Agenda

- What is 'conflict' & 'violence'?

- What is 'Peace', 'Peace Education' and the Peace Education Competence Framework?

- Examples & Challenges associated with Peace Education.

- Plan & Apply to Your Practice.

University of Cumbria

TEN years 2007-2017

Violence: Not just physical

Adaption of Galtung's Triangle (Fisher et al, 200:10)

Action: reduction of violence to promote **negative peace**

Direct physical violence
Behaviour

Visible Violence
Less visible violence (under the surface)

Attitude
Source of violence: attitudes, feelings, values

Context
Structural violence: context, systems, structures

Action: work to change attitudes and context as well as violence reduction to promote **positive peace**
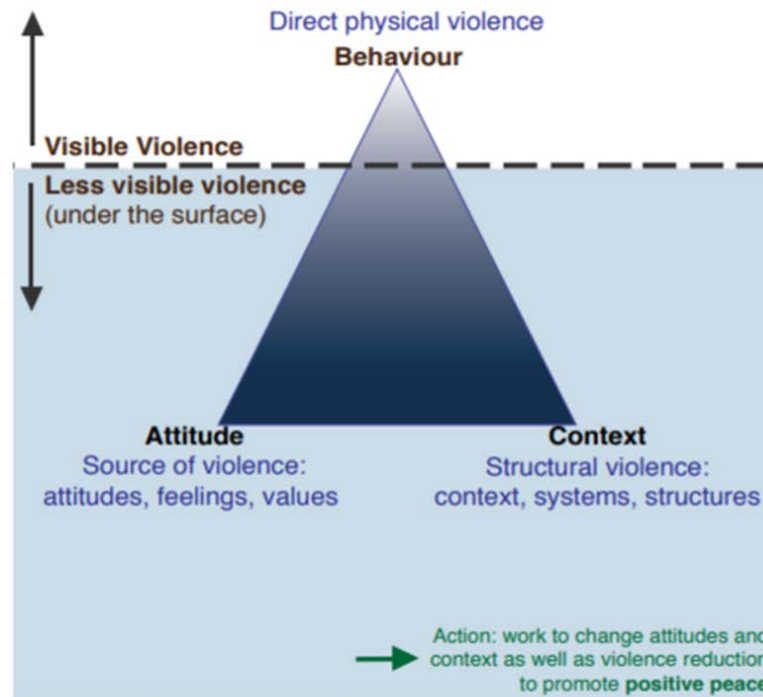
Source: Dijk, P., Together in conflict transformation: Development co-operation, mission and diacony (2009)

University of Cumbria

TEN years 2007-2017

Stages of Conflict

Stage of Conflict	Strategic Response	Examples of Peacebuilding Measures
Difference	Cultural Peacebuilding	
Contradiction	Structural Peacebuilding	
Polarisation	Elite Peacemaking	
Violence	Peacekeeping	
War	War Limitation	
Ceasefire	Peacekeeping	
Agreement	Elite Peacemaking	
Normalisation	Structural Peacekeeping	
Reconciliation	Cultural Peacebuilding	

University of Cumbria

TEN years 2007-2017

Stages of Conflict: Our Role

Stage of Conflict	Strategic Response	Examples of Peacebuilding Measures
Difference	Cultural Peacebuilding	
Contradiction	Structural Peacebuilding	
Polarisation	Elite Peacemaking	
Violence	Peacekeeping	
War	War Limitation	
Ceasefire	Peacekeeping	
Agreement	Elite Peacemaking	
Normalisation	Structural Peacekeeping	
Reconciliation	Cultural Peacebuilding	

cumbria.ac.uk

University of Cumbria

TEN years 2007-2017

Stages of Conflict: Examples

Stage of Conflict	Strategic Response	Examples of Peacebuilding Measures
Difference	Cultural Peacebuilding	*Peace Education:* Multiple Identity Training; Problem Solving; Culture of Peace Fact-Finding Missions
Contradiction	Structural Peacebuilding	*Peace Education:* Civil Society Development; Training on Human Rights & Governance; Legitimacy and Social Justice; Institutional Capacity
Polarisation	Elite Peacemaking	Preventative Peacekeeping; Negotiation
Violence	Peacekeeping	Crisis Management
War	War Limitation	Peace Enforcement
Ceasefire	Peacekeeping	Preventative Peacekeeping; Confidence Building; Disarmament
Agreement	Elite Peacemaking	Power-Sharing
Normalisation	Structural Peacekeeping	Collective Security; Cooperation Arrangements
Reconciliation	Cultural Peacebuilding	*Peace Education:* Cultural Exchanges, Problem Solving; Peace & Conflict Awareness

