

# **Education For Peace Policy & Appendices**

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# EDUCATION FOR PEACE

## Background

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<sup>1</sup> 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 the problem, and an equally conscious commitment to work towards the solution.

There are several definitions of Education for Peace, and, in some ways, they show the evolution of the term to include interpersonal relationships, community and environmental sustainability. 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 UNICEF<sup>2</sup> 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.
2. The Hague Appeal for Peace and Justice for the 21<sup>st</sup> 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 peace<sup>3</sup>."*
3. Education International has published<sup>4</sup> its policy;

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<sup>1</sup> The term "Education for Peace" is chosen since it is an on- going process and permeates the curriculum.

<sup>2</sup> <https://www.grainesdepaix.org/en/peace-resources/peace-dictionary/peace-education-unicef-susan-fountain-et-al-1999>

<sup>3</sup> <https://www.peace-ed-campaign.org/wp-content/uploads/2014/08/HagueAgendaPeace-Justice4The21stCentury.pdf>

<sup>4</sup> <https://www.ei-ie.org/en/item/20945:peace-education>

*"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 in 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 armed conflict between and within nations. Arguably, these factors have intensified since the publication of the EIS paper on Education for Peace in 2008 in the ways set out below:

- a. The proliferation of armed conflict has continued. The suffering caused by wars and conflicts has caused mass migrations of peoples as both migrants and refugees seek safety. These movements of peoples have become politicised issues within some countries and parts of societies and have led to an increase in hate crime<sup>5</sup>.

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<sup>5</sup> The total number of charges reported to Crown Office Procurator Fiscal Service containing at least one element of hate crime increased to 5,525 in 2020-21, 4% more than 2019-20.

b. Discrimination and inequality (especially economic inequality, e.g., high levels of poverty, including child poverty) can lead to tensions and potential conflict in society.

c. Violence in society, hate crime and domestic violence shape and damage the lives of many children and young people.

d. Proliferation of social media, through the use of smartphones in particular, which can act as an echo chamber, creates an environment in which a person encounters only beliefs or opinions that coincide with their own so that their existing- often deeply prejudiced- views are reinforced, and alternative ideas are not considered. It also enables the easy and widespread sharing of hateful content which particularly targets minority groups and/ or those who share protected characteristics.

e. Political discourse has become more polarised in several societies. Polarised political beliefs tend not to foster compromise with other political beliefs, especially on bi-modal issues. Social fragmentation can follow political polarisation, as individuals group together and socialise with mainly (or even solely) others with similar political/social values.

As the largest Scottish teachers' union, the EIS is concerned with the relationship between education and society. 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' and 'Refugee and Asylum Seeking Children'. Recent publications cover 'Challenging Anti-Muslim Prejudice<sup>6</sup>', 'Myths of Immigration<sup>7</sup>', 'Refugee Welcome Packs<sup>8</sup>', 'Tackling Sexual Harassment in Educational Establishments<sup>9</sup>', 'Violence Against Women<sup>10</sup>', 'Get it Right for Girls<sup>11</sup>', 'Face up to Child Poverty<sup>12</sup>', and 'Bullying and Harassment<sup>13</sup>'. In addition, as an organisation affiliated to the Scottish Campaign for Nuclear Disarmament, the EIS recognises the global dangers posed by nuclear weapons.

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<sup>6</sup> <https://www.eis.org.uk/Anti-Racism/AntiMuslimPrejudice>

<sup>7</sup> <https://www.eis.org.uk/Anti-Racism/MythsofImmigration>

<sup>8</sup> <https://www.eis.org.uk/Policy-And-Publications/WelcomeToScotland>

<sup>9</sup> <https://www.eis.org.uk/Gender-Equality/TacklingSexualHarassment>,

<sup>10</sup> <https://www.eis.org.uk/Gender-Equality/Womenworkplace>

<sup>11</sup> <https://www.eis.org.uk/Gender-Equality/GIRFGGuidance>

<sup>12</sup> - <https://www.eis.org.uk/Child-Poverty/PovertyBooklet>

<sup>13</sup> <https://www.eis.org.uk/PoliciesandGuidance/BullyingAndHarassment>

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.

