullyingAndHarassment

⁹ The term "Education for Peace" is chosen since it is an on-going process and permeates the curriculum.

¹⁰ www.grainesdepaix.org/en/peace-resources/peace-dictionary/peace-education-unicef-susan-fountain-et-al-1999

2. The Hague Appeal for Peace and Justice for the 21st Century published in 1999 stated: “A culture of peace will be achieved when citizens of the world understand global problems, have the skills to resolve conflict constructively; know and live by international standards of human rights, gender and racial equality; appreciate cultural diversity; and respect the integrity of the Earth and each other. Such learning can only be achieved with systematic education for peace¹¹ .”

3. Education International has published¹² its policy:

“Peace Education is integrated comprehensive education focusing on life skills covering human rights, democracy, international understanding, tolerance, non-violence, multiculturalism, and all other values conveyed through the school curriculum.

“Education is a key tool in combating poverty, in promoting peace, social justice, human rights, democracy, cultural diversity and environmental awareness. Education for peace implies an active concept of peace through values, life skills and knowledge in a spirit of equality, respect, empathy, understanding and mutual appreciation among individuals, groups and nations.

“A culture of peace must take root in the classroom from an early age. It must continue to be reflected in the curricula at secondary and tertiary levels. However, the skills for peace and non-violence can only be learned and perfected through practice. Active listening, dialogue, mediation, and cooperative learning are delicate skills to develop.”

Recent work on Education for Peace stresses the wish to live sustainably within the natural environment and that living peacefully with others involves the principles of equity and social justice.

THE INCREASED NEED FOR EDUCATION FOR PEACE

The EIS believes Curriculum for Excellence is able to provide teaching approaches and learning activities which take forward Education for Peace. The EIS remains concerned at the rise in conflict- between individuals, communities, society, and violence and armed conflict between and within nations.

- a. The proliferation of armed conflict has continued- such as between Ukraine and Russia; Israel and Palestine, and between Israel and a number of other Middle East nations; and across several African nations- Sudan and Yemen, for example.
- b. Violent conflict continues to feature the deliberate targeting of civilian populations by external and internal forces: for example, Ukrainian civilians, Myanmarian civilians, Israeli civilians, civilians in Gaza and the West Bank.
- c. Discrimination, inequality and poverty in society.
- d. Prejudice, hate crime and the violence associated with the far-right
- e. Violence in society and domestic violence shape and damage the lives of many children and young people.
- f. Proliferation of social media, enables the easy and widespread sharing of hateful content which particularly targets minority groups
- g. Political discourse has become more polarised in several societies.

¹¹ www.peace-ed-campaign.org/wp-content/uploads/2014/08/HagueAgendaPeace-Justice4The21stCentury.pdf

¹² www.ei-ie.org/en/item/20945:peace-education

RELEVANT EDUCATION POLICIES

Within Scotland, several national educational policies and frameworks complement the key messages of Education for Peace:

- Learning for Sustainability
- Getting It Right for Every Child (GIRFEC)
- Respect for All': The National Approach to Anti-Bullying for Scotland's Children and Young People' guidance
- 'Realising the Ambition: Being Me', the national practice guidance for Early Years in Scotland
- The Scottish Government's implementation of the United Nations Convention on the Rights of the Child (UNCRC) and its incorporation into Scots law
- The Scottish Government's commitment to the delivery of the UN's Sustainable Development Goals

In addition, schools and ELC settings carry out a range of activities developed at a local level that complement the key messages of Education for Peace. These include but are not limited to:

- Whole school nurture principles
- Emotional Literacy learning
- Positive Relationship policies (authority and/or school)
- Promoting and living school values
- Engaging with the Rights Respecting School agenda
- Eco-school initiatives
- GIRFEC and SHANARRI developments
- MVP and similar initiatives
- Buddying (P7-P1/S6-S1)
- Critical Thinking activities



ETHOS

The Scottish comprehensive education system recognises the equal worth of pupils, believes in the value of active learning, and takes forward a commitment to Curriculum for Excellence that is responsive to the needs of all while recognising the achievement of each learner.

Education for Peace requires a supportive ethos within which teachers, Early Years practitioners and lecturers, pupils and students, parents and other staff can work together, as part of a whole school approach, to promote sound learning. It has implications for all members of the educational community and implies the need for a high standard of self-discipline and personal responsibility from all, underpinned by principles of

collegiality. Collegiality is a process and a way of working which reflects on relationships and participation by all staff on all aspects of school life¹³, including teaching and learning. The development of collegiality as part of an 'empowered system'¹⁴ in all education places will support such an ethos.