Stages of Conflict

Stage of Conflict	Strategic Response	Examples of Peacebuilding Measures
Difference	Cultural Peacebuilding	*Peace Education:* Multiple Identity Training; Problem Solving; Culture of Peace Fact-Finding Missions
Contradiction	Structural Peacebuilding	*Peace Education:* Civil Society Development; Training on Human Rights & Governance; Legitimacy and Social Justice; Institutional Capacity
Polarisation	Elite Peacemaking	Preventative Peacekeeping; Negotiation
Violence	Peacekeeping	Crisis Management
War	War Limitation	Peace Enforcement
Ceasefire	Peacekeeping	Preventative Peacekeeping; Confidence Building; Disarmament
Agreement	Elite Peacemaking	Power-Sharing
Normalisation	Structural Peacekeeping	Collective Security; Cooperation Arrangements
Reconciliation	Cultural Peacebuilding	*Peace Education:* Cultural Exchanges, Problem Solving; Peace & Conflict Awareness

Task 1: Conflict Analysis

Complete the *Violence and Conflict in my Professional Setting* section in the worksheet:

Your focus should be on the Children, Young People & Families you work with rather than colleagues or others you work with!

Focus broadly – think of what goes on across your setting, even if it is a project/area you don't have a lot of involvement in.

You'll have a chance to narrow your focus.

University of Cumbria

TEN years 2007-2017

Peace & Peace Education

University of Cumbria

TEN years
2007-2017

Peace Education

"Peace education is an instrument to foster peace in the three dimensions of inner, social and environmental peace particularly by competence development in individuals."

(p.16)

"Peace education can be distinguished from other peacebuilding instruments as:

- *An educational means working on competence development of individuals;*
- *A holistic form of education that not only works by cognitive means of learning but makes similar use of emotional and tactile approaches;*
- *Multi-disciplinary by nature as it has to involve a wide range of disciplines given the holistic character of peace."*

(p.17)

University of **Cumbria**

TEN *years* 2007-2017

3-Dimensional Peace

(p.14)
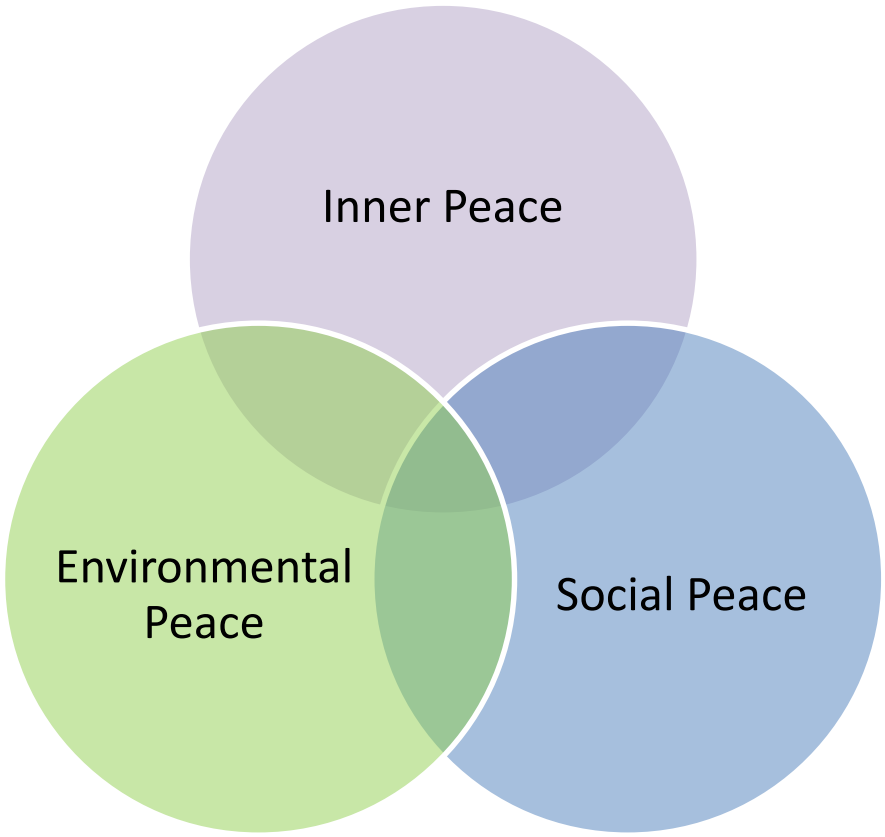
Peace Education Framework

"…aims to support educators in formal and non-formal education in developing peace education activities."

