



Peace Education

INNER-LOCAL-GLOBAL PEACE

Handbook for Educators

BACKGROUND INFORMATION

The Visualising Peace Project

The [Visualising Peace Project](#) was established in January 2022 by Dr Alice König, senior lecturer in the School of Classics at the University of St Andrews. The project was developed in the context of the Vertically Integrated Projects, which are research-based modules bringing together students across departments and years of study to analyse a societal issue or challenge from an interdisciplinary perspective. The Visualising Peace project contributes to reframing how we study and understand peace and conflict, by exploring such themes through the lenses of the various connotations that peace acquires in different contexts on an individual, societal and academic level. Our proposition is simple: we often understand peace in relation to conflict, but what would happen if we put peace and peacebuilding at the centre of our thinking?

Over the years, the scope of the project has expanded according to the input of the student researchers involved. We have been carrying out an extensive literature review on how peace is conceptualised in different fields of study, and made these resources available to the public through the [Visualising Peace Library](#). To facilitate a better understanding of what it could mean to 'visualise peace', we also curate a virtual [Museum of Peace](#), collating a series of resources under broader thematic groups.

The Visualising Peace project aims to embody the principles of citizen scholarship, and we strive for our academic work to have positive – and relevant- social impact. For that reason, all our initiatives include a component of public engagement, to ensure that the knowledge we produce is participatory, inclusive and impactful for others. In this spirit,

we have been collaborating with educators in the UK and beyond to develop a series of [teaching resources](#) to investigate the value of and different methodologies for introducing peace education into young people's experience, both in theory and practice.

FRAMEWORK FOR IMPLEMENTATION

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THE STUDY: OVERVIEW

Research questions

- How can we impactfully incorporate inner peace (and peace education more broadly) in (global) citizenship education?
- In which ways are young people willing and able to engage with complex themes proposed in peace education contexts?
- To what extent are situated learning and co-production of knowledge powerful tools to increase the formative engagement of teachers and pupils with peace education?

Goals and action points

1. Amplifying young people's voices in the peace education discourse, empowering them through an engaged understanding of the links between different dimensions of peace.
2. Strengthening the academic and educational relevance of inner peace studies, exploring the connection between inner-local-global peace collaboratively with pupils and educators.

OUR APPROACH

How do we contribute to the field of Peace Education?

Peace education is an expanding and diverse field of theories and practices, reflecting the multidimensional nature of peace and peacebuilding. However, [previous research on the topic](#) highlights how peace education is not a framework on its own but brings

together elements that are already present in many curricula under a shared goal of fostering individual and communal wellbeing. Many educational systems already integrate a focus on wellbeing and community-building, using innovative and collaborative teaching methods to push pupils to perceive themselves not just as students but as engaged citizens. However, educators' responses to our [survey](#) on teaching peace highlight a challenge: it appears that teachers today struggle to facilitate a curriculum that incorporates peace education due to time-constrictions and other formal curricular expectations that they need to fulfil.

We believe that peace education should not be perceived as an 'extra commitment' for inspired educators, but rather as an essential tool to promote wellbeing and sustainable development on an individual, local and global level. Before presenting these big ideas to the wider society, we want to make sure that the approach to peace education that we propose is pertinent and meaningful to both educators and pupils that engage with it, adding value to formal educational approaches. This is why we decided to investigate ways to co-produce with educators and students a set of teaching resources that capture the contextual academic and social relevance of peace education as means to build a sense of (global) citizenship and responsibility.

RESOURCES

USEFUL READINGS

INTRODUCTION TO PEACE EDUCATION

Resources developed by the [Global Campaign for Peace Education](#)

- [Home - Mapping Peace Education \(peace-ed-campaign.org\)](#) - Open-access database for resources on formal and non-formal peace education approaches globally.
- [What is Peace Education? - Mapping Peace Education \(peace-ed-campaign.org\)](#) - Clear and concise explanation of key concepts in the peace education discourse, including further optional resources to consult.
- [Significant Approaches & Themes of Peace Education - Mapping Peace Education \(peace-ed-campaign.org\)](#) - Overview of various approaches to peace

education; we encourage you to think about which of these approaches are already implemented in your schools, and which ones could be interesting exploring in the context of your subject/school.

