

Peace Education

Commissioned by Academi Heddwch Cymru

Prepared by: Dr Sarah Morse

September 2024

Academi
Heddwch
Cymru

Contents

Executive Summary	4
Abbreviations.....	5
Recommendations.....	6
Academi Heddwch Cymru	6
Peace Schools Scheme.....	6
Curriculum and Qualifications	7
Post-Compulsory Education and Training.....	8
Government.....	9
Introduction.....	10
Sources and Approach.....	11
Literature Review.....	11
Analysis of policy context in Wales and overview of education policies.....	11
Qualitative Research.....	11
Undertaking interviews	12
Using interview data.....	12
What is peace?	13
What is peace education?	15
Benefits of peace education for learning communities.....	16
Peace Education and Global Perspectives	18
Definition	19
Peace Education in a Welsh Context	21
Wales Peace Schools Scheme	24
Relevance within the Curriculum for Wales	26
Reach	28
Impact.....	30
Challenges and Opportunities	32
Primary School Peace School Experience.....	34
Secondary Education - Made for Wales Qualifications.....	37
Skill Suite: Skills for Life.....	39
Initial Teacher Education (ITE) and Professional Learning.....	39
Inter-personal relationships, empathy and emotional wellbeing	41
Potential Challenges	42
Engagement and Professional Learning.....	44
Further Education.....	45

Higher Education	48
Lifelong Learning – Adult Education and Vocational Education and Training.....	54
Adult Education in Wales.....	57
Citizens’ Curriculum Peace Education Pilot	58
Potential for future development.....	60
Conclusion	62
Bibliography.....	63

Executive Summary

Academi Heddwch Cymru, as Wales's national peace institute, possesses considerable potential to advance peace education initiatives. Leveraging its reputation, connections and convening power, it can raise awareness and understanding of peace education among policymakers and influencers.

This report considers definitions of peace education, developments within the field and analyses peace education initiatives within Wales. It also looks at the potential opportunities for the development of peace education, and examines international exemplars which offer possible models that could be adopted.

For the purposes of this report, peace education is defined as a cross-curricular educational approach that aims to promote a holistic understanding and culture of peace by imparting knowledge, skills, attitudes, and values necessary for preventing conflict and creating a peaceful society. It is also positioned as an approach that sits within Education for Sustainable Development and Global Citizenship (ESDGC), which aims to provide learners of all ages the knowledge, skills, values and agency to address the interconnected global challenges that we face, such as climate change, biodiversity loss, and social inequality. The recent reforms within the education sector in Wales, and the nation's commitment to sustainability and social justice provide opportunities for peace education to build on the foundations that have been part of the approach to education in Wales for close to a generation.

If ESDGC is developed further to encompass a more holistic approach, there is potential to further develop Wales's reputation as a leader in sustainable development and build on the commitments made in the Well-being of Future Generations (Wales) Act 2015. Wales has a long history of engagement with the culture and promotion of peace, and drawing on this tradition to inform and embed ethical literacy and engaged global citizenship throughout its education system at every level, there is an opportunity for Wales to contribute to develop competences in its citizens that support peace, conflict resolution and cohesive communities at home and overseas, and to strengthen this aspect of Wales's reputation as a globally responsible nation.

Abbreviations

AoLE	Area of Learning and Experience
CTER	Commission for Tertiary Education and Research
ESD	Education for Sustainable Development
ESDGC	Education for Sustainable Development and Global Citizenship
EYE	Early Years Education
FE	Further Education
GCED	Global Citizenship Education
HE	Higher Education
HEFCW	Higher Education Council for Wales
HRE	Human Rights Education
ITE	Initial Teacher Education
NGO	Non-Governmental Organisation
PCET	Post-Compulsory Education and Training
RSE	Relationships and Sexuality Education
RVE	Religion, Values and Ethics
SDGs	Sustainable Development Goals
SLO	Schools as Learning Organisations
WCIA	Welsh Centre for International Affairs

Recommendations

Academi Heddwch Cymru

1. Academi Heddwch Cymru can become a powerful advocate for peace education. As Wales's national peace institute, it has a platform to share the benefits and impact of peace education approaches. Its good reputation, connections and convening power are assets. The cross-party group on peace and reconciliation could be used to increase political awareness and understanding of peace education within the Senedd and with other policymakers, and to build alliances with other organisations with an interest in ESDGC.
2. It would be beneficial for Academi Heddwch Cymru and the Peace Schools Scheme to formalise their existing relationship. The Peace Schools Scheme has an excellent reputation and it is well placed within the WCIA's global learning work, but a more formal association with Wales's national peace institute would potentially bring additional prestige, recognition and influence.
3. The current funding situation of the Peace Schools Scheme limits its potential for growth and its ability to plan for the longer term. If further financial support could be secured through Academi Heddwch Cymru, it could be invested in staff capacity which would provide longer term stability and the opportunity to pursue applications to charitable trusts to support the development of the scheme. There is also a need to invest in training more peace education trainers to allow for a wider rollout of courses and activities.
4. Academi Heddwch should explore funding sources to support an intermediary knowledge exchange facilitator to support partnership and cooperation between peace researchers (via the Wales Peace Research Network) and Peace Schools to ensure that the schools receive appropriate advice and support, and that researchers understand the requirements of school practitioners.

Peace Schools Scheme

1. Action is needed to build a greater understanding of peace education. One way to do this is to more closely align peace education with sustainable development education / education for global citizenship. In Wales, sustainable development education and global citizenship are already embedded in the curriculum and in a number of qualifications, and positioning peace education within this approach will provide more opportunities.
2. The resources and guides developed by the Peace Schools Scheme are thorough, clear, and helpful and can be found relatively easily on the WCIA website and Hwb. Introductory materials, explaining the concept and ethos of the scheme, and demonstrating how it intersects with education for

global citizenship would help to build understanding of peace education. Consideration should be given to developing a small range of blog posts or one-page documents to introduce peace education, how it aligns with existing activities, and its benefits – in particular the benefits for the school environment and learner behaviours. These could be an entry point to online information sessions for teachers which showcase and celebrate peace education and the Peace Schools Scheme.

3. The Peace School Scheme has intended to support a network or community of practice of schools and teachers, and implementing this would bring many benefits. A regular newsletter for the peace school community, made up of news and resources from the scheme but also content from the participant schools would be a useful first step in developing this. An active network would further strengthen the scheme and build momentum to increase its visibility as well as deepen understanding of peace education.
4. There should be an effort made to celebrate the work and achievements of the peace schools more visibly – for example, through capturing their stories in short videos which could also be used to promote the scheme. Inviting teachers and schools – and potentially some learners – to share their experiences of peace education would provide an engaging insight into peace education and help build a case for it. Consideration should also be given to pitching peace education related content to established teacher-facing series – for example the Emma and Tom Talk Teaching podcast.

Curriculum and Qualifications

1. The existing efforts to map peace education on to the new curriculum should be expanded to consider the relevance of peace education for aspects of the curriculum beyond the Areas of Learning an Experience to include:
 - Relationship and Sexuality Education
 - Religion, Ethics and Values
 - Cynefin and the sense of belonging and inclusion, both within the internal community of the school and the external community the school and its learners are a part of.

This would further unpack peace education and make it easier for schools to comprehend the potential benefits and impact. More resources to support peace education are needed. The Signposts project in Scotland is a platform of tried and tested free resources which support active Global Citizenship. At present, the resources are only available in English. Consideration should be given to whether it may be possible to work with Signposts and the authors / originators of the resources to collaborate to make them suitable for a Welsh context, including Welsh language translation.

2. The whole school approach of the Peace Schools Scheme complements and supports the aim of embedding whole school approach to mental and emotional wellbeing. Peace education's focus on empathy, inter-personal relationships and emotional literacy can be a powerful tool to support learner wellbeing and this could be reflected in the materials used to promote the scheme.
3. Academi Heddwch and the Peace Schools Scheme are well placed to provide advice and resources to support the inclusion of peace related aspects in the new GCSE in Social Studies and the Skills for Life qualification. Potential meetings with Qualifications Wales and the WJEC should be explored.

Post-Compulsory Education and Training

1. Academi Heddwch is well placed to initiate a conversation about peace education within post-compulsory education and training. The different levels of education require distinct approaches, but there is potential to explore a pilot peace education scheme with FE Colleges, building on their work within Education for Sustainable Development, and potentially developing an appropriate peace education framework.
2. Within Higher Education, the Peace Researcher Network is an important development to raise awareness of peace research, peace studies, and potentially peace education. Consideration should be given to discussions with bodies such as Global Wales and course leaders in international politics and international relations to explore the potential within the international higher education offer of the Welsh sector and opportunities to further develop Education for Sustainable Development and Global Citizenship in both learning and enrichment activities, and to further develop local and international civic mission.
3. If the Commission for Tertiary Education and the Welsh Government develop a strategy for Vocational Education and Training, Academi Heddwch Cymru and the Peace Schools Scheme should engage in the consultation in order to promote the potential for education for peace in work-based learning.
4. The Peace Schools Scheme's recent partnerships with Adult Learning Wales and the international participants in the Erasmus+ project demonstrate the importance and impact of collaboration. There is scope to build on the relationship with the Urdd, and potential to work with new providers such as the Black Mountain College to develop peace education courses within their short course offer, which would complement their existing courses in sustainability. Furthermore, strategic knowledge exchange programmes with leading organisations would bring benefits to peace education in Wales, and would contribute to furthering Wales's international reputation in this area. In the current funding landscape, Taith Pathway 2 funding could be the most accessible

potential source of funding to advance this, working in collaboration with an international partner in addition to partners in Wales.

Government

1. Funding for the adult education citizenship curriculum pilot should be extended to support the roll out of the peace education course in different communities and settings; there is significant potential for it to complement the work of community-focused schools, and would provide opportunity for the Peace School scheme to engage in inter-generational initiatives.
2. Future reviews of the implementation of the new school curriculum should incorporate an in-depth review of the ways in which it contributes to the ambitions of the Wellbeing of Future Generations Act and the principles of sustainable development and global responsibility. It would also be timely for Estyn to revisit the progress made in Education for Sustainable Development and Global Citizenship (ESDG), ten years on from the last thematic report. Furthermore, in order to learn lessons and to contribute to the global peace education – and ESDG evidence base – making funding available to support educational research into peace education initiatives in Wales is recommended. This would also align with the government’s National Strategy for Educational Research and Enquiry.
3. There is potential for peace education initiatives to contribute to Wales’s international profile as a ‘globally responsible nation’, but this can only be achieved with appropriate levels of funding to support sustainable projects. Dedicated funding for peace education would support this effort.

Introduction

This report was commissioned by Academi Heddwch Cymru (AHC) in October 2023. It is intended to provide information, analysis, and recommendations relevant to peace education in Wales, in the context of the ongoing educational reforms implemented by the Welsh Government.

Academi Heddwch Cymru works to realise the vision of a peaceful Wales, where respect, justice and fairness contribute to a world without violence or the fear of violence. Its mission is to help people in Wales contribute to peace: locally, nationally and globally. Through research, education and engagement, it works with communities, organisations, government and researchers to create a fair, just and non-violent future.

The purpose of the review is to identify opportunities for best practice in peace education policy and practice in Wales across the life course including at schools, further education, vocational education and training, higher education and lifelong learning.

The report outlines potential actions for Academi Heddwch Cymru to promote, support and develop peace education in Wales, thereby contributing to the Curriculum for Wales and associated ambitions for post-compulsory education and lifelong learning.

It also highlights the opportunity for Academi Heddwch Cymru to use its convening power as the national peace institute to bring together interested parties to facilitate knowledge exchange between academic researchers and educational practitioners, and to help nurture partnerships both within Wales and beyond.

