



Visualising Peace

A research and education project based at the University of St Andrews

<https://peacemuseum.wp.st-andrews.ac.uk>

A Peace Journal

This resource has been designed with two goals in mind:

1. To help young people learn more – and develop curiosity about – different models of peace-building
2. To explore the potential of youth-focused journalism for deepening understanding of peace and peace-building

It is aimed at young people aged 9-13.

How to use this resource

Pupils should be encouraged to read the journal either individually or in groups. Three different groups might tackle a section each, for example; or pupils could be given time to digest and compare all three sections together.

After reading the journal, you could discuss:

- Is there anything they do not understand?
- Can they summarise what they learnt from each of the three sections? What were the main points they 'took away' from the three case studies?
- What did they learn about peace-building in general? Did they learn anything new or unexpected? If so, what?
- Did the journal get them thinking about questions or issues which they want to find out more about?
- Are there any aspects of peace-building which the journal does not currently cover but which they think should be added into it?
- Could they design a new page for the journal?



How do people make 'peace'? What do you think of when you hear the word 'peace'? Have you ever had to make 'peace' with someone because you had a fight?

[illegible]

People all around the world make peace very differently. Sometimes, peace-building works, sometimes it doesn't. Because we all want to live in peace, it is very important to understand what works or doesn't. We have to understand how people **Visualise Peace**, to help make it happen.

Making peace with a Treaty



The **GOOD FRIDAY** Agreement

conflict

Between 1968 and 1998, Northern Ireland experienced a long period of violent conflict, as different groups disagreed over its position in the UK. The violence was perpetrated by the IRA (Irish Republican Army), on the one hand, who wanted independence from the UK; and by Unionist and Loyalist paramilitaries on the other hand, who wanted Northern Ireland to remain part of the UK. This period of conflict became known as The Troubles.

On the 10 of April, the Nationalists and the Unionists (and their armed groups) signed a Treaty putting an end to the Troubles. This Treaty was called the '**Good Friday Agreement**' as it happened on **Good Friday** but its official name was the Belfast Agreement. This treaty was put to a **referendum** and accepted by the population. The first elections were held in 1998

The Good Friday Agreement did not represent a 'victory' for one side or the other; instead, it offered people on both sides of the conflict the chance to move forward together and begin working on solutions more peacefully. In particular, it established a '**power-sharing**' government, involving representatives of both sides, Nationalists and Unionists. Now, if the **majority** of the population of Northern Ireland wants to leave the UK, they can debate and vote about it, rather than fighting. This approach has given the wider population the chance to express their preferences. However, the solution is not perfect and tensions remain; in Northern Ireland, there is still more work to do to achieve lasting peace

Good Friday: a Christian celebration which commemorates Jesus' crucifixion.

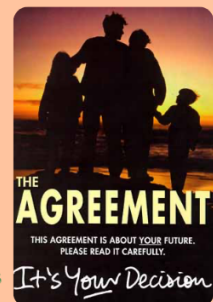
Majority: When more than 50% of the population vote for the same decision.

Referendum: Submitting a decision to the vote of the population.

Peace treaties try to be clear about the parties involved in the conflict, to recognise who took part. Winners and losers are identified, though it is not always easy to know who won or lost



Peace treaties aim not only to end conflicts but to establish the conditions needed for building lasting peace. Important fact: peace treaties are only the beginning of a long process of making peace.



When making Peace means making Justice - Rwanda

conflict

After decades of **ethnic tensions** between members of Tutsi and Hutu groups in Rwanda, civil war erupted in October 1990. In 1994, a large-scale genocide took place, when Hutu soldiers and police murdered around half a million Tutsi. Many more people were injured and lost their homes.

The Rwandan Patriotic Front took control of Rwanda after the genocide. As well as establishing peace, the new government recognised the need for justice after so many crimes. This was challenging, since so many thousands of Hutu citizens had been **brainwashed** into killing and hurting their Tutsi neighbours. But, how to take care of all these people? The justice system already had so much to do, but how could people go back to their villages if justice had not been done?