Education for Peace is an active and purposeful process of building self-esteem and mutual respect as a preparation for a common future. A crucial element in this ethos is recognition of the worth of each member of the learning community, with respect being accorded to all learners equally and to the societal groups of which they are members; the contribution of teaching staff and all workers being recognised. The dignity of all members of the establishment should be fostered and courtesy should be a feature in all relationships.



¹³ www.snct.org.uk/wiki/index.php?title=Appendix_1.4

¹⁴ <https://education.gov.scot/improvement/learning-resources/an-empowered-system/>

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 that 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 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.

The EIS recognises the importance of Trauma Informed Practice in schools as a key element within Education for Peace. A Centre for Mental Health¹⁵ report says exposure to trauma is relatively common among young people; and, without appropriate support, these experiences can have severe and long-lasting effects. Any child or young person who experiences violence or conflict of any kind may suffer trauma.

Equally, Education for Peace recognises the importance of social cohesion and the related need to support our collective mental health and wellbeing which, to varying degrees, has been negatively impacted by more than a relentless implementation of austerity policies since 2010, the Covid pandemic and the cost of living crisis. In recent years, in response to growing incidence of mental health need among children and young people, the Scottish Government has made supporting young people's mental health a priority, for example, by resourcing the provision of counsellors to schools and colleges. Whilst we welcome that particular investment, there is still much more funding required, as our Stand Up for Quality Education campaign indicates, to address the rising and increased complexity of Additional Support Needs, the violent and aggressive behaviour exhibited against staff, and the increased pressure on teachers in terms of workload and stress, as well as to ensure that sufficient support is given to promoting the mental health and wellbeing of everyone working and learning in schools.

Establishments that seek to promote and embed Education for Peace require to adopt assessment systems that recognise the successes of all learners rather than fostering a culture of competition between learners that can be destructive to young people's self-esteem and mental health, and ultimately to learning itself. In addition, the centrality of formative rather than summative assessment will be recognised. Such establishments will avoid the creation of groupings of learners that are labelled or perceived as failures.

Education for Peace 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 values.

Turning to the macro level, regarding armed conflict, young people can 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.

The need to develop young people's capacities as responsible citizens and effective contributors to society is central to Curriculum for Excellence. Education for Peace aims to develop an understanding of the causes of conflict at all levels and to encourage non-violent conflict resolution.

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 cooperation, respect, and the values of peace.

Appendix A explains how Curriculum for Excellence can support the development of skills and knowledge which take forward Education for Peace using the definitions of Education for Peace suggested at the start of this paper.

¹⁵ www.bacp.co.uk/news/news-from-bacp/2020/9-january-trauma-informed-approach-in-schools-helps-staff-and-benefits-students-new-report-says/?gclid=CjwKCAjw3_KIBhA2EiwAaAAlAh_M4CDG1-3TwOmFv8HOS71zgOMdJns_Cu8ePQkbAmKvkSY-Y6PXHRoCLIQQAuD_BwE

PROFESSIONAL LEARNING AND EDUCATION FOR PEACE RESOURCES

Professional learning for Education for Peace or related areas of the curriculum is delivered by a range of bodies, including the EIS. These are growing areas of significance within the curriculum and within relationships in schools, especially in terms of environmental sustainability issues and child rights-based approach to education. A mapping exercise showing this is set out in Appendix B.

A range of resources that will assist members in delivering Education for Peace is set out in Appendix C.



APPENDIX A

How Scotland's Schools and CfE Promote Education for Peace

Introduction

Matters of social justice and personal and collective responsibility are central to 'A Curriculum for Excellence' (Scottish Executive, 2004).

If we consider the definitions for Education for Peace and apply their contents to Curriculum for Excellence we see that some of the knowledge that is required and that many of the skills, values and attitudes which need to be developed in learners, from Early Level to Fourth Level, to implement Education for Peace already have been acquired within our schools.

What follows below are some illustrations of how the definitions are fulfilled.

The ethos and life of the school, and opportunities for personal achievement

The Refreshed Curriculum for Excellence Narrative (2019) states that the curriculum is underpinned by the values of wisdom, justice, compassion and integrity, and the SHANARRI principles (safe, nurtured, achieving, healthy, active, included, respected and responsible) are qualities staff seek to realise in all learners.