Sources and Approach

The report was developed, researched and written by Dr Sarah Morse between October 2023 and May 2024. Views expressed in this report are those of the researcher and not necessarily those of Academi Heddwch Cymru.

Literature Review

A range of sources were collated and reviewed, including academic literature, peace education handbooks and grey literature, including reports from third sector organisations that work in and / or advocate for peace education. There have been several recent policy papers and reviews, analysis of which contributed to refining the research. International policy contexts were also considered.

Analysis of policy context in Wales and overview of education policies

The Welsh Government has introduced a number of reforms to education in Wales in the last decade, from the earliest stage of education to tertiary, post-compulsory and adult education and training. The developments take into account the Well-being of Future Generations (Wales) Act 2015. Drawing on knowledge of the education policy landscape, this analysis considers the intersections of the various legislation, policies and frameworks and draws out common threads which peace education could positively contribute to.

Qualitative Research

Interviews were conducted with seven education practitioners between 15 November 2023 and 15 January 2024. Early in the development of the report, the author attended the Wales Peace Schools annual conference (8 November 2023) and met with the Wales Peace School scheme staff to learn about their work and activities.

It was evident from the literature review that peace education is not yet widely known or understood within the education sector. To narrow the focus within the school practitioner community, the author worked with the Wales Peace School Scheme to identify contacts known to be receptive and active in peace education. Ten teachers were contacted; two responses were received. One respondent chose to provide written answers to the interview questions, and the other was interviewed via Zoom. It is likely that the timing (the second half of the autumn term) limited the response rate. Further invitations were sent in early January, in advance of the commencement of the Spring term, but no further responses were received.

Desk research was conducted to identify relevant contacts within university departments of education and teacher training and to identify leads within Further Education. Existing professional contacts in the sector were also drawn on. 12 individuals were contacted, five responses were received, and 2 interviews were conducted on Zoom. In addition to the analysis of the potential for peace education within teacher training

and professional development, the responses received helped to inform the consideration of the developments in GCSEs in Wales.

The Higher Education analyses were informed by the author's existing knowledge and previous research, as well as the advice of the Academi Heddwch Cymru Research Lead.

Undertaking interviews

Interview participants gave permission to their comments being used anonymously. Interviews were semi-structured and focused on three key themes:

- Knowledge and understanding of Peace Education;
- Relevance or potential relevance of the approach to the interviewee's research, practice or experience;
- Broader questions about 'what works' – including best practice for networks, professional learning and knowledge exchange.

All interviews took place on the assumption of anonymity and with informed consent. The interviews were recorded and took place online.

Two further discussions took place, which were not recorded, to inform the research on PRIF (Peace Research Institute Frankfurt) and Bridgend College. These followed a slightly different format and structure, as they looked at the context and experience of named organisations.

Using interview data

The recorded interviews were transcribed and analysed by the author of the report.

Direct quotations from the interviews are almost verbatim; in some cases language has been tidied for readability purposes or to correct linguistic inconsistencies in speech (e.g. removing 'you know' or adding 'with' or 'the' if omitted, etc).

What is peace?

Academi Heddwch Cymru defines peace as ‘more than simply the absence of war’:

Peace means a world without violence or the fear of violence, as well as the conditions to prevent conflict such as fairness and respect.

The lack of peace doesn't only concern 'conflicts that happen far away', or situations that we 'can't do anything about'. Peace is also about the communities we live in and everyday fears and insecurities, such as domestic abuse, racism or inequality.¹

Before exploring the multifaceted aspects of peace education, it is necessary to consider peace. The simplest definition of peace is the absence of war or direct violence. However, the understanding of the nature of violence has developed to encompass structural violence, that is the ways in which people suffer from violence present in a society via its social, political and economic systems.²

The philosopher Johan Galtung's extended concept of peace and violence explains that peace is possible in the absence of both personal/ direct violence (negative peace) and structural and cultural violence and the presence of social justice (positive peace).³ Negative peace is the suppression of direct violence, but it does not address the causes of conflict. Peace conceptualised in this way moves beyond the “control and reduction of the overt use of violence” to aligning with work to address and overcome structural and cultural conflict and inequalities.⁴ A recent policy paper by the Solidar Foundation adapted Loreta Navarro-Castro and Jasmin Nario-Galace's helpful summary of the concepts of negative and positive peace, illustrating the scope of the approach and its wide relevance to aspects of social justice:⁵

The foregrounding of the importance of the “conditions of well-being, cooperation and just relationships” provides space to consider

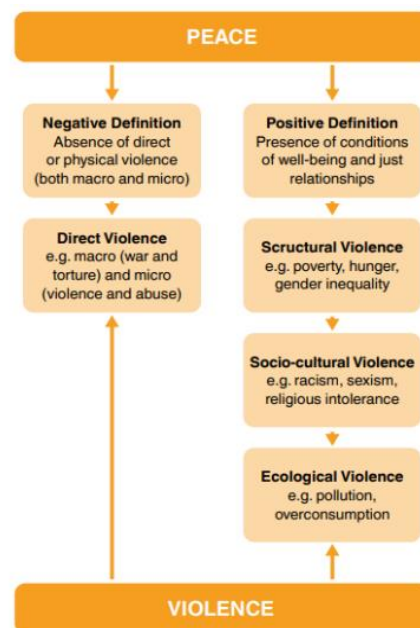


Figure 1: Solidar Foundation, adapted from Navarro-Castro and Nario-Galace¹

¹ Academi Heddwch Cymru, draft public narrative

² Navarro-Castro, L., & Nario-Galace, J. (2019). *Peace education: A pathway to a culture of peace* (3rd ed.) https://www.peace-ed-campaign.org/wp-content/uploads/2019/07/PeaceEducation_3rdEdition_2019.pdf

³ Galtung, J. (1969). Violence, Peace, and Peace Research. *Journal of Peace Research*, 6(3), pp167–191. p.183 <https://doi.org/10.1177/002234336900600301>

⁴ Galtung, J. (1969). Violence, Peace, and Peace Research. *Journal of Peace Research*, 6(3), pp167–191. p.183 <https://doi.org/10.1177/002234336900600301>

⁵ *A Sustainable Journey to Peace: Peace Education in The Context Of Global Citizenship Education*, Solidar Foundation, November 2022

https://www.solidar.org/system/downloads/attachments/000/001/648/original/Policy_Paper_Peace_Education_Final_Version.pdf?1671711993

the different levels at which peace is experienced – from personal inner peace, to the dynamic between humanity and the planet.

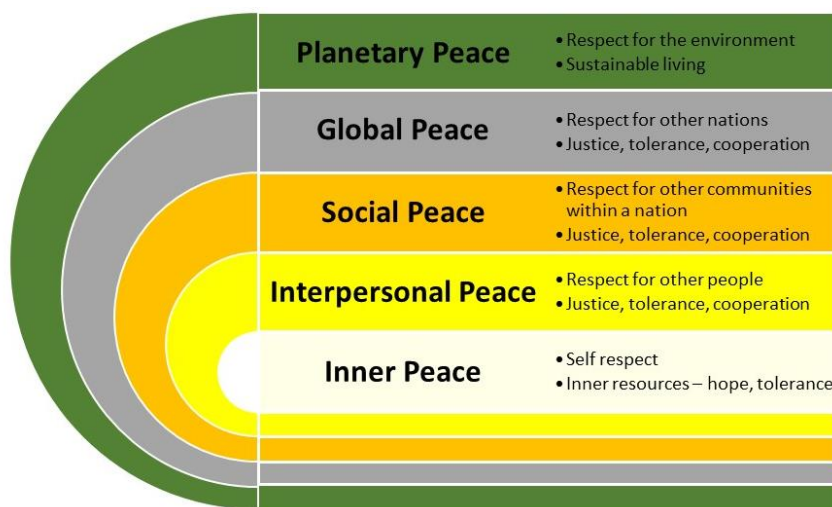


Figure 2: Adapted from Navarro-Castro and Nario-Galace.⁶

This holistic understanding of peace presents a radical opportunity to consider the power and impact of human interactions and to better understand, address and prevent conflicts and injustice. It also aligns with the UN’s 2030 Agenda for Sustainable Development and its “shared blueprint for peace and prosperity for people and the planet, now and into the future”.

In the specific Welsh context, framing peace within these broader terms resonates with the ambitions of the Well-being of Future Generations (Wales) Act 2015, which enshrines the principle of sustainable development in law, and places a duty on public bodies to improve the economic, social, environmental and cultural well-being.⁷ The seven wellbeing goals, defined in the act, are:

- A prosperous Wales
- A resilient Wales
- A healthier Wales
- A more equal Wales
- A Wales of more cohesive communities
- A Wales of vibrant culture and thriving Welsh language
- A globally responsible Wales

The ambitions align with the principles of inner, interpersonal, social, global and planetary peace. Framing peace within the broader sustainable development framework could be a strategically powerful way to explain and promote the relevance of peace approaches to policy professionals.

⁶ Navarro-Castro, L., & Nario-Galace, J. (2019). *Peace education: A pathway to a culture of peace* (3rd ed.) https://www.peace-ed-campaign.org/wp-content/uploads/2019/07/PeaceEducation_3rdEdition_2019.pdf, p.20

⁷ Well-being of Future Generations (Wales) Act 2015: the essentials, <https://www.gov.wales/well-being-future-generations-act-essentials-html> (accessed 30 April 2024)

What is peace education?

There are many interpretations and theories of peace education, and organisations working to advance it have acknowledged that “it is still not clear for many educational actors [and] policy makers [...] what peace education is” given the range of approaches and the lack of common understanding.⁸

Broadly, peace education aims to promote the knowledge, skills, attitudes, and values needed to create a culture of peace and prevent conflict whether at an interpersonal, social, national or international level.⁹ It encompasses a range of educational approaches and strategies that focus on fostering understanding, tolerance, nonviolence, conflict resolution, and the promotion of human rights. Drawing on the principles of positive peace, Daniel Bar-Tal outlines in the essay ‘The Elusive Nature of Peace Education’ that peace education should be considered:

neither as a separate subject matter nor as a project, but must be seen as an educational orientation [...] Peace education provides a prism through which the pupils learn to view and evaluate topics and issues raised in the various subjects, and through this they learn to view and evaluate current issues in society.¹⁰

Understanding peace education as an orientation, or as Navarro-Castro and Nario-Calace posit, a process to transform mindsets provides a helpful framework.¹¹ They reflect that peace education:

cultivates the knowledge base, skills, attitudes and values that seek to transform people’s mindsets, attitudes and behaviours [...] by building awareness and understanding, developing concern and challenging personal and social action that will enable people to live, relate and create conditions and systems that actualize nonviolence, justice, environmental care and other peace values.¹²

Knowledge for peace can include learning about a holistic concept of peace, the differentiation between positive peace and negative peace, direct, structural and cultural violence and their impact, and peaceful alternatives. Skills for peace include critical thinking, active listening, dialogue, mediation and negotiation. Attitudes to support peace include self-awareness, respect for self and others, inclusivity, and social

⁸ *A Sustainable Journey to Peace: Peace Education in The Context Of Global Citizenship Education*, Solidar Foundation, November 2022. p 5 and *Mainstreaming Peace Education - Methodologies, Approaches and Visions: A Practitioner’s Manual* https://www.salto-youth.net/downloads/toolbox_tool_download-file-1086/MPE_manual_web.pdf

⁹ <https://www.grainesdepaix.org/en/resources/peace-dictionary/peace-education-unicef-susan-fountain-et-al-1999>
Accessed 5 November 2023

¹⁰ Bar-Tal, D. (2002). The Elusive Nature of Peace Education. In G. Salomon & B. Nevo (Eds.), *Peace Education: The Concept, Principles, and Practices Around the World* (pp. 27–36). Taylor and Francis. p.31

