

Education for Peace: A Guide

Educating to make the 21st Century a more peaceful one

Educating children to understand that conflict is distinct from violence, and introducing them to peaceful and creative ways of responding to conflict, are essential if we are to build a culture of peace. In this, the International Decade for a Culture of Peace and Nonviolence for Children of the World (2001 – 2010), the United Nations has called on every country to “ensure that children, from an early age, benefit from education to enable them to resolve any dispute peacefully and in a spirit of respect for human dignity”.

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A culture of peace is defined by the United Nations as “all the values, attitudes, and forms of behaviour that reflect respect for life, for human dignity and for all human rights, the rejection of violence in all its forms and commitment to the principles of freedom, justice, solidarity and understanding between people”.

Violence comes in many forms (e.g. war, bullying, poverty and racism) and the fear of violence can be as damaging as violence itself. Peace is more than just the absence of direct or structural violence. It is a condition in which justice flourishes and people are free from the fear of all kinds of violence.

Conflict is not the same as violence. Unlike violence, conflict is natural and inevitable in human affairs, and can be approached as a challenge. Conflict offers people the chance to be inventive and creative and to develop in ways they might not expect. Learning to deal with conflict creatively is a vital part of education for peace.

- One person dies every minute from armed violence. *
- One third of all countries spend more on the military than on health services. **
- In 2005 the UK spent £26 billion on education and £32 billion on defence. ***



“I object to violence because when it appears to do good, the good is only temporary; the evil it does is permanent.”

Gandhi

REASONS TO EDUCATE FOR PEACE

- To show people that violence and war are learned and not an intrinsic part of human nature and that it is possible to resolve conflict peacefully.
- To create a more peaceful world where all of us may become agents for change. Education for Peace gives us the skills that will assist in achieving peaceful societies.
- To correct the limited understanding of peace held by many people that it is the absence, however contrived, of direct violence, of wounding and killing.
- To create a better learning environment where conflict and relationships may be explored.

➤ WHO IS THIS GUIDE FOR?

This guide is aimed at all those involved in educating for a just and peaceful world:

- ✓ **Policy Makers** – *education officers, head-teachers, heads of departments, governors:* this document can be used as a resource for developing education policy.
- ✓ **Practitioners** – *those involved in delivering both content-based education and skills-based training:* this document can be used for curriculum planning.
- ✓ **Peace Activists, Youth Workers and Campaigners** – *those who want to explain what education for peace is, and how it can be introduced in the school curriculum and in other learning environments:* this can be used as a discussion document.

“If we are not modelling what we are teaching, we are teaching something else.”

(anon)



➤ WHOLE SCHOOL APPROACH

The school community is not always a neutral setting for children. Schools can facilitate a pupil's journey of discovery about their own identity, other people and the world around them. This helps children to formulate their own view of the world, and to manage and articulate their own emotions. The school community can also reinforce the development of aggressive responses to conflict, however.

The school community is influenced by many internal and external factors such as the social context, the media, and the environment. The interpersonal relationships, and the style and approaches to teaching are as important as the content of the curriculum. This means:

- ✓ all adults in the school model what is being taught about respecting others and resolving conflict nonviolently;
- ✓ the components of education for peace must be implicit in all school structures including the school ethos and anti-bullying strategy;
- ✓ policy documents with references to education for peace are displayed throughout the school and are referred to regularly in lessons and in activities such as themed assemblies, school plays and concerts.

➤ MAIN COMPONENTS OF EDUCATION FOR PEACE

While this document focuses on school provision for Key Stages 1 to 4 in England and Wales, learning for peace is a lifelong process and begins with the youngest children. Education for peace makes an important contribution to the enhancement of young people's spiritual, moral, social and cultural development. The key components are implicit in parts of the National Curriculum, especially in Citizenship and in Personal, Social & Health Education (PSHE) and include the following, which are amplified in the tables on pages 4 – 6 ****

EDUCATING FOR PEACE

Skills

- ✓ Communication
- ✓ Problem solving
- ✓ Critical thinking
- ✓ Cooperation
- ✓ Conflict resolution

Values & Attitudes

- ✓ Self esteem
- ✓ Respect for others & diversity
- ✓ Respect for the environment (or environmental sustainability)
- ✓ Empathy
- ✓ Commitment to equality, social justice & nonviolence

Knowledge & Understanding

- ✓ Difference between fact & opinion
- ✓ Positive aspects of conflict/ conflict can be positive
- ✓ Feeling & origins/ causes of conflict
- ✓ Interdependence & globalisation
- ✓ Rights & responsibilities

Opportunities to introduce components of education for peace exist in all subjects. For example, by demonstrating how the history of war is recorded by the victor and offers a biased selection of “facts”; by showing in geography how issues ranging from urban planning to competition over oil, water, land and other resources can lead to violent conflict; by examining how scientific knowledge can be used in positive or in destructive ways.