Respect, Empathy and Resolving Conflict

The ethos within Scottish schools is one where mutual respect and trust are key elements of relationships. The overall ethos of the school and the interactions staff have with children and young people influence most of them to adopt the positive behaviours which have been modelled by the adults within the learning community.

Additionally, learners' attitudes to equality matters may be confirmed or challenged by the way the adults around them act and/or respond, including by micro-messages conveyed by their body language and choice of words which may reveal unconscious bias to micro-aggressions or comments which are racist, sexist, misogynistic, transphobic, biphobic or homophobic.

Staff in Scotland's schools are proactive in promoting positive behaviour and in encouraging empathy, but tensions and conflicts can arise. It is essential that agreed structures that will permit the resolution of differences with openness and dignity are developed and resourced.

Such Restorative Practices have similar aims to Education for Peace and, through them, when they are properly resourced, important Education for Peace skills such as active listening, dialogue and mediation are developed.

Some schools are involved in the Mentors in Violence Prevention (MVP) programme which seeks to change attitudes to violence and bullying, and to empower peers and friends to be supportive of anyone being victimised.

Mutual appreciation, understanding of others and life skills

These attributes are shown in schools in many ways:

- play based learning in Early Years;
- participation in Pupil Voice/Learning Councils/Pupil Councils;
- participation in UNICEF's Rights Respecting School scheme and
- other in-school committees and groups, such as Eco Groups or Eco Committees, Fair Trade Committees, Equality Groups, such as Anti-Racist and LGBTQ+ groups;
- as the implementation of the UNCRC within Scotland grows, it is likely children and young people will be even more active in decision-making;
- global citizenship education;
- peer mentoring, or buddy, schemes;
- the Duke of Edinburgh Award;
- formal twinning arrangements with schools abroad;
- the 'Lessons from Auschwitz' programme;
- the growing focus on Learning for Sustainability (LFS).

Curriculum areas and subjects: Education for Peace skills, knowledge and understanding

All curriculum areas at all stages contribute towards enabling children and young people to become successful learners, confident individuals, responsible citizens and effective contributors. Some of the skills and attitudes developed are those that are seen to be key for Education for Peace.

Successful learners meet challenges positively and find solutions to problems as well as remaining open to new thinking and ideas; confident individuals have developed self-awareness, self-discipline and confidence, often through working with others, and are able to assess risk and make informed decisions; responsible citizens can explore ethical questions, respond to personal and social issues, and have awareness of and insight into cultural identities and understand different beliefs; effective contributors can work cooperatively and communicate with others, apply critical thinking in new contexts and solve problems.

Additionally, the meta-skills of self-management, social intelligence and innovation which were highlighted in the Refreshed Curriculum for Excellence Narrative are relevant in relation to Education for Peace skills.

Key skills such as dialogue, active listening, mediation, and co-operative learning are embedded in a host of pedagogical methods and different aspects of, and subjects within, the curriculum, as are knowledge and understanding of issues related to all areas of Equality, Cultural Diversity, Human Rights and Environmental Sustainability.

Interdisciplinary Learning

Education for Peace should not be regarded as a separate topic or subject; rather it is an element that permeates the curriculum. However, interdisciplinary learning can provide opportunities for aspects of Education for Peace to be developed further, in a cross-curricular way, in particular in the areas of Human Rights, Gender Equality, Racial Equality and Cultural Diversity, all of which are essential elements in seeking to achieve a culture of peace, within schools and in the wider world. Learning experiences that relate to these four elements can be found in a number of curriculum areas.

In secondary schools, a whole school approach to topics can enable learners to make connections across different disciplines and subjects. In taking forward any of the above aspects as a whole school or community event, some schools may wish to hold an 'Education for Peace Week' and as part of that give one of the above aspects a stronger focus.

Some schools hold regular events to value and celebrate diversity by focusing on a specific world religion's special day or a particular cultural event, such as International Women's Day or the Chinese New Year, though it is important to ensure that any single event doesn't result

in the reinforcement of stereotypes and 'Othering'. Other schools undertake whole school events for a week, such as Black History week, LGBTI week, Holocaust Memorial Week and Fair-trade Week.

Steps are underway in most schools to de-colonise and diversify the curriculum to ensure learning is actively and explicitly anti-racist and reflects the diverse nature of the pupil population within our schools.

It can be seen that Curriculum for Excellence can and does provide the skills and some of the knowledge our learners require to become active citizens who can influence and change the future to enable all to live in a more peaceful and just world.