¹¹ Navarro-Castro, L., & Nario-Galace, J. (2019). *Peace education: A pathway to a culture of peace* (3rd ed.) https://www.peace-ed-campaign.org/wp-content/uploads/2019/07/PeaceEducation_3rdEdition_2019.pdf, p.25

¹² Navarro-Castro, L., & Nario-Galace, J. (2019). p.25

responsibility. The Quaker Council for European Affairs capture the following competences of peace education in their paper *Peace Education: Making the Case*:¹³

Knowledge	Skills	Attitudes and values
Direct, structural and cultural violence	Constructive cooperation	Open-mindedness and inclusiveness
Causes and dynamics of violent conflict	Dialogue	Respect for self, others and the environment
Peaceful alternatives to violence	Mediation	Empathy
Human rights	Nonviolent communication (including inquisitive, assertive communication)	Solidarity
Anti-racism	Understanding, managing and expressing emotions	Social connectedness
Gender equality	Active listening	Self-awareness
Current affairs	Intercultural cooperation	Tolerance
Environment and sustainable development	Teamwork	Desire to promote justice
Civic processes	Analytical skills	Social responsibility
Positive peace and negative peace	Critical thinking	Curiosity
Inclusion and exclusion	Negotiation	Gender sensitivity
Conflict management, prevention, resolution and transformation	Reflection	Cooperativeness
Interfaith and intercultural learning		Compassion

Reinforcing the dynamic between the cognitive (understanding), the affective (responding) and the active (taking action) dimensions help learners to recognise and create connections and meaning, make it more likely that peace perspectives and behaviours will be adopted and deployed.¹⁴ This holistic cross-curricular and interdisciplinary approach illustrates the potential opportunities to integrate a peace education approach within formal and nonformal education, using a wide range of subjects and themes to explore relevant issues. As the report will explore in the following chapters, the Curriculum for Wales Framework, with its emphasis on collaboration and cross-disciplinary learning, provides an opportunity for schools to integrate peace education in their curriculum approach.

Benefits of peace education for learning communities

Schools provide the opportunity to actively practice community building, by providing young people the space to learn how to accept and respect each other, embrace differences and learn to live with diversity on a daily basis.¹⁵ They can be communities in which to practice democracy, where students can learn about the power they have to transform conflict in a nonviolent, cooperative way. Drawing on Galtung's 'three approaches to peace'¹⁶ model, Hilary Cremin and Roy Leighton have developed a positive peace education

¹³ Zwart, D. *Peace Education: Making the Case* <https://www.qcea.org/wp-content/uploads/2019/01/Peace-Education-report.pdf>, 2019, accessed 12 November 2023

¹⁴ Navarro-Castro, L., & Nario-Galace, J. (2019). p.27

¹⁵ EduCATE. "Teachers Are Key: Training Teachers in Nonviolent Conflict Transformation." Position Paper, 2018 p.3 https://eu.metododanielenovara.it/wp-content/uploads/2015/10/EduCATE_Position-Paper_EN.pdf

¹⁶ Galtung, J Three realistic approaches to peace: peacekeeping, peacemaking, peacebuilding, *Impact of science on society*, XXVI, ½ 1976, p. 103-115

matrix. Developed as a tool to support the auditing of “levels of peace and conflict within school communities” as part of the work of the Cambridge Peace Education and Research Centre.

The Cremin and Leighton Positive Peace Matrix

	Inner Peace <i>Wellbeing</i>	Outer Peace <i>Relationships</i>	Community & Global Peace <i>Citizenship</i>	Ecological Peace <i>Cosmos</i>
Peace-building <i>Growth and Change</i>	Building capacity for peace and wellbeing, and for new ways of thinking, knowing, and being. Learning self-awareness, self-acceptance, self-control and self-expression.	Developing healthy relationships and learning to work with diverse others. Understanding and reflecting on interpersonal conflict resolution styles and conflict literacy.	Reaching out across communities and the world. Reflecting and articulating the human values of global citizenship, critical awareness, non-violence and care, and evaluating participation in school-based, local and global peace-making programmes.	Learning to care for the planet, and to be ‘in love’ with life. Going beyond the anthropocene and honouring the more than human.
Peace-making <i>Restoration</i>	Addressing inner conflicts, and providing opportunities for restoration and healing.	Resolving conflict non-violently, using the full spectrum of conflict resolution strategies.	Addressing conflict in school and communities, and engaging in local and global peace-making programmes.	Rewilding projects and reconnecting with Nature.
Peace-keeping <i>Preservation</i>	Protecting personal boundaries, mental health, and wellbeing.	Protecting rights and responsibilities, and keeping people safe.	Protecting local, and global communities, and our school community	Protecting the planet and its ecosystems.

Figure 3: The ‘Positive Peace Matix’ Copyright Professor Hilary Cremin and Roy Leighton (2022) of the [Cambridge Peace and Education Research Group \(CPERG\)](#).¹⁷

The matrix captures the broad approaches of peace-keeping, peace-making and peace-building and the multiple levels at which peace – and conflict – can be experienced, from the personal to the global, and illustrates practices, behaviours and approaches that contribute to positive peace (see Figure 3).¹⁸

Addressing the wellbeing of the school community creates a space of safety and belonging, which nurtures resilience and understanding. A whole school approach to peace education can have a positive impact on

¹⁷ Cambridge Peace and Education Research Group, <https://www.cperg.org/programmes> Accessed 9 November 2023

¹⁸ Peace Profiling in Schools, Cambridge Peace Education Research Group, <https://www.cperg.org/programmes>, accessed 12 November 2023

the school environment, reducing conflict between pupils, empowering staff to manage difficult situations, and creating a better learning environment.¹⁹

The knowledge, skills and values it shares provide people with the tools to deal with conflict in a range of contexts – in their family lives and in interactions in wider society – and in the long term this contributes to more cohesive communities.²⁰ This aspect of peace education, and its active application in daily life, offers potential across the life-long learning journey, including post-compulsory education and training. The European Intercultural Forum developed a practitioner’s manual, *Mainstreaming Peace Education*, in 2014, which reminds us that lifelong learning and adult education go beyond “employability and professional development”, and contribute “towards fostering active citizenship, strengthening personal growth and securing social inclusion and cohesion through the lifelong development of key competences”.²¹ Creating opportunities within lifelong learning to explore aspects of peace education could bring many benefits for learners, their relationships, communities and wider society.

Peace Education and Global Perspectives

The global and planetary aspects of a holistic understanding of peace are also part of peace education. The development and growth of global citizenship education (GCED) and education for sustainable development (ESD) have further emphasised the role of education to forge international solidarity and understanding, and as a “tool for addressing and transforming threats as well as a pathway to sustainable peace”.²²

Peace education is included in Sustainable Development Goal 4.7, which by 2030 aims to ensure that:

all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.²³

There are many commonalities and overlaps between GCED, ESDG, human rights education (HRE) and peace education. The Solidar Foundation’s 2022 policy paper *A Sustainable Journey to Peace: Peace Education in the Context of Global Citizenship Education* notes that these frameworks present a challenge and an opportunity for practitioners. Navigating the various approaches, understanding their interconnections and position in the policy landscape is increasingly challenging, but the intersections can

¹⁹ Zwart, D. *Peace Education: Making the Case* <https://www.qcea.org/wp-content/uploads/2019/01/Peace-Education-report.pdf>, 2019, accessed 12 November 2023

²⁰ EduCATE. “Teachers Are Key: Training Teachers in Nonviolent Conflict Transformation.” Position Paper, 2018 p.6-8 https://eu.metododanielenovara.it/wp-content/uploads/2015/10/EduCATE_Position-Paper_EN.pdf

²¹ European Intercultural Forum, *Mainstreaming Peace Education: Methodologies, Approaches and Visions*, 2014 <http://unoy.org/wp-content/uploads/Mainstreaming-Peace-Education.pdf> p.24

²² *New Understandings of Education's Contributions to Peace* UNESCO Technical note, 2022 <https://unesdoc.unesco.org/ark:/48223/pf0000381530> p.3

²³ <https://www.globalgoals.org/goals/4-quality-education/> accessed 10 November 2023

provide more chances to embed peace education and forge alliances and develop networks.²⁴ The Global Campaign for Peace Education’s ‘Mapping Peace Education’ research initiative has started to collate the major branches and significant themes and approaches of peace education. The exercise includes GCED, ESD and HRE as, although these approaches are not explicitly identified as ‘peace education’, their implicit social purpose and learning aims contribute directly to cultures of peace.²⁵ Mapping the themes draws out the commonalities and reveals opportunities for cooperation, exchanging knowledge and practice between areas, and potentially forging new partnerships between organisations working in this area.

The 1974 UNESCO Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms raised the profile of peace education. It formed principles for the international regulation of education in support of the advancement of justice, freedom, human rights and peace – it informed the 2030 Agenda, Education for Sustainable Development and Global Citizenship Education.²⁶ In November 2023, UNESCO member states updated the 1974 Recommendation to reflect the many challenges facing humanity that have been recognised in the last fifty years, including climate change, unsustainable consumerism, pandemics and infectious disease, the rapid spread of hateful and violent ideologies, systemic racism, and persistent inequalities. The title of the 2023 recommendation UNESCO Recommendation, Education for Peace, Human Rights and Sustainable Development, places peace education within sustainable development education, and could catalyse greater appreciation and awareness of the approach.

Definition

Peace education aims to cultivate knowledge, skills, attitudes, and values necessary for creating a culture of peace and preventing conflicts at various levels and is undoubtedly an absolute good. However, the approach faces some preconceptions and barriers. There is a plurality of interpretations, and peace education is “multifaceted, multifarious and multiform”.²⁷ Furthermore, as Nevena Radosavljević, a peace education trainer, has reflected, the concept itself can seem strange – “something that is ‘hippie’, alternative [...] idealistic or hardly achievable”.²⁸ However, it is intrinsically linked to human rights education, repairs relationships and promotes social cohesion.

²⁴ *A Sustainable Journey To Peace: Peace Education In The Context Of Global Citizenship Education*, Solidar Foundation, November 2022. p.15-16

²⁵ <https://map.peace-ed-campaign.org/what-is-peace-ed/> and <https://map.peace-ed-campaign.org/approaches-themes/>

²⁶ *Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development*, ED/REV-1974REC/2023/6, <https://unesdoc.unesco.org/ark:/48223/pf0000386653>

²⁷ Bar-Tal, Daniel. ‘The Elusive Nature of Peace Education’ G. Salomon & B. Nevo (Eds.), *Peace Education: The Concept, Principles, and Practices Around the World* (pp. 27–36). Taylor and Francis 2002

²⁸ Radosavljević, Nevena, ‘Renewal of education for peace and why it is important?!’ *Coyote Issue 33*, Council of Europe <https://pjp-eu.coe.int/en/web/coyote-magazine/renewal-of-education-for-peace-and-why-is-it-important>

For the purposes of this report, peace education is defined as a cross-curricular educational approach that aims to promote a holistic understanding and culture of peace by imparting knowledge, skills, attitudes, and values necessary for preventing conflict and creating a peaceful society. Peace studies, that is learning about the causes and impact of war, alternatives to war, peace-building and campaigns for peace, is included within peace education, but peace education is broader in its approach as it encourages and supports behaviour change and actions to realise the values of peace at various levels. Unlike peace studies, peace education is not a separate subject, but an approach that permeates various subjects, helping learners to evaluate topics and current societal issues through the lens of peace.

Peace Education in a Welsh Context

A recent UNESCO Education 2030 report outlines that embedding peace education into formal education is an integral strategy of peacebuilding, and it can be “integrated into schools to support the learning goals necessary for addressing global threats and their local manifestations”.²⁹ The report also highlights the important role of informal education to reach a wider learner audience, including young people and adults. It notes that additional strategies are needed to support informal learning for peace that takes place in the family, the workplace and community settings; lifelong learning strategies and infrastructure are essential to “support the full development of the person, and for nurturing capacity development throughout life to respond to emergent threats in a changing world”.³⁰ The rest of this report will consider examples peace education practices in Wales, and the potential for their development, across the learner journey from primary school to post-compulsory education, looking at formal and informal activities.