## **Relevant Education Policies**

Within Scotland, several national educational policies have been introduced since the EIS Education for Peace publication in 2008 which complement the key messages of 'Education for Peace', such as creating a society that is peaceful and safe, that promotes personal and group wellbeing, is free from fear and abuse, and is equitable. These aspects are now found in a range of national education policies:

- a. Learning for Sustainability is defined as "*learning to live within the environmental limits of our planet and to build a just, equitable and peaceful society*<sup>14</sup>." The principles of Learning for Sustainability have been incorporated in the GTCS Professional Standards for teachers<sup>15</sup>. Furthermore, GTC Scotland's Professional Values for teachers place social justice values as being core to teacher professionalism. Learning for Sustainability also permeates the indicators in 'How Good is Our School 4?' (see 'Whole school and community approach to learning for sustainability, Self-evaluation and improvement framework')
- b. The Getting It Right for Every Child (GIRFEC) framework aims to support children and young people in such a way that they can grow up feeling loved, safe and respected and can realise their full potential.

The policy states that: 'At home, in school or the wider community, every child and young person should be: safe, healthy, achieving, nurtured, active, respected, responsible and included.'<sup>16</sup>

- c. 'Respect for All': The National Approach to Anti-Bullying for Scotland's Children and Young People' guidance published in 2017. The introduction to the guidance states:

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<sup>14</sup> <https://gtcsnew.gtcs.org.uk/LearningforSustainability/lfs-what-is-lfs.aspx>

<sup>15</sup> <https://www.gtcs.org.uk/professional-standards/key-cross-cutting-themes/learning-for-sustainability/>

<sup>16</sup> <https://www.gov.scot/policies/girfec/wellbeing-indicators-shanarri/>

*"Respect for All reflects Getting it Right for Every Child (GIRFEC) and recognises that bullying impacts on wellbeing. In order to thrive and achieve their full potential, children and young people need learning environments which are safe, nurturing, respectful and free from fear, abuse and discrimination."*<sup>17</sup>

d. 'Realising the Ambition: Being Me'<sup>18</sup>, the national practice guidance for Early Years in Scotland, outlines the importance of establishing 'positive, loving, nurturing and understanding relationships' to help our youngest learners express their feelings, manage conflict and support the development of self-regulation. It states that everything done in the Early Years is about 'helping the child to grow emotionally, socially, physically and cognitively' and highlights that 'the key part of the environment for children is the human, social environment of positive, nurturing interactions'.<sup>19</sup>

e. The Scottish Government's commitment to implementing the United Nations Convention on the Rights of the Child (UNCRC) and incorporating it into Scots law. *Article 29 includes:*

*"The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin."*<sup>20</sup>

f. The Scottish Government's commitment<sup>21</sup> to the delivery of the UN's Sustainable Development Goals, which officially came into force in January 2016, and are central to Scotland's national vision and are at the heart of the Scottish Government's National Performance Framework. Goal 16 of the UN's Sustainable Development Goals states:

*"Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels."*<sup>22</sup>

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<sup>17</sup> <https://www.gov.scot/publications/respect-national-approach-anti-bullying-scotlands-children-young-people/>

<sup>18</sup> <https://education.gov.scot/improvement/learning-resources/realising-the-ambition/>

<sup>19</sup> <https://education.gov.scot/media/3bjpr3wa/realisingtheambition.pdf>

<sup>20</sup> [https://www.unicef-irc.org/portfolios/general\\_comments/GC1\\_en.doc.html](https://www.unicef-irc.org/portfolios/general_comments/GC1_en.doc.html)

<sup>21</sup> 2015 <https://nationalperformance.gov.scot/sustainable-development-goals>

<sup>22</sup> <https://sdgs.un.org/goals/goal16>

In addition to implementing these national educational policies, 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 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 life<sup>23</sup>, including teaching and learning. The development of collegiality as part of an 'empowered system'<sup>24</sup> 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

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<sup>23</sup> [https://www.snct.org.uk/wiki/index.php?title=Appendix\\_1.4](https://www.snct.org.uk/wiki/index.php?title=Appendix_1.4)

<sup>24</sup> <https://education.gov.scot/improvement/learning-resources/an-empowered-system/>

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.

## **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 2021 AGM instructed Council to campaign for all Local Authorities to adopt the principles of Trauma Informed Practice in schools, offer training for school staff and request that Trauma informed principles are embedded in local authority policy and procedure. The Centre for Mental Health<sup>25</sup> 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.

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 the Covid pandemic. 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 this investment, there is still much to be done to address the rising and increased complexity of need and to ensure that sufficient support is given to promoting the mental health and wellbeing of children and young people.

Establishments that seek to promote and embed Education for Peace require to adopt assessment systems that recognise the successes of all learners

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<sup>25</sup> [https://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\\_KIBhA2EiwAaAAlh\\_M4CDG1-3Tw0mFv8HOS71zgOMdJns\\_Cu8ePQkbAmKvkSY-Y6PXHRoCLIQQAyD\\_BwE](https://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_KIBhA2EiwAaAAlh_M4CDG1-3Tw0mFv8HOS71zgOMdJns_Cu8ePQkbAmKvkSY-Y6PXHRoCLIQQAyD_BwE)



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.

