



# An Introduction to Peace Education

For Educators

# The Visualising Peace Project

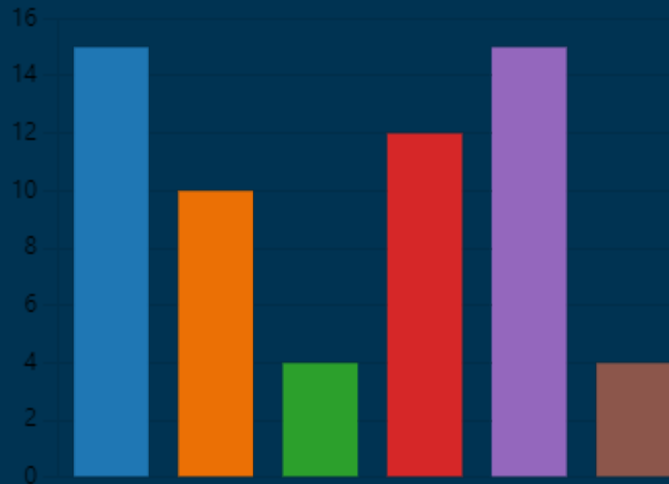
- The Visualising Peace Project is a student-led research module at the University of St Andrews, led by Dr Alice König.
- The project looks at habits of visualising peace, from the personal to the global level.
- The work of the project has included a focus on Peace Education in formal schools, including the preparation of a comic-strip and journal workshop for school students (available on request).
- The project has conducted an online survey of teachers to gauge their opinions and experiences of peace education in formal schools.

# What Other Educators Said about Peace Education

Our Findings

# What We Found:

## Some aspects of Peace Education are taught widely already.



This chart shows the aspects of peace that teachers think is taught in their schools. The blue bar is Geopolitical Peace (treaties etc.), whilst the purple bar is Inner & Personal Peace.

## There is an appetite for teaching peace.

- Many respondents for example agreed that there should be a place in the curriculum for connecting geopolitical peace with conflict resolution and inner peace.
- However, 81% of survey respondents said that peace education hadn't formed part of either their initial teacher training or subsequent learning opportunities.

# Teaching Peace

The Basics

# Education for Peace

## Education about Peace

- Teaches peace based on a narrow definition.
- Peace only in relation to warfare.
- Main content centred around peace treaties, wars between countries (for example the World Wars), and the political and militaristic ramifications of large-scale peace.

## Education for Peace

- Peace Education conceived of more broadly
- Goal of establishing and sustaining non-violent societies; promoting a culture of peace.
- About giving students the knowledge, skills, attitudes, behaviours and worldviews that actively promote peace.

# Does the Current Curriculum offer this?

- Several of our survey respondents noted broader conceptions of peace in their school, for example in examining literature and music, and mutual respect between pupils.
- A study by Standish and Joyce (2016) found that in the Scottish Curriculum for Excellence, personal mental/emotional and physical wellbeing, as well as peer dialogue, was present throughout the curriculum.
- However, the same study also found that areas such as mediation, the environment, and the gendered dimension of peace were under-represented or missing from the curriculum.
- Even if these elements are present, they exist in different parts of the curriculum, rather than under the overall banner of Peace Education.

# Connecting Aspects of Peace Together

- One way to think about the aspects of peace is to imagine several interlinking families. These families relate to inner peace, global security, justice, morality, etc.
- “Transrationality” is the academic terminology for the combination of all these aspects of peace. It’s about joining together students as intellectuals with students as emotional beings, as social beings.
- Teaching peace from a transrational perspective is about learners taking their own individual journey; personal growth in learning the competencies and attitudes for economic, social, psychological, spiritual, and cultural well-being along the way.



# How to Teach Education for Peace in UK Schools?

- Teaching peace in the UK means working within the confines of extreme time pressures and the narrow curriculum.
- The first step in teaching peace is an understanding of peace as more than just the end of war. Peace is personal, environmental, communal, and global.
- Even though the curriculum doesn't explicitly connect different aspects of peace, sharing a common definition of peace amongst other teaching staff can ensure that student's peaceful characteristics are not undermined elsewhere in their learning.
- The wellbeing of educators and students can be central to teaching peace, and the widespread adoption of wellbeing in schools is proof that wider habits of visualising peace are possible in the educational environment.

# Conclusion

- Despite the lofty ambitions of Education for Peace and Transrationality, perhaps there are ways that elements can be included in teaching pragmatically.
- Even an understanding of the connections between different types of peace can give young people the knowledge and characteristics to live more peaceful lives.
- If you would like to learn more about any of the topics raised in this presentation, the Visualising Peace Project has an academic resource called the Visualising Peace Library with further reading on Peace Education in formal schools, Education for Peace, and Transrationality.
- The Project would also be delighted to collaborate further if you have found the contents of this presentation inspiring.

# References

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