Before turning to look at examples of peace education in Wales, it is necessary to outline the wider context, including the status of Education for Sustainable Development and Global Citizenship (ESDGC) in the Welsh education system. Education in Wales has seen significant reform in recent years, from nursery level to post-compulsory education and training. The goals of the Well-being of Future Generations (Wales) Act 2015 have been incorporated into the government’s vision for education, and the Wellbeing of Wales National Indicators include outcomes linked to education.³¹

In 2008, the then Welsh Assembly Government expressed a desire for schools, further education, and adult learning, to work to embed ESDGC throughout their teaching and learning.³² The concepts have therefore been a part of the approach to education in Wales for close to a generation, and there should be a good understanding within the sector. Estyn published a thematic report in 2014 which found that particular progress had been made since 2006 in terms of pupils’ understanding of global citizenship, and that they generally “know how to minimise personal conflicts”.³³ Positioning peace education within ESDGC and Human Rights Education would likely be strategically advantageous in the Welsh context, and

²⁹ UNESCO, *Peace education in the 21st century: an essential strategy for lasting peace* <https://unesdoc.unesco.org/ark:/48223/pf0000388385>, p.9 accessed 25 May 2024

³⁰ Ibid, p.10

³¹ Welsh Government, *Wellbeing of Wales 2023* <https://www.gov.wales/wellbeing-wales-2023>

³² “Climate change, poverty, conflict and consumer pressure are all part of our world today. ESDGC seeks to find ways to raise awareness and action to address the consequences of our lifestyle choices” Jane Hutt AM, Minister for Children, Education, Lifelong Learning and Skills - *Education for Sustainable Development and Global Citizenship - A Strategy for Action*. Quoted in Welsh Government, *Education for Sustainable Development and Global Citizenship A Common Understanding for Schools*, <https://hwb.gov.wales/storage/eaf467e6-30fe-45c9-93ef-cb30f31f1c90/common-understanding-for-school.pdf> p.3

³³ Estyn, *ESDGC: Progress in education for sustainable development and global citizenship*, <https://www.estyn.gov.wales/system/files/2020-07/ESDGC%253A%2520Progress%2520in%2520education%2520for%2520sustainable%2520development%2520and%2520global%2520citizenship%2520-%2520June%25202014.pdf> p.3-4

demonstrating the complementarity of peace education and ESDGC would help to frame the approach in terms that may be more familiar, and more attractive, to educational practitioners and policy professionals.

The Welsh Government's *Our national mission, Action plan 2017–21* outlined a broad vision for education in Wales, at all levels.³⁴ The action plan outlined how the approach to education would contribute to the well-being objectives, including:

- Promote good health and well-being for everyone
- Build healthier communities and better environments
- Support young people to make the most of their potential
- Build ambition and encourage learning for life
- Equip everyone with the right skills for a changing world
- Build resilient communities, culture, and language
- Promote and protect Wales's place in the world

At the centre of the vision, and the associated reforms, was the Curriculum for Wales, which was implemented in primary and secondary schools in Wales in 2022. The Curriculum for Wales framework has been co-designed with teachers and schools taking a key role and allows each school to develop and deliver their own curriculum. Built on four purposes, the aim is to develop learners who are:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.³⁵

These purposes also guide the broader ambitions for lifelong learning in Wales, as outlined in the updated 2023 roadmap, *Our National Mission: high standards and aspirations for all*, which states the aim for “all learners, whatever their background, are supported to be healthy, engaged, enterprising and ethical citizens, ready to play a full part in life and work”.³⁶

The curriculum guidance comprises six areas of learning and experience (AoLEs), based on statutory “statements of what matters”, which provide potential for inter- and cross-disciplinary learning: Expressive Arts; Health and Well-being; Humanities; Languages, Literacy and Communication; Mathematics and Numeracy; Science and Technology.³⁷ In addition to three cross-curricular skills frameworks (literacy,

³⁴ Welsh Government, Education in Wales: *Our national mission, Action plan 2017–21*
https://dera.ioe.ac.uk/id/eprint/30138/1/170926-education-in-wales-en-1_Redacted.pdf

³⁵ <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes>

³⁶ *Our National Mission: high standards and aspirations for all*, Welsh government 21 March 2023;
<https://www.gov.wales/our-national-mission-high-standards-and-aspirations-all-html> accessed 18 December 2023

³⁷ <https://www.gov.wales/curriculum-wales-statements-what-matters-code>

numeracy and digital skills), the curriculum guidance references cross-cutting themes to be considered in curriculum design, including Relationships and sexuality education (RSE); Human rights; Diversity; and Local, national and international contexts. These holistic themes support the four purposes, and draw on aspects of Education for Sustainable Development and Global Citizenship.

RSE is a statutory requirement of the curriculum and aims to help empower “learners to form and maintain a range of relationships, all based on mutual trust and respect”.³⁸ Human rights feature in the RSE code, and in the learning descriptions for the Humanities and Health and Wellbeing AoLEs. Furthermore, the Curriculum and Assessment (Wales) Act 2021, specifies that all staff involved in delivering the curriculum need to develop knowledge and understanding of children’s human rights under the United Nations Convention on the Rights of the Child (UNCRC) and the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).

The focus on local, national and international contexts provides opportunity for further development of global citizenship education, enabling learners to explore different perspectives and to use their skills and knowledge to identify, appreciate and understand connections and inter-connectivity. Curriculum guidance outlines that this aspect can support “learners to develop a citizenship which is multifaceted, reflecting on their roles and responsibilities within each context and recognising the diversity within each”.³⁹ This focus on the global and the local also provides scope for sustainability and the sustainable development goals to be considered. The *cynefin* concept also sits within this theme, which can be used to contribute to a strong sense of belonging and community belonging for learners.⁴⁰

The integration of ESDGC and children and human rights within the curriculum provide a good foundation for schools to potentially explore aspects of peace education.

The following sub-chapters will outline the context of, and potential for, peace education at each educational level in Wales – Primary, Secondary, Further Education, Higher Education, and Lifelong Learning.

³⁸ [https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/cross-cutting-themes-for-designing-your-curriculum/#relationships-and-sexuality-education-\(rse\):-statutory-guidance](https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/cross-cutting-themes-for-designing-your-curriculum/#relationships-and-sexuality-education-(rse):-statutory-guidance)

³⁹ <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/cross-cutting-themes-for-designing-your-curriculum/#local,-national-and-international-contexts>

⁴⁰ Susan Chapman, Rosy Ellis, Gary Beauchamp, Lisa Sheriff, David Stacey, Jane Waters-Davies, Adam Lewis, Catherine Jones, Merris Griffiths, Sammy Chapman, Rachel Wallis, Elizabeth Sheen, Tom Crick, Helen Lewis, Graham French & Stephen Atherton ‘My picture is not in Wales’: pupils’ perceptions of *cynefin* (Belonging) in primary school curriculum development in Wales, *Education 3-13*, 51:8, 1214-1228, 2023

<https://www.tandfonline.com/doi/full/10.1080/03004279.2023.2229861> See also *Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group: final report* <https://www.gov.wales/final-report-black-asian-and-minority-ethnic-communities-contributions-and-cynefin-new-curriculum>

Wales Peace Schools Scheme

The WCIA's Heritage Lottery funded 'Wales for Peace' project, which ran from 2014-2018 as part of the commemorations of the centenary of the First World War, included the development of a pilot Peace Schools Scheme for Wales, to inspire the next generation of peacemakers. The pilot scheme was launched in 2016 and has since become part of the WCIA's Global Learning provision for schools. Academi Heddwch Cymru has contributed to the funding of the scheme since 2020.

The aim of the Wales Peace Schools Scheme is to support schools who are actively embedding a peaceful ethos as well as learning and activities related to peace into their everyday lives. Peace Schools work to be places where:

- Everyone feels safe, respected and valued
- There is a school ethos based on cooperation, respect for difference and problem-solving
- Peace is a common thread in learners' everyday lives – in the way they learn and live together
- The curriculum contains opportunities to learn about and critically reflect upon stories of peacemakers and issues related to peace and sustainability – from Wales and beyond
- Learners are encouraged to be ethical, informed citizens of Wales and the world.⁴¹

The research and development of a (ai 'the') scheme was informed by an awareness of the fragmented and informal nature of many peace education activities:

what you tend to have under the peace education umbrella, are sort of initiatives where probably third sector organizations mostly go into schools and deliver different aspects of peace education. You might have people who go in and deliver mindfulness, you know, in to feed into inner peace [...] But it's delivered externally. And they deliver, obviously, to a cohort, because you can't do any more than that at a time. So, you know, it's hugely valuable, but there are questions in terms of how much of an impact does it have on the whole school? (Wales Peace Schools Staff Member)

There are smaller scale projects that promote peace in schools in Wales, for example the Peace Mala project and the Mid-Wales Peaceful schools project.⁴² Repeated attempts were made to gain information from the UNESCO Associated Schools Network (ASPNET) about its presence in Wales, and its work in peace education but no response was received.

⁴¹ WCIA, How to Become a Peace School <https://padlet.com/ejharries/ysgolion-heddwch-cymru-wales-peace-schools-uct30df9k5o0gmw6/wish/1823890587>

⁴² Peace Mala, <https://www.peacemala.org.uk/>, and Mid-Wales Peaceful Schools Project, <https://addysgheddpeaceedu.org.uk/>

The Wales Peace Schools project is a more developed project, with a national reach, which has created a framework approach for schools to adopt and embed and follows established best practices in peace education.⁴³ A key aspect of the Wales Peace Schools Scheme is that it advocates a whole-school approach to embedding peace, which support a peaceful learning environment and immediate experience of practicing peaceful behaviours and competences. It provides the opportunity to take a holistic approach, in line with best practice in education for peace, to facilitate a “tangible effect on school life – in the way that staff and pupils relate to one another and learn together”.⁴⁴ It was reported in the initial evaluation of the scheme that a welcome unintended consequence was that a number of the schools involved in the pilot revisited their behaviour and anti-bullying policies in order to promote safe and respectful relationships, which brought benefits for wellbeing and the whole school community.⁴⁵ Pupil involvement was key to this work, and the behavioural aspects of the peace approach are now incorporated into the suggested outcomes of the scheme so that schools know what they are working towards and can evidence how this has impacted positively on pupils’ well-being, learning and skills and on the school community as a whole.⁴⁶ The whole school approach includes the support and involvement of senior management, including the governors, to ensure that the peace approach is fully integrated, rather than being viewed as “a bit of an add on” (Wales Peace Schools Staff Member). As outlined in a ‘toolkit’ document, the ethos is: “about everyone in your school being aware that you’re a Peace School and knowing what this means in terms of how people treat one another, what’s acceptable and not acceptable, and developing new ways of learning and thinking”.⁴⁷

The programme is designed to be a flexible framework to capture and recognise activities and approaches that a school may already be doing – for example taking a human rights informed approach, the Eco - Schools / Eco-Sgolion accreditation, using restorative practices or work on global citizenship. It enables schools to develop their own vision and plan to best suit their needs and community, and participants are supported to fulfil their objectives, with practical help and advice and a range of resources, as well the details of other initiatives that are relevant to peace education.⁴⁸ Peace School status has three levels, summarised in the figure below:

⁴³ Systemic UPscaling of Peace Education pRactices (UPPER), *Collection Of Good Practice* https://eiplab.eu/wp-content/uploads/2019/11/UPPER.IO1_Report-on-the-collection-of-good-practices.pdf , accessed 28 April 2024