## **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.

### **How Scotland's Schools and CfE Promote Education for Peace**

#### **Introduction**

The values, purposes and principles for the curriculum from 3–18 in Scotland are set out in 'A Curriculum for Excellence'<sup>26</sup> (Scottish Executive, 2004), which states, 'One of the prime purposes of education is to make our young people aware of the values on which Scottish society is based and so help them to establish their own stances on matters of social justice and personal and collective responsibility. Young people therefore need to learn about and develop these values. The curriculum is an important means through which this personal development should be encouraged.'

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 but they do not form an exhaustive list.

The Four Contexts for learning, as well as the processes and practices that arise from the implementation of Scottish Government and local authorities' policies (particularly those that seek to ensure equality and equity), have indeed developed values and awareness in our children and young people to help them show respect for others and establish their own stances on matters of social justice and personal and collective responsibility, attributes that are necessary for advancing Education for Peace within our schools and minimising conflict within the wider world.

#### **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. These qualities can be seen within the staff and learners in our schools.

Respect and Empathy: The ethos within Scottish schools is one where mutual respect and trust are key elements of relationships, respectful and constructive relationships being the starting point for successful learning and a peaceful learning environment, as they build feelings of trust, safety and wellbeing.

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.

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<sup>26</sup> <https://www.webarchive.org.uk/wayback/archive/20180129151957/http://www.gov.scot/Publications/2004/11/20178/45862>

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.

The environment for learning in Scottish schools aims to support and nurture the health and wellbeing of all learners, for example, by providing peer support, buddies, breakfast or lunch clubs, safe areas, nurture rooms, pupil support staff and extended support teams. The SHANARRI principles (safe, nurtured, achieving, healthy, active, included, respected and responsible) are qualities staff seek to realise in all learners.

From a young age, with the support of the adults working with them, children develop an empathic understanding of the thoughts, feelings and intentions of others. As learners grow older, pastoral care and other school staff continue to encourage the development of empathy in learners and to display it in their own interactions with them. Children and young people know while they are in school they can share any anxieties they have or challenges they face with a key adult who has the time to listen, to understand and to help. Through such experiences, children and young people appreciate the importance of active listening as well.

Resolving and addressing conflict: 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. These structures should recognise that different individuals may well have different perceptions of a common reality. A good example here is the work being done with Restorative Practice.

Restorative Practice principles have similar aims to Education for Peace as they foster positive social principles in a school community of mutual engagement, and responsibility and accountability for one's own actions and their impact on others.

The respecting of other people, their views and feelings makes conflict less likely and builds more sustainable communities. It promotes inclusiveness, relationship-building and problem-solving. Through Restorative Practice, the important Education for Peace skills of active listening, dialogue and mediation are developed. By using these skills the harm that has been caused, whether by bullying or disagreements, can be repaired and relationships between individuals or groups ( including between learners and staff) restored.

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. This approach encourages all learners to take an active role in promoting a positive school climate. Thus, interpersonal and intergroup peace can be maintained in schools.

In addition to positive behaviour policies, many schools have anti-bullying policies, thereby seeking to prevent violence and conflict arising amongst children and young people.

Mutual appreciation: This is shown in schools as children and young people's views are valued; they are asked for their opinions on their learning experiences and account is taken of their comments in future planning. In Early Years, learners play an active role in leading the learning, with teachers and Early Years practitioners closely observing play to inform future planning and learning opportunities.

Pupil Voice/ Learning Councils/ Pupil Councils provide opportunities for learners to discuss their ideas and those of their peers about their schools and what they would like to change. They learn through these processes that compromise is required at times and how to seek common ground.

Many schools participate in UNICEF's Rights Respecting School scheme, thereby supporting learners' participation in decision-making and developing their skills in communication and negotiation/constructive dialogue. Additionally, this involvement helps children to understand and realise their own rights and the rights of others within the school, community and globally.

Other in-school committees and groups, such as Eco Groups or Eco Committees (hundreds have achieved the Eco-Schools Green Flag Award), Fair Trade Committees (some gaining FairAware status for their schools), Equality Groups, and LGBTQ+ groups, provide opportunities for children and young people to learn more about particular issues and to be involved further in shaping policies and practices in their own learning communities.

As knowledge of the implications of the implementation of the UNCRC within Scotland grows, it is likely children and young people will be even more active in decision-making and this will empower them to be not only active citizens in their school but also in their local community and possibly across the world.