Ethnic tensions: hard feelings between two different identity groups.

Genocide: the deliberate killing of a large number of people from a particular nation or ethnic group with the aim of destroying that nation or group

Brainwash: pressure people to adopt radical behaviours.

GACACA

They had an idea! Instead of making a big tribunal to judge every suspect, they created little tribunals in every village of the country! 12 000 "Gacaca" tribunals were created to make peace in the villages.

Warning: Even though these tribunals were mostly successful, some individual judgements were disputed. Justice is ALWAYS a work in progress, and it is NEVER perfect so you always need to be ready to find new solutions.

1

*Judgment:
who is guilty?*



2

*confession:
own up to
your actions*

3

*Forgiveness:
forgive the
killers*



4

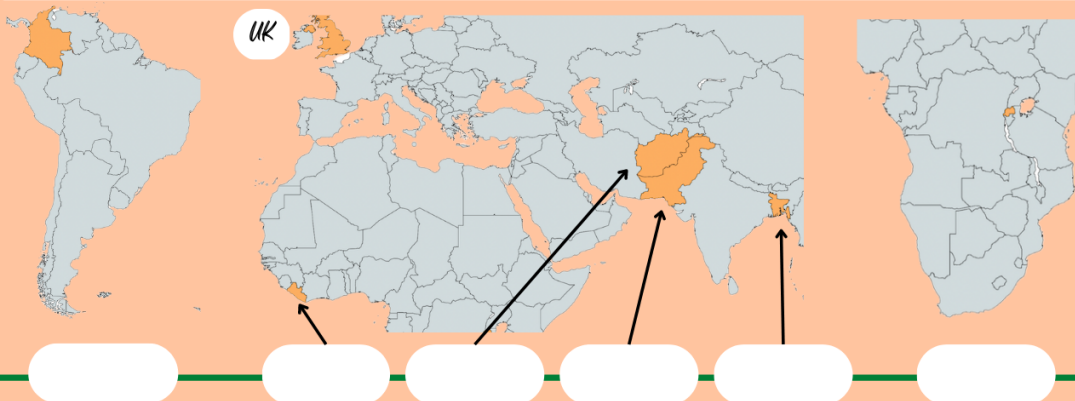
*reconcile:
bring together
communities*

5

*Move
Forward
Will it work?*



As you are learning about these new countries around the world, could you try to place some geographically?





Biography



Malala Yousafzai

Born in **Pakistan**, where it is easier for boys to get a good and full education, Malala's parents wanted her to go to school like all the boys. Her dad ran a girls' school in her village so she would get as many opportunities as possible.

The **Taliban** arrived in her village and forbade girls to go to school.

Malala made a public speech, demanding the right for girls to access a good education. A few days later, she was shot in the head by people wanting to silence her. But! She survived and became a symbol around the world.

Malala decided to continue to fight for women's right to go to school from Birmingham where her family now lives. She established the 'Malala Fund' and won the **Nobel Peace Prize**.

She studied at Oxford University. Malala continues to fight so girls everywhere in the world may have a good education. She collects money to redistribute it to teachers or activists around the world, so they can better fight together to allow all children to go to school.

1997

2008

2012

2014

2018

?

conflict

Between 1989 and 2003, Liberia suffered two civil wars. The second was especially brutal, and some children were even forced to become soldiers.

Appalled by the violence they were witnessing, a group of Liberian women formed the 'Women of Liberia Mass Action for Peace'. Risking their lives, they led peaceful protests for two years, rallying people in churches and villages to join them in confronting the government and calling for an end to the civil war. After multiple **sit-ins** and other forms of non-violent demonstrations, they succeeded in 2003 in achieving their goal. One of their leaders, **Ellen Johnson Sirleaf** became the first woman to be elected as President of Liberia.