(p.8)

"…developed as a response to current developments and shortcomings in education that aims to develop the capacities and competencies of individuals to contribute to peace on local and global levels."

(p.9)

The main output of *Mainstreaming Peace Education: Competence Framework* – EU Erasmus+ funded programme

University of **Cumbria** | TEN *years* 2007-2017

Contextual Competence Areas

Area	Participation	Interdependence	Diversity
Description	Refers to all forms of active human engagement with all living being and the environment	Refers to all forms of mutual reliance that determine the wellbeing of living beings and the environment	Refers to acceptance and respect for individual features and characteristic of all living beings and the environment
Examples	*Political*	*Political (Global)*	
	Social	*Sociocultural*	*Social*
	Economic	*Economic*	*Gender*
	Cultural		*Cultural*
	Environmental	*Environmental*	*Biodiversity*

Action Competence Areas

Competence Area	Living Peace	Building Peace
Description of Competence Area	Living peace refers to competences that are connected with living harmoniously with oneself, others and all living beings and the environment within nearest and global reach.	Building Peace refers to competences needed when working on organising, planning and implementing peacebuilding activities.
Competences	- Being Nonviolent; - Transforming conflict in everyday life; - Exploring identity and embracing diversity.	- Planning, monitoring and evaluating peacebuilding activities; - Transforming Conflict; - Implementing and organising grass-root peacebuilding activities; - Enhancing and sustaining peace.

University of Cumbria

TEN years 2007-2017

Action Competence Areas

Competence Area	Living Peace	Building Peace
Description of Competence Area	Living peace refers to competences that are connected with living harmoniously with oneself, others and all living beings and the environment within nearest and global reach.	Building Peace refers to competences needed when working on organising, planning and implementing peacebuilding activities.
Competences	• Being Nonviolent; • Transforming conflict in everyday life; • Exploring identity and embracing diversity.	• Planning, monitoring and evaluating peacebuilding activities; • Transforming Conflict; • Implementing and organising grass-root peacebuilding activities; • Enhancing and sustaining peace.

*In most British contexts, our work will sit within the **Living Peace** Area*

University of Cumbria | TEN years 2007-2017

Peace Education in a 'Peaceful' Place

"… the role which peace education plays in bringing about peaceful change."

"…violence is understood as any human attitude, behaviour or context that harms any living being or the environment."

University of Cumbria

TEN years 2007-2017

Examples & Application of Peace Education

Research & Study Examples

Israeli-Jewish young people learnt about the Northern Irish conflict, with no reference made to the Israeli-Palestinian conflict.

At the end of the programme, participants were asked to write an account of the Israeli-Palestinian conflict. Participants wrote in a a far more empathetic manner of Palestinians in comparison to a control group of non-participants who were asked to write the same thing.

Lustig (2002) cited in Solomon (2006)

University of Cumbria

TEN years
2007-2017

Research & Study Examples

Biton (2002) cited in Salomon (2006) shows that participation in a year-long peace education programme allows for the breaking down of barriers between different sides. Specifically the deterioration of negative perceptions and stereotypes occurs.

A Review of the School Community Relations Programme (2002) found that cross-community programmes in schools did not pay enough attention to the importance of the environment that the learning occurred in whilst teachers would shy away from – the often critical – controversial issues.