Understanding of others and life skills: The involvement in some schools of global citizenship education encourages children and young people to develop as global citizens, to understand what life is like in different parts of the world and the importance of not just seeing the world from their own perspectives and contexts; such awareness is essential for Education for Peace aims to be realised.

The opportunity given in some schools for children and young people to contribute to supporting their peers or to act as positive role models for others across the educational community, for example, by being mentors, or buddies, or to take on responsibilities such as house captain, class monitor, junior road safety officer or sports ambassador, may result in an increased sense of achievement and self-esteem. Such positive feelings can

reduce the likelihood of distressed behaviour which sometimes can result in tension and conflict.

The Duke of Edinburgh Award which is offered in many schools provides the opportunity for young people over the age of 14 to discover new interests and talents, as well as gain a formal award of achievement. It increases self-discipline and motivation, as well as communication and team-working skills.

Many schools have established links with schools in other countries; some through formal twinning arrangements. Communicating with and/or visiting schools elsewhere, whether in-person or online, enables children and young people to learn more about the challenges their peers in other countries face and to increase their understanding of other cultures and of issues which impact on all children and young people no matter where in the world they live.

Some schools are involved in the 'Lessons from Auschwitz' programme, with two S6 pupils visiting the Auschwitz-Birkenau Memorial and Museum in Poland as part of their learning about the Holocaust. Such trips can be powerful experiences for the young people who go there. When they return they often speak at assemblies about what they saw and learnt, increasing understanding amongst their peers of the dangers of hate and intolerance and the need for such attitudes to be challenged.

An increasing number of schools are focusing on Learning for Sustainability (LFS). This approach to life and learning enables children and young people, educators, schools and their wider communities to build a socially just, sustainable and equitable society. An effective whole school approach to LFS weaves together global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences.

### **Curriculum areas and subjects: Education for Peace skills**

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.

### Dialogue

All four capacities can be shown when and by how dialogue is used. Dialogue is more than communication in the Education for Peace context. It is a communication tool that allows people to listen with respect and to understand others' viewpoints without the situation becoming full of conflict or to achieve a positive outcome to a situation of conflict/ disagreement or of potential conflict/ disagreement. The skill of dialogue permeates all curriculum areas. Speaking and listening for specific purposes occur between and among learners and between learners and adults who are supporting their learning at all stages of schooling. Teachers are role models, their interpersonal skills are a major influence on learners and on how they approach and resolve difficult situations themselves in school and the world outside school.

### Active Listening

All teachers have a responsibility for promoting language and literacy development and in each area of the curriculum there are opportunities for learners to explain their thinking and debate ideas, for example, when engaging with others in a group or participating in a class discussion.

From Early Level in *Literacy and English* in the 'Tools for Listening and Talking' organiser, pupils learn to take turns in group discussions and begin to be aware of the importance of body language when listening to others. Knowledge of the impact of non-verbal techniques displayed when engaging with others develops as learners progress through their education. Using positive body language is essential in building trust and can reduce the potential for disagreements.

Additionally, from First Level pupils are expected to respond to the ideas of others in a respectful way. By Second Level, pupils are expected to show they value others' contributions, and they use them to build on their own thinking.

At Third Level, learners demonstrate the skills of active listening in a group discussion by building on the contributions of others, by asking questions or answering them, by clarifying or summarising points made, by supporting or challenging opinions or ideas in a respectful way or acknowledging that others have the right to hold a different opinion. Interpersonal and team-working skills are developed, especially when learners are collaborating to solve a problem. Skills in communication and working in a team are necessary for the building of relationships throughout life.

## Mediation

Also, within group work in *Literacy and English* and *Literacy and Gaidhlig* learners gain the ability to mediate discussions without teacher intervention, having become familiar with the role and responsibility of a chairperson. These skills may have been developed earlier but are crucial for those learning in these subjects at the Fourth Level where a learner undertaking that role ensures that everyone has an opportunity to contribute and encourages each person to take account of others' points of view or alternative solutions. The outcome of the discussion should be one that is respected by all.

## Co-operative Learning

Co-operative Learning, which develops another Education for Peace skill, occurs in Scotland's schools. At the pre-school stage co-operative play begins to develop, as a child learns how to self-regulate. In situations where some children are not yet comfortable or secure socially, they can be supported by practitioners modelling, for example, how to share a toy.

In primary and secondary schools, children and young people work collaboratively (for example, working together to prepare for reading unfamiliar texts in all curriculum areas or working with peers who may be more confident when learning another language) and to analyse, reflect on and evaluate with their peers their work at all stages and in all curriculum areas.

In the *Expressive Arts*, for example, co-operative learning occurs through a broad range of activities, such as participation in presentations, performances, whole school events, and community events. Prior to the outcome learners will have had to participate in active listening, perhaps will have had to show empathy and understanding and may have had to work through disagreements.