⁴⁴ WCIA, Wales Peace Schools, How to Become a Peace School <https://padlet.com/ejharries/ysgolion-heddwch-cymru-wales-peace-schools-uct30df9k5o0gmw6/wish/1823890587>

⁴⁵ WCIA, Project Record Wales for Peace 2014-19, <https://www.wcia.org.uk/wp-content/uploads/2019/11/Project-Record-Wales-for-Peace-2014-19-Final-Draft-Nov-2019.pdf> Accessed 8 December, 2023

⁴⁶ See WCIA, Wales Peace Schools Scheme, ‘How to Become a Peace School’ ‘Wales Peace Schools Scheme Action Plan’
⁴⁷ *ibid*

⁴⁸ WCIA, Wales Peace Schools Scheme Supporting Initiatives <https://padlet.com/ejharries/ysgolion-heddwch-cymru-wales-peace-schools-uct30df9k5o0gmw6/wish/1823903600> accessed 10 January 2024

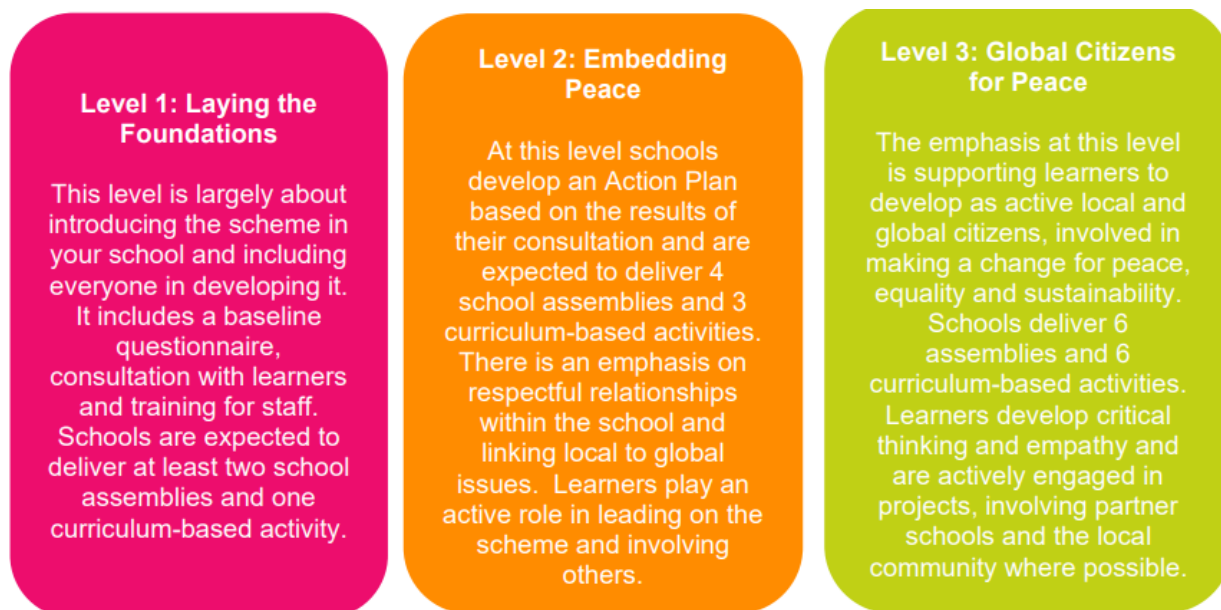


Figure 4: Peace School Wales levels of accreditation.⁴⁹

The aim is that at level three, peace education is “very much embedded in the school curriculum in the school, but also the young people are taking on projects which they take ownership of. It's very much about empowering them to do to do things that really make a difference” (Peace Schools Wales Staff Member). Schools can choose which level to evidence when they join the scheme and can progress to higher levels at their own pace. To maintain their accreditation, schools need to re-apply after three years.

Relevance within the Curriculum for Wales

The introduction of the Wales Peace Schools Scheme coincided with the development of the new Curriculum for Wales, and the requirements of the curriculum informed the design of the framework. An overview of the curriculum is provided on page 17. The shift to the four purposes approach and in particular the aim to support learners to become “ethical, informed citizens of Wales and the world” brings many opportunities for global citizenship education and education for sustainable development, as does the foregrounding of human rights. The curriculum’s emphasis on cross-curricular and interdisciplinary approaches also provides scope for exploration of issues and topics relevant to global citizenship, and provides space for education for peace to be integrated. As noted by a Peace Schools staff member in an interview, “if you're doing peace education properly in your school, you would tick all of the ethical informed citizens [purpose]”.

⁴⁹ WCIA, How to Become a Peace School. A more detailed breakdown of what is expected at each level can be found in ‘Wales Peace Schools Scheme – Levels, Requirements and Progression’ <https://padlet.com/ejharries/ysgolion-heddwch-cymru-wales-peace-schools-uct30df9k5o0gmw6/wish/1823894285>

Wales Peace Schools mapped peace education to the new curriculum in a paper published in 2022.⁵⁰ The document provides an overview of how peace education corresponds to the ‘Statements of What Matters’ across the six areas of learning and experience (AoLE), and links to relevant resources and initiatives. The document is accessible from the Global Learning pages of the WCIA website, but at present it is not linked to on the Peace Schools Scheme page, which might potentially limit its visibility and accessibility to an audience interested in learning more about how peace education could be implemented in their school. I will return to consider visibility and promotion of the scheme later in the report. The curriculum mapping is a useful introduction for teachers to explore the potential for education for peace, but additional more detailed mapping, with examples of activities, would likely strengthen the case for peace education’s relevance to the curriculum. While the website does feature some case studies, these are behind links to other documents (such as details of the peace school and Young Peacemaker Awards), rather than being immediately visible. The scheme has knowledge of many examples of innovative approaches, as noted by the Peace Schools Scheme staff member:

[Peace education] very much lends itself to doing stuff within the humanities, for instance, where you can do things across history, geography, religious education. And we've got some good examples of that. So Dyffryn Aman, they did with year eight a whole peace curriculum, which fitted across the humanities [...] that's a real plus with the new curriculum really. (Interview with Wales Peace Schools staff member).

Aspects of the curriculum that are overlooked in the document is the statutory guidance on Religion, Values and Ethics (RVE)⁵¹ and the Relationships and Sexuality Education code (RSE).⁵² RVE is included within the Humanities AoLE, and the move away from the label ‘religious education’ reflects the expanded scope and ensures that it is clear – including within the relevant legislation – that RVE includes non-religious philosophical views.⁵³ The broader approach could provide more opportunities for the concepts of peace and conflict to be considered, along with other aspects of global citizenship. RSE is described by the Welsh Government’s curriculum guidance as having a “positive and empowering role in learners’ education”, playing a “vital role in supporting them to realise the four purposes as part of a whole-school approach”.⁵⁴ The guidance outlines that:

⁵⁰ Wales Peace Schools Scheme, WCIA, Peace Education Mapped to the New Curriculum, 2022 <https://www.wcia.org.uk/wp-content/uploads/2022/05/Peace-Education-mapped-to-the-new-curriculum.pdf> accessed 20 November 2023

⁵¹ Welsh Government, Designing Your Curriculum <https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance> accessed 12 January 2024

⁵² Welsh Government, Designing Your Curriculum, Cross Cutting Themes, RSE, <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/cross-cutting-themes-for-designing-your-curriculum/> accessed 12 January 2024

⁵³ Welsh Government, Curriculum for Wales: summary of legislation <https://hwb.gov.wales/curriculum-for-wales/summary-of-legislation/#religion,-values-and-ethics> accessed 12 January 2024

⁵⁴ Welsh Government, Designing Your Curriculum, Cross Cutting Themes, RSE

Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience and empathy. An understanding of sexuality with an emphasis on rights, health, equality and equity empowers learners to understand themselves, take responsibility for their own decisions and behaviours, and form relationships that are fully inclusive, reflecting diversity and promoting respect.⁵⁵

The focus on interpersonal relationships aligns closely with the peace education approach, and there are existing resources and initiatives within peace education, including those provided by Wales Peace Schools Scheme already available in Welsh and English, that would be able to support schools to deliver this aspect of RSE well, for example supporting the understanding rights, equity, mutual respect and resolving conflict.⁵⁶ Furthermore, the whole-school ethos is a value shared by peace education and the scheme. Promoting this aspect of the Wales Peace Schools Scheme's relevance would be beneficial, helping to raise awareness of peace education and to better support schools to enable learners to cultivate and maintain good relationships with their peers, their teachers, their families and their communities. It would also contribute to increasing understanding of how the peace education approach could assist schools to meet their responsibilities within the statutory framework on embedding a whole-school approach to emotional and mental well-being.⁵⁷

Reach

At the time of writing, the Wales Peace Schools Scheme has 20 active schools (12 primary, 8 secondary) across Wales, with a further 35 schools that have either been involved or have expressed interest previously (correspondence with Peace Schools Scheme staff member). The annual peace schools conference, which has been held since 2014, provides an opportunity for schools interested in peace education to share their activities, participate in workshops, and to meet other learners. The conference promotes the scheme and its impact and is a useful occasion to engage and re-engage scheme participants. In recent years, the Senedd venue has also provided opportunities to raise political awareness of the value of peace education. The most recent conference, held on 8 November 2023, welcomed over 100 children and teachers from ten schools, and included presentations by Young Peace Ambassadors (YPA), who shared their experience of attending peace ambassador camps in Europe. The YPA programme is a voluntary experience open to young people aged between 14 and 21 who live in Wales. It provides training, mentoring and project funding to equip the ambassadors with the skills and knowledge needed to become leaders in peacebuilding, and

⁵⁵ Welsh Government, *ibid*

⁵⁶ The Signposts for Global Citizenship Project, run by the Development Education Centres Scotland, lists a number of relevant resources and information packs which support the Scottish Curriculum for Excellence and Global Citizenship; www.signpostsglobalcitizenship.org/

⁵⁷ Welsh Government, <https://www.gov.wales/sites/default/files/publications/2021-03/framework-on-embedding-a-whole-school-approach-to-emotional-and-mental-well-being.pdf>

provides opportunities to connect with young peacebuilders from around the world. Run by the WCIA, it is supported by Peace Schools Scheme staff.

While creating connections within Wales, the Peace Schools Scheme has also actively developed collaborations with European partners, through an Erasmus+ project. Motivated by a context of concern about violence in schools and the polarisation of public debate, the project involved partners in Wales, Romania, Slovenia and Turkey, and aimed to share best practice “across different contexts and cultures” and to “gather a strong body of supporting evidence and resources which could be used by schools more widely”.⁵⁸ Although the collaboration was impacted by the coronavirus pandemic, the project was successful, with participants from Slovenia describing the experience as “a transformative journey”.⁵⁹ The project had a strong focus on outputs, as this was an aspect that the Erasmus funding enabled: “we had specific outputs we wanted to achieve in that project, which was about policy papers and toolkits, teacher training” (Peace Schools Scheme Staff Member). As a result of this approach, in addition to an evidence base of the benefits of peace education in developing understanding and skills which enable young people to become positive, critical and creative local and global citizens,⁶⁰ a range of supporting resources have been developed, informed by the collaboration. Resources include a toolkit and teacher training resources, which can be used to support schools to effectively implement peace approaches at both strategic and operational levels.