The Current Context

As is evident, the principles of Education for Peace are being addressed by multiple elements of the educational experience offered to young people. It is also important to acknowledge the current context in which teachers are working to provide that offer, especially with regard to increased levels of violence and aggression towards school staff and between pupils.

The EIS's key recommendations to address this in schools are directly relevant to Education for Peace- recommendations that derive from an honest acknowledgement that conflict situations are growing in number and complexity for a variety of reasons, and that a collegiate, collaborative approach and additional staffing resource, is needed to meaningfully address the issues. The associated recommendations include the following:

- For the Scottish Government, COSLA (and EIS) to make a public statement that schools should be places free of and protected from violence and aggression, and to develop a national plan with stakeholders to deliver that aim.
- For the Scottish Government, COSLA and EIS to have a nationally agreed definition of violence and aggression. Furthermore, for the Scottish Government and COSLA to ensure that local violence and aggression incident reporting procedures are aligned with each other to allow for national data collection and scrutiny.
- For the Scottish Government, COSLA, and Education Scotland to accept that violence and aggression has an adverse impact on pupil wellbeing, school attendance rates, learning and attainment.

- For the Scottish Government, COSLA, and Education Scotland to accept that violence and aggression has an adverse impact on teacher wellbeing, sickness rates, recruitment and retention.
- For the Scottish Government to provide resources sufficient to enable teacher staffing levels to adequately deal with violence and aggression including the proper and meaningful implementation of restorative practice in schools and to properly meet ASN needs.
- To improve the recruitment and training pipeline of specialist teachers, educational psychologists and other specialist roles to help reduce violence and aggression and to assist appropriate responses.
- That prejudice-based violence and aggression is monitored with a national approach that is integrated with Local Authorities' work.

APPENDIX B

Mapping Professional Learning Opportunities for EIS members on Education for Peace

The below is the result of an initial exploration of professional learning (PL) opportunities available to teachers in Scotland on the topic of Education for Peace and related subject areas. Courses, programmes and resources included here are publicly advertised by the relevant organisations and have been identified on the basis of desk research in August 2021. A more extensive mapping exercise based on engagement with key partners may identify additional forthcoming PL opportunities not included here, or opportunities which are not publicly advertised.

Professional Learning on Education for Peace

Specialist peace education organisations in Scotland are not currently offering PL programmes directly to teachers. Whilst organisations such as Peace Education Scotland offer resource packs for teachers to use in schools for the delivery of peace education (listed below) and have previously presented on the use of these materials to sector conferences, no structured PL offer is made to support teachers' knowledge and skills in this area.

This is in contrast to CND Peace Education, which offers free professional learning for teachers in England on peace education topics. Partner networks such as the Peace Education Network has previously hosted UK-wide skills workshops for education professionals but does not have a live offer in 2021-22.

Global Citizenship Education professional learning related to Education for Peace

A variety of PL opportunities are available to teachers in Scotland in the broad category of Global Citizenship Education (GCE), Learning for Sustainability (Lfs), and Education for Sustainable Development. The relevance of these opportunities to Education for Peace is variable. PL opportunities on these topics often seek to engage participants with the UN Sustainable Development Goals, including SDG 16 "Peace, Justice and Strong Institutions" which may provide a basis for supporting teachers to deliver peace education.

Scotland's Development Education Centres (DECs) lead collaboratively on the delivery of Global Citizenship Education, including professional learning for teachers to deliver GCE in their own context. Key opportunities

relevant to peace education include:

- Learning for a Better Future: a free, year-long GTCS-accredited programme on GCE approaches, leading to Professional Recognition in Learning for Sustainability. Delivered by WOSDEC (Glasgow), ScotDec (Edinburgh), One World Centre (Dundee) and Highland One World (Inverness).
- Developing Global Citizens in the Primary Curriculum: twilight sessions introducing primary teachers to GCE concepts. Delivered by WOSDEC (Glasgow), ScotDec (Edinburgh).
- A Global Citizenship Approach to Secondary Teaching: twilight sessions introducing secondary teachers to GCE concepts. Delivered by MDEC (Aberdeen), ScotDec (Edinburgh).
- Learning for Sustainability in Early Years settings: twilight sessions introducing early years practitioners to GCE concepts. WOSDEC (Glasgow), One World Centre (Dundee).

EIS collaboration with the DECs is expected for forthcoming PL opportunities, building on previous EIS PL activities on learning for sustainability.