In *Physical Education* co-operative learning is developed from Early Level when pupils are required to share resources and it is encouraged from First Level onwards as pupils learn to give and accept feedback on their skills and/or understanding, respect and tolerance also being important qualities which are developed within the subject from Early Level.

Co-operative learning is even more beneficial to Education for Peace skills when pupils are asked to work in non-friendship groups where they may have to work with pupils from different backgrounds and about whom they do not know much. This can lead to new friendships and a better understanding by all of peers from different backgrounds and it can reduce the potential for bullying or conflict and can prevent any perception of 'Otherness' continuing.

The fact that pupils from a young age are used to discussing constructively and/ or evaluating their work with their teachers and also are taught how to comment constructively on the work of others enables co-operation more broadly to be seen as a norm in our schools.



## **Curriculum areas and subjects: Education for Peace knowledge and understanding**

The resources used for teaching and learning, from Early Level to the Senior Phase, within our schools currently may not be able fully to support Education for Peace yet as they may not all be free of gender or racial stereotypes and also may not reflect the experiences, lives and histories of minority ethnic communities. However, teachers still can do much to ensure learning reflects the diverse nature of the pupil population within our schools.

Learning within *Drama* provides learners with opportunities to explore real and imaginary situations. Such activities help those performing to better understand and share their world and they also help those watching to become more aware of the lives of others and to begin to understand different perspectives and emotions.

*Literacy and English* also provides opportunities, particularly in reading, for pupils to step into a character's shoes and become aware of thoughts and feelings that may differ from their own. As pupils grow in maturity their understanding of the emotions and lives of others increases, leading to greater empathy. Novels and films which portray strong friendships between characters from different backgrounds or different ethnicities can support the development of such bonds within schools as well. Novels and films which have plots that challenge stereotypes of any kind can also be helpful.

*Health and Wellbeing* experiences, amongst other outcomes, support the development of self-awareness, self-worth and respect for others in the learner; and support the learner in acknowledging diversity and to understand that it is everyone's responsibility to challenge discrimination.

## **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.

All of these can build on elements that permeate the curriculum and therefore can provide a stronger focus on a particular aspect of Education for Peace where the learning community sees there is a need.

A number of secondary school departments also may wish to work together using a common resource. For example, the PG-rated film, 'Hidden Figures', provides content that can link to learning experiences at Third Level in *English, Mathematics* and the *Sciences*, given its focus is the role of women behind the scenes at NASA in the 1960s, and the racial discrimination faced at that time in the USA by those who were black.

### Equality

All the above equality-linked aspects of Education for Peace can be covered by experiences and outcomes within curriculum areas. For example, awareness of inequality and discrimination, including their impact and how they might be addressed, are developed in *Social Studies* in 'People in society, economy and business' from Second Level upwards.

*Religious and Moral Education* supports learners in developing respect for others and in understanding beliefs and practices which are different from their own but some of which may be held and followed by their peers and/or within their local communities. Through developing awareness and appreciation of the value of each individual in a diverse society, *RME*, particularly through the 'Values and Issues' experiences engenders responsible attitudes to other people. This awareness and appreciation can assist in countering prejudice and intolerance, as children and young people consider issues such as sectarianism and discrimination more broadly.

### Human Rights

From Early Level in the curriculum organiser, 'Social Wellbeing' in *HWB* pupils explore the rights to which they and others are entitled. They learn about respecting the rights of others.

Linked to their understanding of their rights under the UNCRC, children and young people may learn about Human Rights. Understanding that human rights are the same for all human beings is key to reducing perceptions of difference/'Otherness' and so can increase empathy for others.

The Universal Declaration of Human Rights (adopted in 1948) stated there are 5 kinds of human rights – economic, social, cultural, civil and political. Having the right to an education and learning about science and culture within school fulfil aspects of the first three rights. Some of the civil rights of children and young people are fulfilled in schools by their participation in

decisions and by the respect shown to them within schools; political rights which pertain within the wider world outside school are illustrated in some learning experiences.

For example, in *Social Studies* in 'People in society, economy and business' learning experiences help to develop an understanding of political rights by focusing on the principles of democracy and citizenship. Learners become aware of the importance of being active citizens and of participating in decision-making processes, for example, by voting in elections.

A learning experience at Fourth Level in 'People in society, economy and business' within *Social Studies* enables the evaluation of the role of the media in a democracy to be studied, as well as its importance in informing and influencing citizens and in explaining the decisions made by those in power.