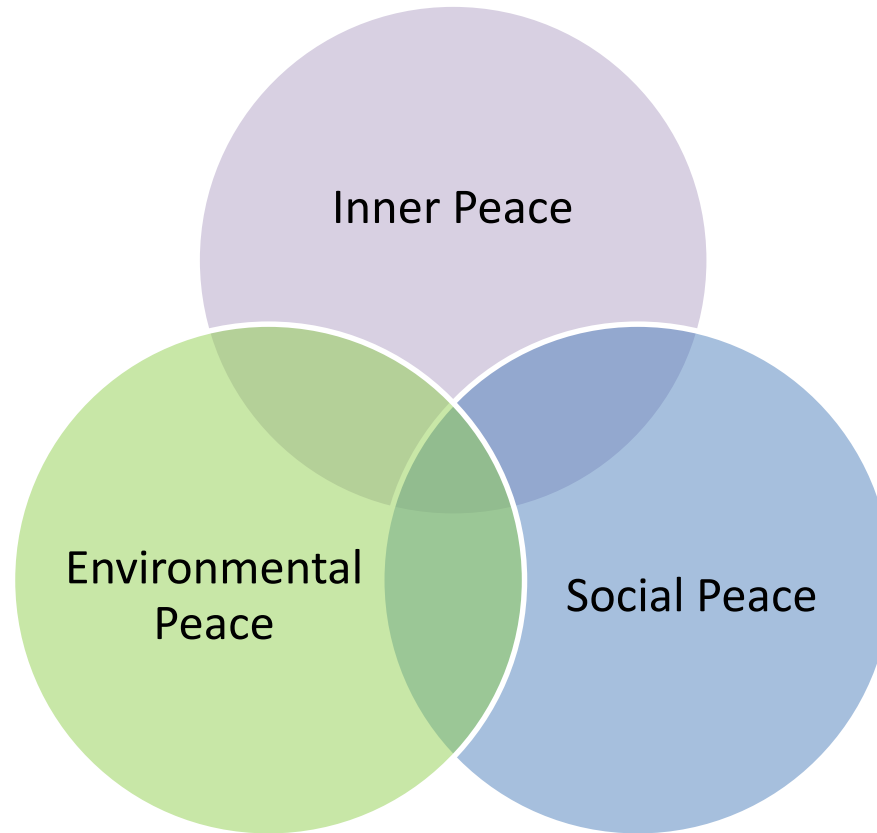University of Cumbria

TEN years
2007-2017

Secondary School Pastoral: Conflict Management IP

Intervention Programmes focused on Year 7's with Social & Emotional Additional Needs;
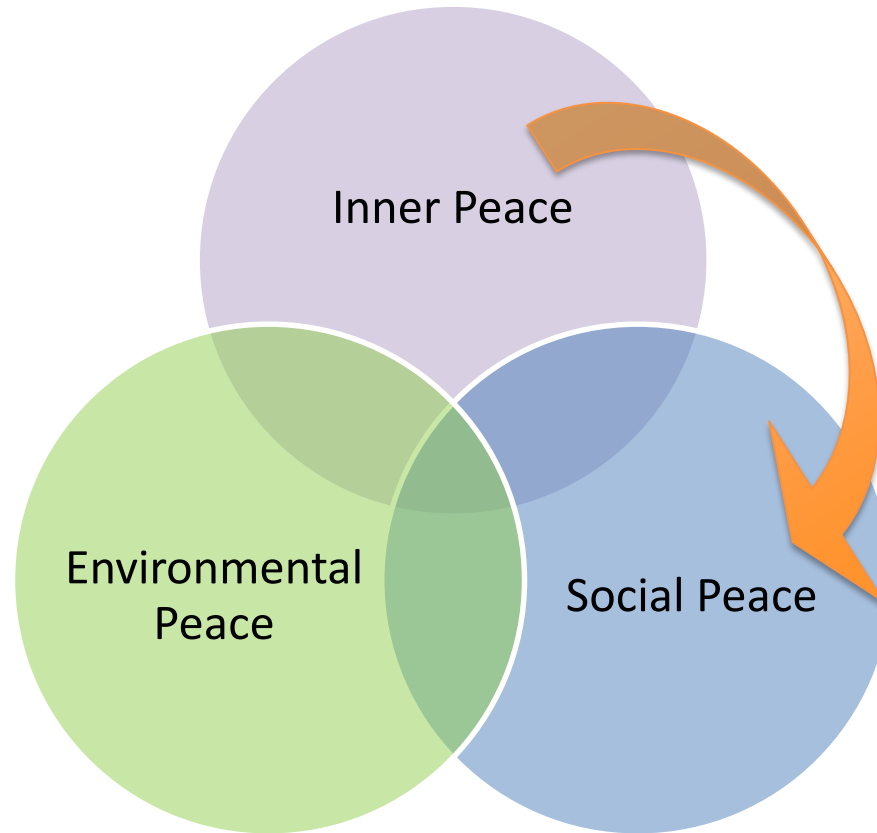
Priorities:

- Pupils can explore their own identities in isolation;
- Pupils can explore their own identities alongside others;
- Pupils build confidence and resilience in their own identity;
- Pupils can explore how their behaviours impact on themselves;
- Pupils can explore how their behaviours impact on others;