RCE Scotland, Scotland's Regional Centre of Expertise on Education for Sustainable Development (formerly LfS Scotland), is hosted within Moray House at the University of Edinburgh and offers professional learning for teachers in Scotland on LfS topics connected with the SDGs. Current programmes include:

- Making Connections through Learning for Equity and Sustainability: an online programme for teachers in Scotland on implementing Learning for Equity and Sustainability, commencing in 2021.
- Achieving the SDGs: Action through Learning in a time of Global Crises: GCE-based webinars on approaches to bringing about, embedding and sustaining the changes required for the global transition to a better world.

Connecting Classrooms through Global Learning, the British Council's Education Scotland-endorsed Education for Sustainable Development brand, includes a number of professional learning opportunities for teachers which are relevant to peace education. In Scotland, Connecting Classrooms PL is delivered by GCE partners including

- RCE Scotland/LfS Scotland

- Catholic Agency for Overseas Development (CAFOD)

Based outwith Scotland, The Association for Citizenship Teaching (ACT) delivers professional learning for teachers on GCE topics which may occasionally be accessible to EIS members, depending on funding arrangements.

Aside from specialist GCE providers, internationally recognised online learning on Achieving Sustainable Development from Trinity College Dublin has been made available free via FutureLearn (Open University). This course includes significant content on SDG 16 'Peace, Justice and Strong Institutions' alongside other GCE content.

Professional Learning for Restorative Practice

Often developed to support themes and values associated with peace education, professional learning for teachers on conflict resolution and restorative practice may also contribute to EIS members' engagement with Education for Peace.

Restorative Justice for Schools training and resource packages. RJ4S currently offers a variety of costed training packages for individual teachers and whole schools on implementing their Restorative Approaches model. RJ4S's ethos is informed by the Restorative Justice Council's Principles of Restorative Practice.

Local Authorities may also offer targeted training to teachers on restorative practice. Typically these are available via local Educational Psychology services, such as the example of Glasgow Local Authority, and can be accessed by typical local PL platforms.

EIS Professional Learning on 'Conflict Resolution and Restorative Practices' (2020). This course was delivered free to EIS members by the City of Glasgow College, and supported by the SUL Learning Fund. Further iterations of this course are not currently planned, but resources are available to members via the EIS Professional Learning blog.

More recently, the EIS has worked with the Quakers in order to respond to professional learning needs in respect of conflict resolution and restorative practices. The Quakers are now a Scottish Union Learning recognised learning provider, offering courses to teachers that explore: the nature of conflict; how to map conflict and conflict resolution in schools; responses to conflict; models of conflict resolution; how and when to use restorative practices; and empowering students

with conflict resolution education. Participating teachers found the practical application of tools and tips for the classroom particularly useful.

Details of the EIS professional learning offer can be found in the Professional Learning Courses and Seminars section.

LEAP 'confronting conflict' is a Quaker education initiative focussed on skills for conflict resolution, led by peace education values. LEAP training programmes are available UK-wide for workplace groups, or via individual 'open courses' with prices available on request. LEAP also produces a small number of free resources to support teachers specifically, with a focus on the English schools context.

Transforming Conflict 'Restorative Practices' training is provided for educational settings. Limited details of their current training offer is available, with those interested invited to make contact. Ebooks are available, with a cost attached.

Other related PL topics to support Education for Peace

Amnesty International continues to offer a UK-wide CPD programme and international teaching resources for teachers on engaging learners on human rights topics with an international perspective.

GTCS: Learning for Sustainability

It is worth noting that Learning for Sustainability has been incorporated into the revised GTCS Professional Standards for Registration as a key cross-cutting theme.

GTCS Professional Guide on Learning for Sustainability 'aims to help ...to embed Learning for Sustainability... inspiring and motivating learners to address the challenges of learning to live within the environmental limits of our planet and to build a just, equitable and peaceful society.

APPENDIX C

Resources to Support the Delivery of Education for Peace

A significant number of organisations offer resources to support teachers with Education for Peace in their own context. While the availability of these resources cannot in itself be considered professional learning for EIS members, they may provide the basis for future professional learning based on partnership with these organisations or practice sharing amongst EIS members who have made use of these materials in their own setting.