➤ LEARNING EXPERIENCES

Child-centred and participatory methods of learning, such as circle time, are well-suited teaching methods for educating for peace. Through project work, alone or in groups, children can explore the issues and problems that are important to them. This can help them to begin to make sense, and develop creative ways, of responding to the world around them.

The skills, values and attitudes and knowledge and understanding shown in the tables on the next three pages are cumulative across all key stages and beyond; each skill learnt and practised at each stage should be returned to and developed, according to age and ability, at each successive key stage, e.g. listening skills are just as important for 16 year olds and adults as they are for 5 – 7 year olds. Of course, some skills may be introduced prior to Key Stage 1.

Education for Peace: Skills

Key Stage Age	KS1 5 – 7	KS2 7 - 11	KS3 11 - 14	KS4 14 - 16
Communication Skills	<ul style="list-style-type: none"> take part in discussion & simple debate listen to others 	<ul style="list-style-type: none"> write & talk about their own opinions debate topical issues 	<ul style="list-style-type: none"> learn to communicate confidently by contributing to group & class discussions, as well as formal debates be able to think about, express, explain and critically evaluate views that are not their own 	
Problem-Solving	<ul style="list-style-type: none"> learn from experiences make simple choices 	<ul style="list-style-type: none"> face new challenges positively by collecting information & making choices 	<ul style="list-style-type: none"> recognise consequences of their own actions make real choices & decisions recognise influences & pressures & how to deal with them 	
Critical Thinking	<ul style="list-style-type: none"> set simple goals 	<ul style="list-style-type: none"> explain their own views & opinions 	<ul style="list-style-type: none"> develop skills of enquiry justify personal opinion recognise & manage risk 	
Cooperation	<ul style="list-style-type: none"> take & share responsibility in class & school play & work cooperatively learn to share 	<ul style="list-style-type: none"> understand how to deal with their feelings towards themselves, their family & others in a positive way 	<ul style="list-style-type: none"> understand how to make compromises negotiate & recognise that goodwill is essential in positive & constructive relationships 	<ul style="list-style-type: none"> deal with changing relationships in a positive way negotiate, decide & take part responsibly in activities
Conflict Resolution	<ul style="list-style-type: none"> understand different types of bullying & teasing, & their negative consequences 	<ul style="list-style-type: none"> resolve differences by looking at alternatives & making decisions understand the nature & consequences of aggressive behaviour 	<ul style="list-style-type: none"> understand the importance of resolving conflict fairly understand how to deal positively with the strength of their feelings in different situations 	<ul style="list-style-type: none"> manage praise & criticism challenge offending behaviour assertively & take the initiative in giving & receiving support

Education for Peace: Values and Attitudes

Key Stage Age	KS1 5 – 7	KS2 7 - 11	KS3 11 – 14	KS4 14 – 16
Self Esteem	<ul style="list-style-type: none"> feel positive about themselves and their achievements 	<ul style="list-style-type: none"> recognise their worth as individuals 	<ul style="list-style-type: none"> feel positive about themselves 	<ul style="list-style-type: none"> gain awareness of personal qualities, skills, achievements & potential
Respect of Others/ Diversity	<ul style="list-style-type: none"> develop relationships through work & play 	<ul style="list-style-type: none"> appreciate the diverse range of identities in the UK 	<ul style="list-style-type: none"> respect the differences between people as they develop a sense of identity 	<ul style="list-style-type: none"> gain an understanding of the range of different cultures & societies understand the need for mutual respect & understanding
Respect for the Environment (or Environmental Sustainability)	<ul style="list-style-type: none"> understand what improves & harms their natural & built environment 	<ul style="list-style-type: none"> understand that economic choice can affect sustainability of the environment 	<ul style="list-style-type: none"> consider how choices they make as consumers affect the environment 	
Empathy	<ul style="list-style-type: none"> realise that people and other living things have needs 	<ul style="list-style-type: none"> care about others' feelings use their imagination to understand experiences of others 	<ul style="list-style-type: none"> develop the ability to empathise with people different from themselves use their imagination to consider other people's experiences 	
Commitment to Equality, Social Justice & Nonviolence	<ul style="list-style-type: none"> consider social & moral dilemmas what is fair & unfair what is right & wrong 	<ul style="list-style-type: none"> consider the effect of different resource allocation and economic choices on different groups & individuals 	<ul style="list-style-type: none"> consider how choices they make as consumers affect other people's economies 	<ul style="list-style-type: none"> research topical political, spiritual, moral, social or cultural issues, problems or events