University of Cumbria

TEN years 2007-2017

Plotting Your Priorities: Conflict Management IP

University of Cumbria

TEN years 2007-2017

Plotting Your Priorities: Conflict Management IP

University of Cumbria
TEN years 2007-2017

Plotting Your Priorities: Conflict Management IP

University of Cumbria

TEN years 2007-2017
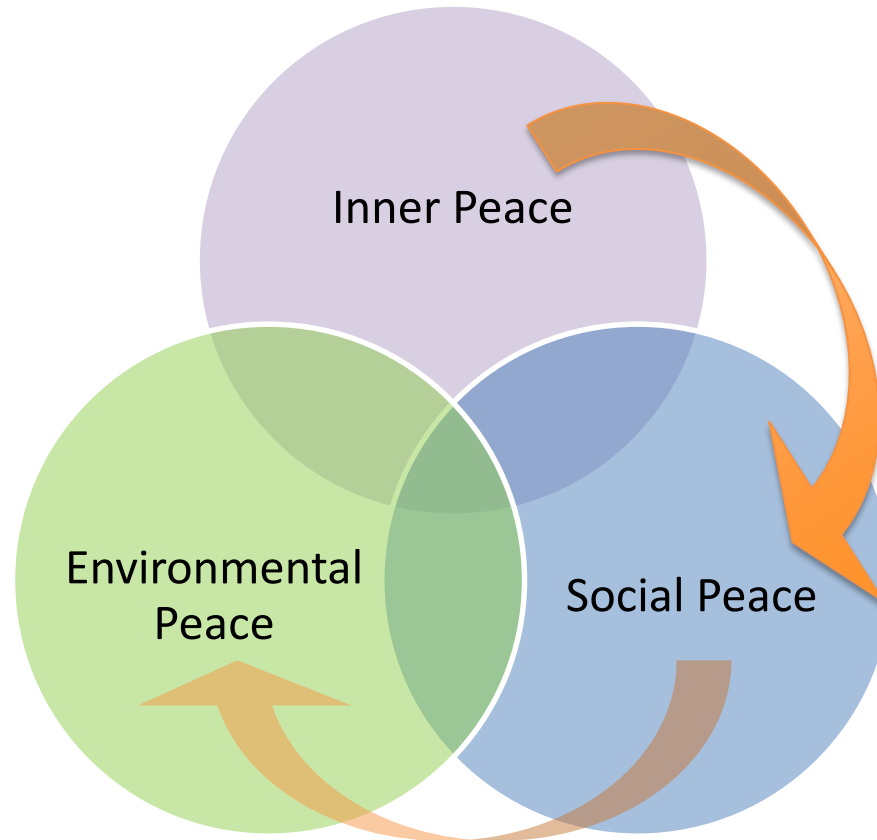
Task 2: Plotting Your Peace Priorities

Consider the types of violence and conflict you used in Section 1: Violence & Conflict In My Professional Setting.

Now focus your attention on a project/area you have particular involvement in. This can be past, present or future.

Identify your Peace Priority; then draw an arrow to show how you will travel through your 2nd and 3rd priorities.

University of Cumbria

TEN years
2007-2017

Session	Activity	Learning Objectives
Week 2 of 6 'Understanding Difference'	*The Identity Onion* Each participant is given 4 different coloured pieces of paper and asked to write the following (in this order, but colours used can be random): Ask participants to answer the questions honestly and individually, using key words and phrases: 1. What do I like to wear? What music do I like to listen to? One Habit (good or bad) I have is… 2. What do I notice about other people? What does my social life look like? What do I talk about to my friends and family? 3. "One good thing about me is…"; "One bad thing about me is…": "To 'Grow Up' for me means…"; "In 10 years time I…" 4. What do I believe in? What do I want to achieve? What would I never do?	Explores Living Peace Competence 4; Learning Objectives 1 to 6 (LP: C4-1-6): 1. To enable the learner to build and nurture their unique identity; 2. To enable the learner to strengthen their sense of self in relationship to other unique identities; 3. To enable the learner to get to know and transform their cultural prejudices and bias; 4. To enable the learner to be at peace with living in an environment of diverse species and cultures; 5. To enable to find an take their place within the earth community; 6. To enable the learner to appreciate and celebrate a divers world of unique identities.