Despite the positive impact of the Wales Peace Schools Scheme – which will be explored below – it seems that awareness of both peace education and the scheme itself is quite limited within the Welsh education sector. This has become apparent in the course of researching this report, as initial attempts to determine the baseline understanding of peace education revealed that there was little knowledge of the approach, despite awareness of global citizenship education. Furthermore, the Peace Schools Scheme staff have shared the challenges they have faced in tracking the progress of schools in the scheme, and of keeping in touch with those who have participated, or have expressed an interest in, the scheme’s activities:

What is really difficult is actually setting out where [schools] are [in the process], because I have schools who I know where they are because they keep in contact with us. But there's other schools, but I don't know, is that member of staff still there? Actually keeping a track of where they are is very difficult. And then I suppose you have to ask yourself the question, well, in a way, is it important? You'd like to think that if they are, if they're struggling, that they would contact you and say, you know, I'm not quite sure what to do next. Is there something that we need to do to clarify

⁵⁸ WCIA, ‘How to Become a Peace School’ A Toolkit for Practitioners’ (unpublished) Developed as part of the Erasmus+ project 2020-23

⁵⁹ WCIA, ‘Becoming a Peace School Erasmus Project: Final Evaluation Report, December 2023’

⁶⁰ WCIA, ‘Becoming a Peace School Erasmus Project: Final Evaluation Report, December 2023’

the process? Make it easier for them? I don't know. (Interview with Wales Peace Schools Scheme staff member).

Scheme staff are aware of the workload pressures facing teaching staff in schools, and suggested that post the coronavirus pandemic, schools seem “more cautious” about additional activities (Interview with Wales Peace Schools Scheme staff member). The Peace Schools team have tried various approaches to re/engage schools in their community – most recently they used a survey form for schools to report their progress and recent activities, which did see some less engaged schools respond. They have also used email to promote opportunities and resources to try and support schools that may not know how to progress their work. Something that could bolster these efforts is a regular newsletter for the peace school community, made up of news and resources from the scheme but also from the participant schools. There could also be potential for creating opportunities for the lead contacts to meet one another in online sessions, to share their experiences and to exchange information. There are a number of active schools that are very involved, and these sessions could be a means of tapping into this enthusiasm to support and encourage other schools in the community. However, such initiatives require staff capacity to organise, promote and facilitate sessions for them to be effective.

Consideration could be given to commissioning video assets to capture examples of what peace schools are doing, which would both help to demonstrate the potential and promote both the scheme and peace education more widely. It would also be worth exploring other promotional opportunities, including pitching to established podcasts, for example ‘Emma and Tom Talk Teaching’ which has an education practitioner audience, to further share the stories of the impact of the scheme.⁶¹ It would be prudent for preparation for any promotional activities to include planning for how to manage the effective participation of more schools in the scheme, and to factor in any additional staff and financial resource that would be needed to deliver this.

Impact

Developing a framework to enable schools to embed and practice a peace education approach has seen the approach be better understood and integrated in the schools that have actively engaged with the scheme. This is a good foundation for future activities and for demonstrating the benefits of the scheme. It is clear from the comments of participants in the scheme that the Peace School Scheme has a positive impact in a number of ways. A teacher in a secondary school that has been awarded level 3 Peace School status reflected that:

Pupils have become more aware of what is going on in the world. It's opened up opportunities for pupils to engage in meaningful conversation with teachers and ask questions about real life

⁶¹ Emma and Tom Talk Teaching, <https://educators.wales/Talk-Teaching>

situations. As a teacher, I have been delivering lessons on peace and it's been a great opportunity to develop my understanding. (Teacher, Secondary School A, Correspondence)

Teachers have also commented on the impact on the school environment and positive behaviours. An evaluation of the experience of a primary school that took part in the Erasmus+ Becoming a Peace School Project noted that 'pupils and staff feel safer, more confidence in speech and more respected and valued' as a consequence of the programme.⁶² A teacher noted that:

learners feel safe, confident and equal in school. That learners feel they can find positive ways of dealing with conflict, and that conflict is going to be a part of their lives. The project has supported our learners' resilience and attitude towards conflict which in itself has helped our learners to have improved confidence and spark curiosity and discussions in the wider community.⁶³

A learner at a secondary school that participated in the Erasmus+ project shared that they

gained some confidence in giving my opinions, and [made] long lasting friendships. I think the peace schools project should be compulsory in learning in schools because we get to learn about other cultures and it gives you a more peaceful mindset – both now and for the future.⁶⁴

Measuring the long term impact of the scheme beyond education is difficult, but it seems that learners understand the peace approach as a mindset or behaviour, and something that they will use throughout their lives.

Evaluation of the Erasmus+ project also outlines that participation has increased the knowledge and understanding of school staff, as well as their confidence in their ability to be positive role models of peace:

The most positive result from our staff questionnaires is the impact in terms of strategies for dealing with conflict and staff as positive role models of Peace. There was a 10% increase in staff's knowledge and strategies and a lot came from our learners and staff creating these to suit our own school's ethos. In terms of role models there is an improvement from 40% in the baseline questionnaire to 90% in 2023 where staff felt confident as role models of Peace. This is crucial for fostering that approach and ensuring that a consistent message is delivered across the school.⁶⁵

There is also evidence that parents see benefits of the scheme and are more able to see "the link between peace education and its impact on achieving peace in the community and the wider world".⁶⁶ The approach

⁶² WCIA, 'Becoming a Peace School Erasmus Project: Final Evaluation Report, December 2023'

⁶³ Primary school teacher, quoted in WCIA, 'Becoming a Peace School Erasmus Project: Final Evaluation Report, December 2023'

⁶⁴ Secondary school learner, quoted in WCIA, 'Becoming a Peace School Erasmus Project: Final Evaluation Report, December 2023'

⁶⁵ Primary school teacher, quoted in WCIA, 'Becoming a Peace School Erasmus Project: Final Evaluation Report, December 2023'

⁶⁶ WCIA, 'Becoming a Peace School Erasmus Project: Final Evaluation Report, December 2023'

could be a valuable addition for schools to consider within their activities to be community-focused schools.⁶⁷

Sharing the stories of these positive impacts on the Peace Schools Scheme website, in addition to capturing them in evaluation and review documents, would help to demonstrate the benefits to learners, teachers, schools and their communities. This would help to raise awareness of the scheme across different audiences – including policymakers and influencers – and contribute to deepening the understanding of peace education and potentially increasing support and funding to further develop the scheme.

Challenges and Opportunities

The new Curriculum for Wales and the associated government and sector recognition of the importance of learner wellbeing provide strong opportunities for peace education that the Peace Schools Scheme is well placed to take advantage of. The scheme has a good reputation, and its integration within the WCIA's global learning programme is positive, bringing a strong network and recognisable status. However, more could be done to ensure the sustainability of the scheme, its staffing capacity, and its longer-term future.

After the conclusion of the Wales for Peace project, the programme was able to secure Erasmus+ funding to form international collaborations, refine the scheme, and to develop outputs. The project has concluded, and as the UK no longer has access to Erasmus, future potential funding options are unclear. There could be scope to develop future projects for the Pathway 2 stream of Taith, which supports international partnerships and strategic collaboration, with focus on developing and implementing innovative practices in education through the creation of a project output for dissemination.⁶⁸ While project funding enables activities to be delivered, the scheme would likely benefit from increased core funding. Potential sources of revenue were considered in my conversation with Peace School Scheme staff:

I know things are stretched, but it would be so great to have a bit of funding from Welsh Government. And or to think about, well, what would schools pay for this? I mean, that's one of the dilemmas, to be honest, really. At the moment, it's free, they sign up and they don't have to pay anything, but you know, how do you make something like that sustainable? It's a big question, really. (Peace School Scheme staff member)

There are various models of fees and funding for school accreditation schemes. The UNICEF Rights Respecting School accreditation has an annual membership fee rate of £2 per pupil (£1.25 for Gold award schools), capped at £1,500 (£1,250 for Gold schools), and a minimum fee of £100. This is a prestigious scheme, run by the UK Committee of UNICEF, and is able to charge a premium for its offer given the status of UNICEF. At present, the Scottish Government pays the fees for schools in Scotland that participate in the scheme, as do some local authorities, including Cardiff City Council. The Keep Wales Tidy Eco-School / Eco-

⁶⁷ <https://www.gov.wales/community-focused-schools-html>, accessed 12 January 2024

⁶⁸ <https://www.taith.wales/about/what-we-do/>, accessed 15 January 2024

Scolion scheme is free to participants, as the programme received direct funding from the Welsh Government; in England, the Eco-Schools scheme charges an annual fee of £200. The advantage that both of these schemes have is a very strong reputation, and a high level of prestige and recognition. At present, it would probably be difficult to the Wales Peace Schools Scheme to introduce a membership fee at a level appropriate to cover costs, as recognition of the scheme is limited at present. Furthermore, it is likely that administration of collecting fees would add costs. Instead, any fee would function as a commitment from schools to be active participants, and to engage with the wider peace school community. Funding from charitable trusts could be explored, as the educational and wellbeing aspects of the scheme can be evidenced and are a good fit for the priorities of potential donors. However, at this point, despite the pressures on public funding, making the case for specific government funding for the scheme seems to be the most practical funding stream, potentially by incorporating a greater proportion of the costs of activities into the Academi Heddwch Cymru funding agreement. Academi Heddwch does currently provide some annual funding for the scheme from its grant, but a longer-term funding arrangement would provide more stability to plan and deliver activities, and a platform to pursue applications to charitable trusts.

An additional activity that would further strengthen the scheme – and build momentum for increasing its visibility and appreciation of its relevance – is to develop the network element of the schools programme. There is a UK-wide Peace Education Network, which the WCIA and the Wales Peace Schools Scheme are members of. Although membership of the network is open to all who share its values and who are engaged in peace education, its focus seems to be more on third sector organisation that promote and support peace education.⁶⁹ However, the network does run regular skill-share sessions for practitioners, including teachers and provides a range of resources, including a ‘Teach Peace’ pack, in both English and Welsh, aimed at primary school learners which includes eight peace-themed assemblies, which is available on Hwb. Working to create a dedicated network for peace education in a Welsh context, providing opportunities for practitioners to meet and exchange knowledge and share their experiences, would help to support schools on their peace education journey. Some consideration has already been given to developing local peace ambassadors, who would have a role in developing and supporting clusters of peace schools across Wales, but further funding would be needed to release teachers to undertake this activity, and it could be framed as a professional development opportunity.

The Wales Peace Schools Scheme has much to build on and the recent developments in educational policy in Wales, including in particular the new curriculum and its emphasis on ethical informed citizenship, and wider recognition of the importance of learning wellbeing, have contributed to an environment that could be conducive to its expansion in a sustainable and iterative way. It should be noted that a recent UNSECO report has highlighted there is a lack of robust evidence of the effectiveness of peace education at scale, and this is correlated with the fact there have been few systematic, long-term programmes to study and a

⁶⁹ <https://www.peace-education.org.uk/home>, accessed 12 January 2024

relatively low level of funding to support the necessary educational research.⁷⁰ It would be appropriate to consider initiating independent evaluation and educational research to support and inform any future scale-up of the Peace Schools Scheme, as such studies would make an important contribution to the global evidence base.

Primary School Peace School Experience

To learn more about the experience of schools and teachers that have adopted peace education approaches, a teacher from a primary school that achieved peace school level 2 status in 2021 was interviewed. The teacher instigated their school's involvement with the Wales Peace School scheme and remains the lead contact.