Education for Peace: Knowledge and Understanding

Key Stage Age	KS1 5 – 7	KS2 7 – 11	KS3 11 – 14	KS4 14 – 16
Identifying Bias (Difference between Fact & Opinion)	<ul style="list-style-type: none"> listen to other people's views understand & learn the negative effect of teasing 	<ul style="list-style-type: none"> explain how the media presents information recognise & challenge stereotypes 	<ul style="list-style-type: none"> analyse information & sources understand stereotyping 	<ul style="list-style-type: none"> understand the media's role in affecting opinion analyse information from different sources understand power of prejudice
Conflict can be Positive/ Positive Aspects of Conflict	<ul style="list-style-type: none"> consider social & moral issues 	<ul style="list-style-type: none"> understand that different responsibilities can conflict with each other 	<ul style="list-style-type: none"> negotiate within relationships understand different cultural norms in society 	<ul style="list-style-type: none"> discuss the role of voluntary organisations in bringing about social change
Feelings & Origins/ Causes of Conflict	<ul style="list-style-type: none"> recognise, name & deal with their feelings in a positive way 	<ul style="list-style-type: none"> be aware of the consequences of anti-social & aggressive behaviours on individuals & communities 	<ul style="list-style-type: none"> think about, express & explain views that are not their own manage physical & emotional changes in a positive way 	<ul style="list-style-type: none"> prepare for change deal with changing relationships in a positive way
Interdependence & Globalisation	<ul style="list-style-type: none"> discuss topics of local & global concern, such as where different foods come from 	<ul style="list-style-type: none"> think about the lives of people living in other places & times, and people with different values & customs 	<ul style="list-style-type: none"> appreciate the world as a global community & the political, economic, environmental and social implications 	<ul style="list-style-type: none"> understand the wider issues and challenges of global inter-dependence
Rights and Responsibilities	<ul style="list-style-type: none"> recognise how their behaviour affects others demonstrate a responsibility towards others 	<ul style="list-style-type: none"> learn about different kinds of responsibilities, rights & duties 	<ul style="list-style-type: none"> be aware of legal & human rights & responsibilities underpinning society 	<ul style="list-style-type: none"> understand the rights & responsibilities of consumers, employers & employees

These resources are available from Friends House bookshop or from PEN members

- **Everyone Can Win:** by Helena Cornelius and Shoshona Faire. Simon and Schuster (1989) 2003 Edition.
 - **Just Schools:** by Belinda Hopkins. Jessica Kingsley Publishers Ltd 2004. A whole school approach to Restorative Justice.
 - **Preventing Violence in Our Schools:** (2nd Edition) by Gerry Dunne. Jalmar Press 2002.
 - **Values and Visions:** A handbook for spiritual development and global awareness. Burns, Sally and Lamont, 1998. Hodder and Stoughton Educational.
 - **Time for Peace:** Janet Ganguli, Small World Publications, 2004. A booklet for use in both primary and secondary schools.
 - **Peer Mediation:** by Jerry Tyrrell. A process for Primary Schools. Souvenir Press 2002. Ideal for people considering setting up a scheme.
 - **Winners All:** Cooperative games and activities, aimed at primary level but suitable for all ages. Pax Christi.
 - **War Prevention Works:** Dylan Mathews, published by Oxford Research Group 2002. The book is inspirational for any audience and contains 50 stories of 'people resolving conflict'.
 - **Making Sense of World Conflicts,** Oxfam (2005) Aimed at secondary school teachers of Citizenship, Media Studies, English and PSHE.
 - **Voices for Peace:** A CD available from the Peace Pledge Union. It is suitable for a range of levels from KS4 through to undergraduates.
 - **Women Peacemakers, the Nobel Peace Prize and A Vision Shared:** Three visual exhibitions about peace movements of the 20th century produced by The Peace Museum. Suitable for citizenship, PSHE, art, history, English KS2-4. Free plus mailing costs.
 - **War no More:** A DVD or video available from the Movement for the Abolition of War. Its message is that wars are not inevitable and comes with user notes and discussion guide.
 - **Where is the Love:** A video or DVD available from Campaign Against Arms Trade. Produced as a community project with students of the Royal Docklands College, London and explores students' enquiry and questions about an arms fair on their doorstep.
- Fact References**
- * Control Arms (2005) http://www.controlarms.org./the/issues/human_cost.htm.
 - ** UNDP, Human Development Report 2002.
 - *** HM Treasury, Budget Report 2005.
 - **** Curriculum for Global Citizenship (OXFAM Development Education Programme)

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For more Education for Peace resources see the PEN Resource Catalogue at www.peaceeducation.org.uk.

Peace Education Network Education for Peace Curriculum 4th Edition, January 2006.

Peace Education Network

www.peaceeducation.org.uk

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The Peace Education Network (PEN) brings together practitioners and others committed to the promotion of education for peace. PEN organises an annual conference, and members of the Network provide resources and can visit schools by arrangement to work with pupils and to provide support for staff.

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Fellowship of Reconciliation

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Institute for Law and Peace

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Movement for the Abolition of War

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