Activity Example: Conflict Management IP

Relevant Learning Objectives	Generic Learning Outcomes	Context Specific Learning Outcomes
1. To enable the learner to build and nurture their unique identity;	• I am able to undertake inner practices to develop and enrich my identity; • I am able embrace and nurture my unique identity.	I know what I like and dislike as well as recognising what is good and bad for me.
2. To enable the learner to strengthen their sense of self in relationship to	• I am able to recognise my unique identity as part of a diverse world, without being threatened by social, cultural, economic and environmental differences; • I am able to engage in peaceful and empathetic communication to discover the uniqueness of each living being.	The person I am is important but so is everyone else. I should never make anyone feel in ways I wouldn't want to feel. No matter how frustrated I feel towards others, I should never be violent or make them feel bad.
3. To enable the learner to get to know and transform their cultural prejudices and bias;	• I am able to recognise in what ways my culture plays a part in my attitudes and behaviour and what makes me culturally sensitive to others; • I am able to overcome my natural prejudices by appreciating other cultures and beings.	I might find people's identity's strange but I know mine can sit alongside them. The more I learn about different people, the less I will use harmful words/actions.
4. To enable the learner to be at peace with living in an environment of diverse species and cultures;	• I am able to be mindful that the world consists of different habitats and cultures; • I can speak and act in ways that embrace diversity.	Sometimes people who are different come under attack. I can use my positive voice and actions to help them.
5. To enable to find an take their place within the earth community;	• I am able to acknowledge that I belong to the earth community; • I can organise my personal and professional life according to my belonging to the earth community.	I belong to a school community of lots of different people. I'm really important to this community and I have a role to play in making it a nice place.
6. To enable the learner to appreciate and celebrate a diverse world of unique identities.	• I am able to recognise that I participate in a diverse world of unique identities by sharing my unique story and being positively inspired by other stories; • I am able to practice the principle of unity in diversity	I know my identity is different but also made up of others. Things I like come from other people and places.

Task 3: Acknowledging Progress

Beside your Venn Diagram is a space for you to consider the 3 types of peace. The spaces are blank so you can order them depending on your priority.

Now consider what changes you will expect to see in individuals, groups, settings that will show how you are making progress through each type of peace.

These can be quite specific or very general, depending on the work you're doing and the setting you are in.

University of Cumbria

TEN years
2007-2017

Applying to Our Own Practice

cumbria.ac.uk

University of Cumbria

Review Your Worksheet

You will have now completed 3 out of 4 sections of the worksheet.

- You've analysed your professional setting for conflict;
- You've prioritised the types of peace you will develop with your user group;
- You've developed some basic observations you can use to see if you are making progress.

Now you can use the Competencies to plan tangible actions and activities for those you work with to make this a reality!

cumbria.ac.uk

University of Cumbria

TEN years 2007-2017

Task 4: Competency Action Planner

Using the *Living Peace Competencies & Learning Objectives* handout; browse through the competencies that you fell would have a positive impact on the people you work with.

Chose a few Learning Objectives and input them into the table using their number and Learning Objective.

Think about activities you can develop to meet these Learning Objectives.

Now describe *specific* learning outcomes you would hope/expect to see if the activity has been effective.

University of Cumbria

TEN years 2007-2017

What's Next?

Any questions or further ideas to share?

Thank you for your time and contributions. Make sure you leave a valid e-mail address to receive:

- Peace Education Competence Framework;
- A copy of this presentation;

If you have any questions, would like further support or want to share how you are using Peace Education in your practice – I'd love to hear from you!

nathan.erskine@cumbria.ac.uk / @NathanUoC / Nathan Erskine-UoC

References

Dijk, P (2009). 'Together in Conflict Transformation: Development Co-Operation, Mission and Diacony', *New Routes*. 14 (2), pp.11-14.

Fras, M and Schweitzer, S (eds) (2016). *Designing Learning for Peace: Peace Education Competence Framework and Educational Guidelines.*

O'Connor, U., Hartop, B., & McCully, A. (2002). *A review of the School Community Relations Programme 2002*

Salomon, G. (2006). 'Does Peace Education Really Make a Difference?', *Peace and Conflict: Journal of Peace Psychology, 12*(1), 37-48

cumbria.ac.uk

University of Cumbria

TEN years
2007-2017

Useful Resources

www.salto-youth.net/tools/toolbox/

British Council, SALTO-Youth and Erasmus+ (2016). *Young People and Extremism: A Resource for Youth Workers.*

Erwin, D (2016). *Young People and Extremism: A Resource for Youth Workers – Additional Material.*

Reading:

Dearling, A., & Armstrong, H. (1994). The new youth games book.

VeLure Roholt, R and Baizerman, M (2013). *Civic Youth Work*

cumbria.ac.uk

University of Cumbria

TEN years 2007-2017