- Peace Education Scotland (CND) resources and guidance for teachers:
www.peaceeducationscotland.org - The majority of materials are for senior secondary pupils, although " Nuclear Weapons: Yes or No " (4 units) is for 'late primary to secondary school pupils'
- CND Peace Education teaching resources:
cnduk.org/education/free-teaching-resources - while CND Peace Education offers free training to teachers and in-school workshops, these are currently only available to teachers/schools in England.
- Global Campaign for Peace Education resources:
www.peace-ed-campaign.org/category/categories/curricula - and they also host events
www.peace-ed-campaign.org/calendar
- Peacemakers 'Learning for Peace' teachers' guide:
peacemakers.org.uk
- UNESCO Resources on SDG 16, drawn from a variety of international charities and campaigning organisations: en.unesco.org/themes/education/sdgs/material/16 UNESCO , Peace Education Pack (Combined) – Conflict Resolution Education Connection for primary school pupils ; see this resource on creducational.net>cat-item-651
- Peace Education Network's 'Teaching Peace' resource: peace-education.org.uk/teach-peace. PEN is nominally coordinated by Quakers in Britain.
- Peace Pledge Union resources, supported by the Peace Research and Education Trust www.ppu.org.uk /education and Facebook page sharing contemporary resources from related organisations www.facebook.com/PPUTeachers/

- Quakers in Britain teaching resources www.quaker.org.uk/resources/free-resources/teaching-resources-2 including Teach Peace and Peace Week packs, which has lesson plans for use with primary and secondary pupils
- Journey to Justice materials and resources from in-school programmes and previous training delivered to teachers: journeytojustice.org.uk/training-programmes
- British Council 'Peacemakers and peace-breakers' teaching resource www.teachingenglish.org.uk/article/peacemakers-peace-breakers - There are many but the most relevant for ages (in the organisation's view) 7 to 14 are 'Teaching Divided Histories – International Conflict'; 'One Voice for All'; 'Peace and Armistice Education Pack'; 'Indian Education Pack'; 'Migration Education Pack'; 'Polish Language and Culture Pack'; 'Living Together'; 'The Climate Connection Challenge'.
- For 11 to 18 year olds, 'Stereotypes and Islamophobia'; 'Learning about the Arab World'.
- PeaceJam in-school resources, focused on the English schools' context peacejam.org.uk/education
- Nil By Mouth anti-sectarianism teaching resources for schools in Scotland: nilbymouth.org/schools
- EIS resources on Palestine and Israel - Understanding the Conflict blog.eis.org.uk
- The Peace Education Network (UK) has a "Teach Peace" pack, with a number of ideas for assemblies (including 'What is peace?', 'Conflict resolution: A tale of two mules' and 'Barriers to Peace) but some activities could be done as class lessons for primary schools.
- Amnesty International UK has some relevant resources for primary – 'Learning about human rights in the Primary School resource pack', with teacher notes and downloadable activity sheets. It also has 'We are all born free' and 'Refugees' PowerPoints. The activities are separated into ages 5-7, and 7-11; some in the older range are probably more suited to P6 and P7).
- Amnesty also has 'Education resources by theme'. For primary pupils 'Imagine', is the most relevant. There is a book linked to the song that can be bought

from Amnesty but listening to the song and having the words on paper could be sufficient, given the resources which are provided online.

Go to: www.amnesty.org.uk

- Also from its home page of Amnesty go to the bottom and get the Quick Link to Education and Training. In the 'Teaching Young People' section go to 'Teaching Resources- Teach human rights with fiction'. 'The Kites are Flying' by Michael Morpurgo is the most relevant and may be a book read within schools already (it suggests for age 10+).
- United Nations See 'Student Resources- United Nations Sustainable Development'; the resources cover the 17 SDGs from an early age. Goal 16 is 'promote peace, justice and strong institutions'
- Oxfam Education, go to 'Classroom Resources ' – 'Stand with Refugees' has a slide show and teaching ideas (for 7 to 14 year olds); 'International Women's Day' has the same type of resource(for 9 to 14 year olds); and its ' World Book Day Activities' (for 7 to 14 year olds) look to be relevant as well. There is also a 'Stories of Climate Change' resource (for 9 to 14 year olds)
- IDEAS – www.ideas-forum.org.uk
- Go to 'Global citizenship in the curriculum', then 'Find teaching resources', then 'Signposts for Global Citizenship' then select 'Topic' and go down to 'Peace and Conflict' to find a range of resources for primary and secondary schools, with CfE level suggested.

The same resources can be accessed via afairerworld.org.uk

Go to 'Resources', and then under 'Signposts for Global Citizenship', go to 'Peace and Conflict'

- Graines de Paix is an European NGO in the field of education, it has free Education for Peace resources.
- Scottish Mediation has useful resources, including in the non-members' resources the 'Good Practice Guidelines' that may be useful.

EDUCATION FOR PEACE



The Educational
Institute of Scotland