- [Curricula Archives - Global Campaign for Peace Education \(peace-ed-campaign.org\)](https://peace-ed-campaign.org) - Take time to explore some of the resources in this page: reflecting on how and why other educators have integrated peace education in their teaching approach can inspire ideas on how to do it in your specific context.

VISUALISING PEACE PROJECT RESOURCES

- [Peace Education - Visualising Peace \(st-andrews.ac.uk\)](https://st-andrews.ac.uk) - Summary of the work that the Visualising Peace team has been carrying out on peace education, presenting projects, findings and our broader research focus.
- [Teaching Resources - Visualising Peace \(st-andrews.ac.uk\)](https://st-andrews.ac.uk) - Set of teaching resources (workshops, focus groups) developed through the investigation of trends in peace education across sectors and settings.
- [Visualising Peace Library, Education category](#) - collection of informative and critical resources on peace education, inclusive of multiple disciplinary perspectives and media.
- [Peace is Fun!](#) by Alice König (2022) - one of the items in our virtual Museum of Peace, this piece presents a concrete example of how children can and should find a place in shaping the conversation around peace.
- [Visualising War and Peace Podcast](#) - collecting stimulating conversations about peace education, and the wider peace studies discourse. Our podcast episodes can be effectively used in the classroom, to prompt reflection on a specific topic or as an introduction to multimedia storytelling in peace activism (for example; [Generation Peace: the power of story telling in peacebuilding and the heroes it can produce](#)).
- [Blog post](#) for the Peace Education Special Interest Group (PESIG) at University College London, by Otilia Meden

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- [Inner Peace – Visualising Peace \(st-andrews.ac.uk\)](#) – Large part of our work builds on previous research on inner peace and peace education carried out by Otilia Meden, which is summarised and hyperlinked in this blog post.
- [Young people’s experiences with peace education: from inner to outer peace – Visualising Peace \(st-andrews.ac.uk\)](#) – Meden’s comparative research into young people’s experiences of peace education in Argentina, Denmark and the UK, with a particular focus on the relationship between inner and outer peace.
- [Human Nature and the Potential for Peace](#) – Claire Percival helps us reflect on the need to reframe our understanding of peace in recognition of the plurality of contextual (local) approaches across disciplines and cultures.
- [Visualising Peace and Place in different disciplines](#) (Margaux de Sexe), [Peace and Place](#) (Eleni Spiliotes) – These reflections can be useful to educators who want to expand on the ‘local’ dimension, by looking at the importance of place-in peacebuilding/peacemaking processes.
- [Bridging the Gap between Theory and Practice](#) – Siderfin provides insights on the theory and intentions behind the creation of one of our teaching resources. The award-winning comic co-produced by Visualising Peace researchers in 2022 helps students reflect on the theme of climate migration, encouraging them to exercise empathy towards the young protagonist of the story they are asked to complete. This activity can be used to explain how the destabilising impacts of the climate crisis present interconnected personal, local and global implications.

More about the Comic resource in our Museum of Peace: [Drawing a Peace Narrative \(*Literally*\)](#)

- [Education for Sustainable Peace: an ongoing journey](#) – Lia Da Giau reflects on the synergies between peace education and education for sustainable development, both becoming increasingly relevant in global educational networks.
- [Peace Education for Sustainable Systemic Change](#) – this blog post looks at ‘systems thinking’ as a relevant and empowering approach in peace education.

Systems thinking is a precious tool and framework which can help students (and educators) in understanding how challenges to and solutions for peace are interconnected in our contemporary world.

CONTACTS

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