Learning at First Level in 'People, past events and societies' involves pupils selecting significant individuals from the past in order to discuss the influence of their actions then and since. Individuals, such as Mahatma Gandhi, Rosa Parks and Martin Luther King Jnr, who raised issues of human rights and contributed to change through peaceful means are examples that could be offered for study, as could Ruth Bader Ginsburg, Dr Elsie Inglis, Sophia Jex-Blake, or Malala Yousafzai who continues to campaign now though she began in what is the past for learners; at Third Level the actions and motives of those involved in a significant turning point in the past could result in those who were responsible for the Geneva Conventions of 1949 (or earlier versions) being studied or the women at the peace camp on Greenham Common being considered, as could the Suffragettes, or the actions of the Bristol Bus Boycott campaigners led by Paul Stephenson in 1963, or the women at the Ford plant in Dagenham who took industrial action in 1968.

### Gender Equality

Violence continues to be inflicted against women and girls and this indicates that, despite gains in aspects of equality for girls and women, real gender equality between men and women still hasn't been achieved in Scotland. Such violence is an aspect of behaviour that Education for Peace seeks to eradicate. In its promotion of gender equality, it also seeks to highlight positive models of masculinity and to question what may be seen as gender norms.

Staff in Early Years' settings play an important role in breaking down gender stereotypes in children before they become too ingrained. A change in perception can be encouraged by ensuring visual displays/ posters show non-stereotypical images, and by ensuring access is available for all children to a range of books, toys and indoor and outdoor play equipment, with staff influencing the use of all of them. Supporting the involvement of all children in different types of learning activities, and in games and in sports is also important in countering stereotypical choices. Staff are alert as well to a possible need to counter expectations of what traditionally are perceived as

'normal' in terms of the behaviour and emotional responses to situations of boys and girls.

Although 'gender equality' isn't a description found within *CfE*, learning about Gender Equality, including the culture of misogyny and stereotyping, can occur in *PSE*, particularly within the experiences of learning in 'Relationships, sexual health and parenthood'.

From Second Level pupils are expected to have an understanding of diversity in sexuality and gender identity; at Third Level young people are expected to respect and understand the diversity of loving and sexual relationships, for example, LGBTI relationships, marriage, living together and co-parenting. They also learn that power can exist within relationships and that such power can be used positively as well as negatively. They learn where to get support and help with situations involving abuse and understand that there are laws that protect them from different kinds of abuses, such as female genital mutilation, domestic abuse, grooming and child sexual exploitation.

While the above learning outcomes are important in countering the potential for abuse, it has been recognised by the Scottish Government in its *Review of Personal and Social Education* (2019) that more requires to be taught on the aspect of consent and also that more requires to be done on how to address sexual harassment and gender-based violence in schools (Page 29). Resources to support such teaching and learning are being developed.

Also, at Third Level, young people's learning enables them to recognise that popular culture, the media and peer pressure can influence how they feel about themselves and the impact that might have on their actions. They learn the need and means to challenge stereotypical images of all genders in the media, including social media. The 'role of parent/carer' strand also provides opportunities for consideration of gender equality.

Experiences in *PSE's* 'Planning for choices and changes' gives learners opportunities to find out about the world of work from Early Level and therefore for stereotypical views about jobs, which can shape attitudes and decisions about later subject choices and reduce options, from a very early age to be challenged.

Learning at Fourth Level in this organiser can allow occupational segregation for all genders in future jobs or careers to be discussed. Broadening career options in STEM subjects for girls is seen to be particularly important in the pursuit of economic gender equality.

One way to counter stereotypical views of 'appropriate' careers is found in the *Sciences*, in 'Topical Science' at Second Level, where learners are able to research historic and contemporary scientists, ensuring gender balance, and their scientific discoveries. Examples of historic women scientists who could be studied are Marie Curie, Mary Somerville, and Dr Christina Miller; contemporary examples could include Jocelyn Bell Burnell, Sau Lan Wu and Emma Parmee. Also, at that Level in 'Topical Science' learners discuss the range of careers which are possible in STEM subjects.

## Racial Equality

Racial Equality too remains a goal that is yet to be achieved as a reality. Not all cultures, religions, identities and languages are recognised and valued in the same way by everyone. The continuing existence of racial inequality can lead to incidents of tension, violence and death.

Racism, which prevents Racial Equality from being realised, is a violation of the Universal Declaration of Human Rights and a form of violence. Many schools currently are focusing on reducing interpersonal and intergroup racism, prejudice and discrimination, often through whole-school approaches as part of their approach to promoting equality and inclusion and challenging discrimination and prejudice. A few have offered anti-racism training to parents and carers to help them teach their children about racism and how to have conversations about the issue and challenge racism when it arises.