Taliban: Taliban: an Islamic fundamentalist group, currently in power in Afghanistan; in areas under their control, women's freedoms and rights are severely restricted

Nobel peace prize: Rewards outstanding contributions to peace (there are many other prizes for many other subjects e. g.: Science)

Sit-ins: a form of protest in which demonstrators occupy a place, refusing to leave until their demands are met.

peace negotiations: a process in which many different entities, such as the military officials, politicians and diplomats, attempt to bring about peace.

Write down your questions!

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Survey for Pupils

We would be grateful if you would fill in the following survey after you have finished digesting the journal. Please indicate your response to the following statements by ticking the relevant answer.

I enjoyed learning about peace-building with this journal:

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

Please explain one thing that you enjoyed about the journal:

I feel like I know more about peace-building after reading this journal:

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

Please write down something new that you learnt:

I think that journals/newspapers are helpful in teaching young people about peace and peace-building:

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

What makes the journal/newspaper format particularly helpful or engaging?

Is there anything you think we could improve about the journal, so that it is even more effective at helping young people learn more about peace and peace-building?

Survey for Teachers

We would be grateful if you would fill in the following survey after you have finished working with the journal. Please indicate your response to the following statements by ticking the relevant answer.

My pupils enjoyed learning about peace-building with this journal:

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

What did they enjoy or find particularly engaging?

I think that my pupils know more about peace-building after reading this journal:

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

What new things do you think they learnt?

I think that journals/journals/newspapers are helpful in teaching young people about peace and peace-building:

- strongly agree
- agree
- neither agree nor disagree
- disagree
- strongly disagree

How effective is the journal/newspaper format compared with other media?

Is there anything you think we could improve about the journal, so that it is even more effective at helping young people learn more about peace and peace-building?

Thank you very much for engaging with our resources and contributing to our project!
If you would like to be kept informed about our work, please include your contact details below.

What is the Visualising War and Peace Project?

The Visualising War and Peace project at the University of St Andrews is investigating how war and peace are taught in schools. How do history lessons about ancient warfare compare with what pupils learn by reading poetry from the First World War, for example? Which historic wars and what aspects of war dominate the curriculum? What kinds of things are children taught about how wars end? And how much time do they spend learning about peace-building and peace-keeping? Is peace always taught in relation to conflict? What connections do curricula make between inner peace and geopolitical peace? And what media are most effective at generating curiosity and deepening understanding? We are interested in current practice and also in what ideas pupils, teachers and curriculum designers have for how war and peace might be taught differently in the future.

Why have I been invited to take part?

We are keen to find out what pupils and teachers think about how peace is taught in schools across both across the UK and further afield. Your insights will inform the questions which our research project asks and the future research that we do.

Do I have to take part?

Your participation is entirely voluntary, and all data we gather will be fully anonymised so no one will be able to trace responses back to individuals. If you do decide to take part you will be free to withdraw at any time without providing a reason, and with no negative consequences.

Use of your personal data for research and data protection rights

The University of St Andrews (the 'Data Controller') is bound by the UK 2018 Data Protection Act and the General Data Protection Regulation (GDPR), which require a lawful basis for all processing of personal data (in this case it is the 'performance of a task carried out in the public interest' – namely, for research purposes) and an additional lawful basis for processing personal data containing special characteristics (in this case it is 'public interest research'). You have a range of rights under data protection legislation. For more information on data protection legislation and your rights visit <https://www.st-andrews.ac.uk/terms/data-protection/rights/>. For any queries, emaildataprot@st-andrews.ac.uk.

What should I do if I have concerns about this study?

In the first instance, you are encouraged to raise your concerns directly with the Visualising War and Peace Research project, by emailing vispeace@st-andrews.ac.uk. However, if you do not feel comfortable doing so, then you should contact the University's Ethics Committee. A full outline of the procedures governed by the University Teaching and Research Ethics Committee is available at <https://www.st-andrews.ac.uk/research/integrity-ethics/humans/ethical-guidance/complaints/>.