The primary school is a UNICEF accredited Rights Respecting School. In Rights Respecting Schools children's rights are promoted and realised, adults and children work towards this goal together. There are four key areas of impact for children – their wellbeing, participation, relationships and self-esteem – which contribute to making a difference to the wider community.⁷¹ This approach was seen as overarching approach for the school which

holds everything together. As long as we're looking at, you know, how we can improve the children, their understanding of their rights and keeping them safe, anything can fit under there. But it's also our driving force of our decision making. (PS Primary Teacher)

The school has worked with children, parents and staff to develop twenty core values which learners explore throughout the school year – peace is included as one of the values.⁷² The school's website outlines that "Our school values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils as confident, happy citizens".⁷³ The teacher reflected that they "don't see [the school] as a peace school. I see us as a school that teaches the right to respect in school, of which one of those strands is peace". The school does not treat peace as a 'standalone' subject, but rather integrate peace education into its broader principles: "It's not this is our peace topic or this is what we're doing. Yes, we do celebrate some of the international days, but actually, um, that's not what we think of it as" (PS Primary Teacher). The school's rights and respect-based approach is grounded in a "relentless drive" for wellbeing and understanding, to support children to be their "authentic selves", and "getting the best out of them" (PS Primary Teacher). The school has a strong whole school approach to mental health and uses the Paws B mindfulness programme to support learners to manage relationships,

⁷⁰ UNESCO, *Peace education in the 21st century: an essential strategy for lasting peace*, p.15

⁷¹ UNICEF UK, What is a Rights Respecting School? <https://www.unicef.org.uk/rights-respecting-schools/the-rsa/what-is-a-rights-respecting-school/> Accessed 6 May 2024

⁷² The school's values are identified and grouped as follows: Trust, Honesty, Self-Control and Patience; Peace, Hope and Responsibility; Love, Compassion and Kindness; Pride, Positivity, Confidence and Self-Belief; Courage and Determination; Respect, Tolerance, Consideration and Equality. PS Primary School website, Accessed 19 January 2024.

⁷³ PS Primary School website, Accessed 19 January 2024.

address difficulties, improve concentration, and to help them self-regulate their behaviour.⁷⁴ The school's approach is informed by an active awareness of the challenges facing their learners and their families, with the school "looking more at the hyper-locality and [asking] actually what do our children need?" (PS Primary Teacher). There is an understanding of the school's role as a safe place of belonging for its learners:

[O]ne of the biggest difficulties at the moment within our community [is that] mental health services have been cut. There's waiting lists galore. This is for adults [and] for children. [...] Lots of our children are living in very traumatic, chaotic houses where there's needing of support, and we are the haven. (PS Primary Teacher)

The sense of the community within in the school is further strengthened by its behaviour plan, which proactively helps learners to overcome their differences and to support one another:

Our main behaviour plan is restorative circles, talking through conflict and solving situations together. We work in challenge groups, which are mixed ability groups through the school, for some activities, where everyone has a role to play. And we teach the children tools to actually get along in a group [...] There's not necessarily a peace curriculum, but they're taught how to solve their own disagreements. (PS Primary Teacher)

Teaching and developing the skills to navigate interpersonal relationships is a significant aspect of peace education, and the teacher reflected on how well this fits with the refreshed approach to Relationship and Sex Education (RSE) and wellbeing in the new curriculum:

I think within RSE and wellbeing, it looks at conflict and friendship skills, at how children interact with each other. So you can see the peace elements if you look, there are tangible links. You don't have to go sort of shoehorning things in, the peace education fits quite nicely on top. (PS Primary Teacher)

Harnessing and promoting this understanding and implementation of the Wales Peace Schools Scheme and its framework could be a powerful lever for peace education in Wales.

The school actively engages with its wider local community and is acutely conscious of the potential of a community-focused attitude.⁷⁵ Considerations of peace in the community form part of the school's activities, with an appreciation of the importance of teaching about diversity, tolerance and acceptance:

We're a valley school with terrace housing. We're squished in the middle. And if you look at peace and look at the elements within it, that, that peace within the community and that acceptance and

⁷⁴ Paws b Curriculum (ages 7 - 11) - Mindfulness in Schools Project, <https://mindfulnessinschools.org/teach-paws-b/paws-b-curriculum/>, Accessed 20 May 2024

⁷⁵ Welsh Government, Community-focused schools <https://www.gov.wales/community-focused-schools-html>, accessed 12 January 2024

tolerance is really, really important. And we're not a very diverse area, and unless we teach children about diversity and awareness and tolerance and acceptance and embracing everything, they're not going to get any information. There's going to be a very narrow view. [...] If we don't introduce children to other ideas and talk about different things, then where are they going to get it from?
(PS Primary Teacher)

The teacher acknowledged the potential difficulties that could arise from this approach, given entrenched prejudices and the rise of extreme right wing political movements in the wider area. They noted that the school has worked carefully to bring parents on board, and that the model had been a success. Describing their outlook and approach to education, the teacher noted their long interest in social issues and campaigns and their motivation to provide children with a “worldview of what’s happening” and the opportunity to develop their voice and confidence with regard to these issues (PS Primary Teacher). Reflecting on how schools teach and raise awareness of social justice issues and cultural understanding, the teacher noted the need to interrogate why these topics should be taught, to move beyond potentially superficial engagement:

Most schools look at Black Lives Matter, [they] look at Pride. Most schools, you know, look at trying to celebrate different festivals. But it's the understanding of why do we do that? And I think it's that we want peace within our communities. We want children to be at peace with who they are, and acceptance of themselves and of others. You know, it's part of the four purposes of the curriculum. [...] ethical informed citizens, healthy and confident. You know, to do that, they need to be taught that, it doesn't just happen. (PS Primary Teacher)

Investigating why social justice matters will deepen learners’ understanding of issues and enable them to recognise and fulfil their role as citizens. Contributing to, and sustaining, peace within communities is a central thread of peace education, and it is acutely relevant to contemporary societies. Within the curriculum for Wales, this engagement could contribute purposefully to learners developing an inclusive appreciation and understanding of cynefin.⁷⁶ This would contribute to

Develop[ing] a strong sense of their own identity and well-being, [and] to develop an understanding of others’ identities and make connections with people, places and histories elsewhere in Wales and across the world. [...] Confidence in their [own] identities helps learners appreciate the

⁷⁶ Cynefin is defined in the Curriculum for Wales guidance as: The place where we feel we belong, where the people and landscape around us are familiar, and the sights and sounds are reassuringly recognisable. Though often translated as 'habitat', cynefin is not just a place in a physical or geographical sense: it is the historic, cultural and social place which has shaped and continues to shape the community which inhabits it.

contribution they and others can make within their different communities and to develop and explore their responses to local, national and global matters.⁷⁷

Furthermore, inner peace, self-acceptance and acceptance of others are powerful states that bring benefits for individuals, as well as their relationships.

It was clear in this interview that the school has a deep understanding of its community and a strong commitment to contributing positively to that community. The principles of peace education is one factor in the ways in which it fulfils this. The recent government policy emphasis on community-focused schools could provide a new angle to use to progress peace education. Linked to this, capturing and sharing the relevance of peace education approaches to cross-cutting themes, including cynefin, could be a powerful way to convey the 'whole school' ethos of the framework and to emphasise the wider contribution to cohesive and peaceful communities.

Secondary Education- Made for Wales Qualifications

Work is ongoing by Qualifications Wales and the WJEC to update qualifications to be appropriate for the new curriculum. Many of the revised GCSE courses will be taught from September 2025, with further GCSE courses to be available in 2026, and the full suite of 14-16 qualifications – including the replacement for the Skills Challenge Certificate, the Skills Suite, and new Vocational CSEs – will be available from September 2027.

Of particular relevance for peace education, is a new GCSE qualification in Social Studies, that will be introduced in 2025. Qualifications Wales will report in late 2024 whether the qualification will replace the existing GCSE qualifications in law, sociology and citizenship.⁷⁸ The approval criteria (design requirements) for the qualifications were published in the summer of 2023, following an extensive consultation.⁷⁹ The criteria outline that the qualification must:

- develop an understanding of how to become ethical, informed and responsible citizens of Wales and the world
- develop a greater understanding of the world and of other people and their values
- engage with contemporary social issues, and explore identity, rights and democracy
- explore social issues and consider how to actively participate and engage in social action

⁷⁷ Welsh Government, Designing Your Curriculum, Curriculum for Wales Guidance, <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#designing-a-curriculum-in-wales-and-for-wales>

⁷⁸ *Consultation Outcomes by Subject*, Qualifications Wales June 2023
<https://qualifications.wales/media/knaphlc0/consultation-outcomes-by-subject.pdf> Accessed 18 December 2023

⁷⁹ <https://qualifications.wales/regulation-reform/reforming/qualified-for-the-future/made-for-wales-gcses/>, Accessed 18 December 2023

- appreciate the complex, pluralistic and diverse nature of society by understanding identity, rights and responsibilities, equality and inequality, and how these issues shape people, places and community
- reflect on the influence of governance on people, places and community
- explore the cross-cutting theme of human rights and diversity, including Black, Asian, and minority ethnic perspectives, identity, culture and contributions.⁸⁰

This scope potentially provides the opportunity for peace – and aspects of peace education – to be considered within the course along with education for sustainable development, global citizenship and human rights education. Further investigation has revealed that the initial design proposal for the Social Studies qualification, published in the autumn 2022 as part of the ‘Qualified for the Future’ consultation process, explicitly mentioned peace in its outline of suggested themes of the course: Social conflict and peace; Democracy; Social and economic equity; Protecting the environment and sustainability; Technology and its influence on society.⁸¹

Although the approval criteria document does not list potential themes, the initial suggestion of including conflict and peace, as well as equity and sustainability, does illustrate the potential within the course. The content specified in the approval criteria states that learners must be provided with opportunities to develop knowledge and understanding of:

- the ethical and social implications of technology
- how social action influences individuals and communities from a local, national and wider world perspective
- the challenges of social and economic inequalities and the impact on people, places and community
- the key societal challenges in connection with the natural world
- how social movements and events have shaped society, and how this can be interpreted
- the influence of social agency on democratic processes.⁸²

This list is largely unchanged from that included in the initial proposal document, and therefore clearly provides opportunities for peace and issues related to it to be considered within the course.

It would be appropriate for Academi Heddwch Cymru and the WCIA Global Learning team to explore the possibility of working with the WJEC to help inform the development of the course and to potentially advise on resources to support the delivery of the course, including professional development for teachers.

⁸⁰ *GCSE Social Studies Approval Criteria*, Qualifications Wales 2023 <https://qualifications.wales/media/lsqe0irb/gcse-social-studies-approval-criteria.pdf> Accessed 18 December 2023

⁸¹ *GCSE Social Studies Design Proposal*, Qualifications Wales 2022, <https://haveyoursay.qualifications.wales/18682/widgets/54667/documents/32075> Accessed 18 December 2023

⁸² *GCSE Social Studies Approval Criteria*, Qualifications Wales 2023, Accessed 18 December 2023 <https://qualifications.wales/media/lsqe0irb/gcse-social-studies-approval-criteria.pdf> Accessed 18 December 2023

Skill Suite: Skills for Life

The new national skills suite will be aligned with the four purposes of the curriculum. In addition to an independent personal project, learners will be able to study for Skills for Life and Skills for Work qualifications, which will consist small flexible units of study. The twenty-eight proposed units for the Skills for Life element include the following topics which could be supported by peace education approaches:

- Equality, diversity and inclusion
- Mental health and wellbeing
- Community participation
- Teamwork
- Values for Life
- Understanding self and others
- Healthy Relationships
- Sustainability in action.⁸³

Approval criteria for the qualifications will be developed with stakeholders and awarding bodies in 2024 and published at the end of the year. It would be appropriate for Academi Heddwch to advocate for aspects of peace education to be considered for inclusion in the Skills for Life units, and to explore how it may be able to support the development of resources and training. This could also be useful support for teachers that are currently delivering the Global Citizenship component of the Foundation and Advanced Skills Challenge Certificates and Welsh Baccalaureate qualifications.

Initial Teacher Education (ITE) and Professional Learning

There have been reforms to professional development for teachers in Wales in recent years. In 2017, in preparation for the new curriculum, the Welsh government initiated a Schools as Learning Organisations (SLO) approach, informed by the work of the OECD.⁸⁴ The model is illustrated below.