Within the curriculum, learning in *Social Studies* can lead to discussions about racism and immigration as learners' understanding of the world develops as they learn about other people and their values, in different times, places and circumstances, including situations of conflict.

For example, at Fourth Level in 'People, past events and societies' learners are asked to present arguments about the importance of respecting the heritage and identity of others; and to investigate a meeting of cultures in the past (as a result, for example, of conflict or the expansion of power or migration) and analyse the impact on the societies involved; at Third Level learners are required to explain why a group of people from beyond Scotland settled here in the past and to discuss the impact they have had on the life and culture of Scotland, and through their own research learners are asked to identify possible causes of a past conflict and report on the impact it has had on the lives of people at that time.

The Experiences and Outcomes in *Social Studies* and other curriculum areas do not refer to an anti-racist education approach *per se* but depending on the choice of resources and topics and the perspectives provided of these topics learners can be helped to understand Scotland's history in relation to empire, colonialism and transatlantic slavery and how Scotland's colonial past plays a role in their current lives.

## Cultural Diversity

The *Refreshed Narrative* states that the curriculum in Scotland is designed to be 'a coherent, flexible and enriched curriculum that is adaptable and responsive to the diverse needs of individual learners and which reflects the uniqueness of their communities'.

Therefore, it is important that all learners are represented within the curriculum, see themselves, their culture, ethnicity, faith and experiences in it and recognise that it is relevant to them. This is particularly important for those children and young people who are refugees and asylum seekers,

many of whom will be learning English as an additional language and finding their way through a new cultural landscape.

Children and young people who learn about different cultures are likely to feel more comfortable and safe with any differences of language, religion, race and ethnicity they perceive in others and therefore be confident about collaborating and co-operating with others. This improved understanding should prevent interpersonal and intergroup tensions or conflicts from arising.

Language is a key aspect of any culture. Through language, children and young people gain access to the literacy heritage of humanity. By learning in *Literacy and English* they develop their appreciation of the richness and breadth of Scotland's literary heritage and the diversity of languages represented within the communities of Scotland.

Learning other languages enables children and young people to make connections, often through the use of ICT, with different people and their cultures. It increases their awareness of life in another society and of the issues facing citizens in the countries where the languages they are learning are spoken, thereby gaining insights into other ways of thinking and other views of the world, and, in some instances, a greater understanding of global issues.

Learning experiences in *Gaelic (learners)* supports pupils in gaining a deeper understanding of the Gaelic language, culture and heritage through exploring customs, traditions, songs, folklore, place names, the arts, festivals, and foods. They also gain an understanding of the interconnected nature of languages and gain insights into other ways of thinking and other views of the world.

For those children and young people for whom English is an additional language, the current gap in the provision of community/heritage languages within the curriculum in Scottish schools – something that could be perceived as a failure to value cultural diversity and be a potential cause of tension or alienation - will require to change, given the adoption of the UNCRC. This need is recognised in *Learning in 2(+) Languages* (2020) in which Education Scotland acknowledges the importance of the home language for bilingual learners and advises that under Article 30 of the UNCRC, 'Opportunities to use first language in school should be given, and opportunity to develop their home language(s) should be offered.' (page11). Addressing this omission would not only ensure more inclusive outcomes for EAL learners, and support them to reach their fullest potential, but also would offer more options in relation to language learning for all, thereby promoting even greater understanding and respect between learners of different nationalities.

Awareness of other cultures and their heritage can be increased for all children and young people by learning within a number of other curriculum areas. For example, learning in the *Expressive Arts* helps children and young people to recognise and value the variety of cultures that exist, and have existed, locally, nationally and globally. In *Mathematics* at First Level, pupils discuss the important part numbers play in the world and explore the

variety of systems that have been used by civilisations throughout history to record numbers.

At Fourth Level within *PSE* 'Physical activity and health' learners have the opportunity to explore the role of sport in cultural heritage. While the examples provided in the documentation are of Scottish heritage, teachers may wish to broaden out the examples to make them inclusive of the many cultures within Scotland today.

In *Social Studies* also at Fourth Level in 'People, past events and societies' learners are expected to have developed a sense of their heritage as a British, European or global citizen and to be able to present arguments about the importance of respecting the heritage and identity of others.

### Integrity of the Earth

Many curriculum areas provide opportunities for learning about the need to protect our planet and to gain skills in how that objective might be achieved. It is a crucial objective in Education for Peace, given a failure to combat climate change is likely to result in economic, social and political instability as the impact of climate change increasingly is felt across the world. The resultant pressures are likely to add to any tensions which already exist between individuals, groups or nations and, at the very least, undermine social cohesion.

These potential consequences are not the focus for the majority of the learning experiences in *CfE* about the environment. A more positive view, a sense of individual and collective empowerment, is communicated within the learning experiences.

For example, one of the purposes of learning in *Technologies* is to enable children and young people to 'contribute to building a better world by taking responsible ethical actions to improve their lives, the lives of others and the environment.' Another purpose is to enable children and young people to 'be capable of making reasoned choices relating to the environment, to sustainable development and to ethical, economic and cultural issues'.

From Early Level in the organiser 'Technological Developments in Society and Business' pupils learn how to reduce, re-use and recycle the resources they use; by Second Level pupils analyse how lifestyles can impact on the environment and Earth's resources and they make suggestions about how to live in a more sustainable way as well as making suggestions as to how technologies, such as renewable energies, can be used to support sustainability and reduce the negative impact on the environment; at Third Level learners are expected to be able to evaluate the implications for individuals and societies of the ethical issues arising from technological developments; and at Fourth Level learners are expected to be able to explain the impact of technologies on globalisation, patterns of work and conditions of employment

In *Social Studies* in 'People, place and environment' at Early Level, pupils explore and appreciate the wonder of nature within different environments

such as their immediate outdoor space, their local woodland or glen or park or green space, and have opportunities to show how they care for the environment; the impact of climate change begins to be considered at First Level, with pupils knowing how climate affects living things; at Fourth Level, they have sufficient knowledge to discuss the sustainability of key natural resources and to analyse the possible implications for human activity.

Also at Fourth Level learners research the globalisation of trade and are able to explain the interdependence of different parts of the world and assess the impacts for providers, consumers and the environment.

Learning linked to practical experiences of preparing and cooking a variety of foods at First and Second Levels in *HWB Food and Health*, 'Food and consumer', enable learners to become aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability.

In the *Sciences* from Early Level children are expected to demonstrate an awareness of the importance of respecting living things and the environment and of managing the Earth's resources responsibly. By Second Level it is anticipated that learners will express informed views about scientific and environmental issues based on evidence.

Within the Planet Earth organiser, 'Biodiversity and interdependence', pupils from Early Level are aware already of how living things depend on each other; by Fourth Level young people can predict the impact of population growth on the planet and the natural hazards of that growth on biodiversity.

In 'Topical Science' at Third Level young people are expected to have an understanding of bias and to be able to separate fact from opinion in their evaluation of media items linked to Science; important attributes when considering environmental issues.

A need for critical thinking is progressed across all curriculum areas as at Third Level in *Literacy* learners are expected to comment on the reliability and credibility of sources when developing an informed view on any matter.

Learning experiences and outcomes at Third Level in *English* could provide opportunities for learners to read or watch Greta Thunberg's speeches, analyse the persuasive techniques she uses, or participate in group discussion and/or write their own discursive essays about climate change.

While this policy has focused on Education for Peace within schools, the EIS believes it should be pursued in every sector of our education system: nursery, primary, special, secondary, further and higher.



## **Conclusion**

From the above examples, 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.

### **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<sup>27</sup> 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 \(Glasgow\)](#),

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<sup>27</sup> The EIS is affiliated to CND Scotland.

- [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.

[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, though a live offer for 2021-22 is expected.

## **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.

### **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: <https://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: <https://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: <https://www.peace-ed-campaign.org/category/categories/curricula/> and they also host events <https://www.peace-ed-campaign.org/calendar/>
- Peacemakers 'Learning for Peace' teachers guide: [https://peacemakers.org.uk/wp-content/uploads/sites/22/2020/05/Learning\\_for\\_Peace\\_final.pdf](https://peacemakers.org.uk/wp-content/uploads/sites/22/2020/05/Learning_for_Peace_final.pdf)
- UNESCO Resources on SDG 16, drawn from a variety of international charities and campaigning organisations: <https://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 <https://creducational.net>cat-item-651>
- Peace Education Network's 'Teaching Peace' resource: <https://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 <https://www.ppu.org.uk/education> and Facebook page sharing contemporary resources from related organisations <https://www.facebook.com/PPUTeachers/>
- Quakers in Britain teaching resources <https://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: <https://journeytojustice.org.uk/training-programmes/>
- British Council 'Peacemakers and peace-breakers' teaching resource <https://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 <https://peacejam.org.uk/education>
- Nil By Mouth anti-sectarianism teaching resources for schools in Scotland: <https://nilbymouth.org/schools/>
- EIS resources on Palestine and Israel - Understanding the Conflict <https://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 <https://www.amnesty.org.uk/files/Books/IMAGINE%20HRE%20classroom%20activity.pdf>

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* – see <http://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 <http://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.