⁸³ *The Full 14-16 Qualifications Offer: Decisions Report*, Qualifications Wales, 2024
<https://qualifications.wales/media/3xfbmd0o/the-full-14-16-qualifications-offer-decisions-report.pdf> Accessed 30 January 2024

⁸⁴ Kools, M. and L. Stoll, "What Makes a School a Learning Organisation?", OECD Education Working Papers, No. 137, OECD Publishing, 2016 <https://doi.org/10.1787/5jlwm62b3bvh-en>

Schools in Wales as learning organisations

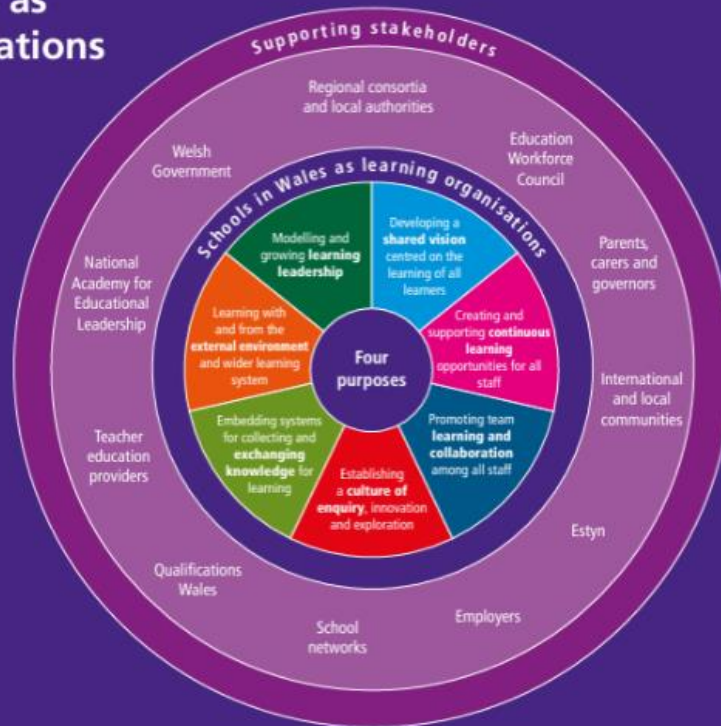


Figure 5: Schools as learning organisations.⁸⁵

In 2018, new professional standards for teaching and leadership were introduced by the government. The new standards reflected the reforms in initial teacher education (ITE), the development and implementation of new curriculum, the evolving qualifications framework and the launch of the National Academy for Educational Leadership.⁸⁶ The aim of the standards is to provide a vehicle for professional behaviours and career-long growth for each individual teacher and teaching assistant. At the same time, a new national approach to professional learning was initiated, including professional development courses provided by the regional education consortia, and the development of a national MA in Education, launched in September 2021. The MA ensures that all education professionals in Wales have an opportunity to enhance their professional knowledge, engage with research, and to improve their professional practice.⁸⁷ There are five pathways, including one on equity in education which features a module on emotional health, mental health and wellbeing. This pathway could provide scope for teachers to explore the personal and interpersonal aspects of education for peace within their research and practice, but it is not something that is currently included on the syllabus. Teacher education more broadly is a potential route to raising awareness of peace education and its relevance.

⁸⁵ Welsh Government <https://hwb.gov.wales/professional-learning/leading-professional-learning/schools-as-learning-organisations/>, accessed 18 December 2023

⁸⁶ Welsh Government, 'Professional standards for teaching and leadership and the draft professional standards for assisting teaching (for consultation) Frequently Asked Questions', 2017

⁸⁷ <https://nationalmaeducation.wales/national-ma-masters-in-education-wales/>, accessed 18 December 2023

To learn more about the peace education knowledge base within ITE, interviews were conducted with two lecturers in two university education departments. The first was an ITE course Lead Lecturer (ITE-L) whose subject specialism is physical education and who has a focus on children's wellbeing and behaviour. The second interviewee was a lecturer who oversees an Early Years Education practitioner degree, who has a research interest in children's health and emotional wellbeing and contributes to ITE and the MA in Education (Wales) courses (EYE-ITE). Both ITE-L and EYE-ITE had a deep knowledge of the curriculum for Wales and an excellent understanding of the skills and expertise that teachers need to deliver it. Neither lecturer had direct experience of peace education, but both reported that my correspondence had prompted an interest in the area. In advance of the interviews they had started to look into the principles of peace education, its intersection with the new curriculum, and they had considered how it might complement their own research and teaching.

Inter-personal relationships, empathy and emotional wellbeing

The research interests of ITE-L and EYE-ITE included a focus on children and young people's interpersonal relationships and how teachers could support them to develop good relationships. ITE-L in particular was interested in "finding ways to support learners in dealing with a significant or a minor conflict" and empowering them in their learning experience (ITE-L):

The more that we can encourage or support or enable children to grasp their learning, the better. So, I think that's from an empowerment perspective, but also things that make children think, that make young people think. It's that blend of working independently, working with their peers, working in small groups, and then building up to whole classes. Having that sort of suite of approaches. Problem solving would be natural, or, dealing with scenarios, some critical thinking. And doing that from quite an emotive perspective, just thinking about how people feel. (ITE-L)

Peace education approaches would support this perspective, particularly in building critical thinking skills and developing an awareness of "thinking about how people feel". A similar interest in cultivating empathy was expressed by the early years education course leader, who reflected on their research examining the role of literature in building empathy and cultural understanding:

The traditional approach in schools is that comprehension, you know, you learn to read, you learn to write, it's letter formation, it's pronunciation of words, that type of thing. For me, it's about the messages that come through in the literature. It's about the representation. It's about connectedness. It's about walking in someone else's shoes. It's building on empathy. You know, so you might not have experienced these things, but you get lost in escapism in books. And it takes you somewhere, and it could be that you need to learn that there's more to life than your own little network. (EYE-ITE)

Both lecturers recognise and value the importance of supporting learners to engage in a considered and understanding manner with their peers. They also shared an appreciation of the importance of developing the skills and abilities of learners to reflect on their own emotions and experiences, and the consequences of their decisions:

A particular area of research that I'm interested in is how people's experiences then frame their decisions. So that's how they're living and interacting with the world impacts on the choices and the decisions that they make, and work on their behaviour. [...] I think we can move into empowered learners, and they will have that message of how their own experiences impact how they engage with things. (ITE-L)

There was a clear understanding of the importance of these life skills – for both individuals, their school and learning environment, and their interpersonal relationships. EYE-ITE also reflected on the value of these skills beyond education, and the desirability of these skills for employers, and how they can support success at work:

I came from practice into more of an academic environment and I oversaw employability for five years. I've worked with industry. This is what employers want as well. These are the skills that they want, these negotiation skills, an empathetic approach to things, managing people and their emotions and the barriers that present. It's a lack of those life skills that prevent people from doing their absolute best, like productivity, manage managing their workloads. (EYE-ITE)

There was also an awareness of the cascade effect of introducing concepts and practices related to interpersonal relationships and inclusion to learners, as they will hopefully draw on these in their everyday lives and encounters and prompt others to reflect on their attitudes:

If we're thinking about schools and we're thinking about society, we need to think about the next generation that are going to make this work, even if we can't challenge their grandparents. If we instil these good morals in the next generation, hopefully they will filter this down to everybody else. [...] We want children to go home and tell their parents, and their parents to take it on board. We want grandparents because we've got these generational trends as well that are really difficult. (EYE-ITE)

Peace education's focus on interpersonal relationships and emotional understanding could be used to make a compelling case for how it can support the development of strong and empathetic interpersonal skills, and promote the value of these skills in various contexts. It is also evident that there is potential for working with researchers in university education departments to explore aspects of peace education and its impact.

Potential Challenges

EYE-ITE reflected on the potential challenges of implementing whole school approaches and new concepts within education:

With a whole school approach, you need everybody on board. Stakeholder input is important, it's a cultural shift. To embed these things is difficult as we are very much assessment comes first, then everything else comes afterwards. If you want to take a more humanistic approach, and these are things that we know, these are things that we all train in, and then we go with the system, instead of going with our instinct. And that's very difficult when you're being measured on, on expectations and things as well. [...] No matter what we do, we need to justify it, but we also need to be realistic in terms of our delivery, our expectations, how we challenge things, how we work with stakeholders, because this isn't just about what we teach children. (EYE-ITE)

They noted that framing a concept as an ethos could be a way to introduce a culture shift and whole school approach. However, as ethos and attitudes are not easily measurable, there is less incentive to implement new approaches. EYE-ITE further reflected on how new approaches can be de-prioritised, or seen as a 'bolt-on' to core education:

What we find very difficult is breaking trends because, something like peace education, it tends to be a bolt on, doesn't it? It doesn't fully underpin practice. It might get slotted into a Thursday afternoon, that type of thing, where people are disengaged. There's no assessment attached to it. So why are people going to engage in that way? What is the outcome for them? People seeing things as perhaps a free lesson or something because peace education isn't something on its own. (EYE-ITE)

ITE-L also recognised potential resistance, and proposed that peace education could be framed as a positive case for change:

I think we have to present a case to change. So rather than the coming from a negative deficit, that we need to solve something, I think it needs to come from a very positive perspective of "we recognise that there needs to be a change". [...] And this might be the enabler and this might be evidence from a school that said that the rates of bullying appeared to diminish. [...] Why would schools not be saying, "Oh, my goodness, we need to be engaging in this?". So I would probably do it from a celebratory perspective. (ITE-L)

Capturing the experiences of schools that have implemented a whole school approach as they have adopted the peace school framework could be an important resource, outlining the ways in which they were able to implement the approach successfully. Sharing examples of what has worked, and how potential barriers have been overcome, could provide reassurance to schools, teachers and leaders who want to introduce a peace related ethos. Case studies and positive narratives of implementation would provide additional support for schools looking to engage with peace education and explain how the approach can be integrated into existing practices, subjects and activities. Furthermore, ITE-L also suggested

that some work is needed around the peace education narrative to unpack preconceptions of it being idealistic, abstract or irrelevant to daily life:

I would be certainly selling it really as “Why wouldn't you want anything else other than the [peace] ethos within your approach and your schools? It's not that it's idealistic, that would be super in an ideal world. But you can't argue that it shouldn't be what we should be aspiring for. And if people are sort saying, “Well, it's a bit idealistic”, I would say that the alternative is not a great place. So it's worth the effort really, isn't it? It's worth that discomfort of trying to put something into place. (ITE-L)

Encouraging existing peace schools to share their experience of the ethos would bring the approach to life and demonstrate its positive impact.

Engagement and Professional Learning

The approach to professional learning in the school education sector in Wales is one that encourages school- to-school learning and collaborative networks.⁸⁸ Both interviewees stressed the need for workshop and promotional events to create an environment where participants could be curious, ask questions, and have a conversation about peace education:

I think that when there are now opportunities to showcase, there should be an opportunity to ask questions. I think we need to support teachers and practitioners. So it may be ambassadors or some case studies, but also having the opportunity to discuss. (ITE-L)

[...] maybe running something like a workshop where people can discuss, provide input, exchange knowledge and information, talk about mechanisms to make things well known, you know, actually having those conversations with people, creating a platform (EYE-ITE)

The Peace Schools Scheme has intended to create an active network of practitioners and schools, but to date it has been difficult to ensure engagement. Offering those interested in the opportunity to come together to skill share and reflect on their experiences would be a valuable activity. It could also be developed to include introductory sessions for those who would like to learn more about peace education, the Peace Schools Scheme and the benefits and opportunities it can provide. A key consideration in any future teacher-facing engagement activities is the practical actions necessary to adopt a peace education approach, and what this could mean for the teachers:

All professional learning that I've been involved in the past, from a practitioner or a teacher perspective, we always have to think “what does it mean to them?” Because that's the question that everybody's always interested in. So as a teacher or practitioner who has heard of peace

⁸⁸ Welsh Government, [National Approach to Professional Learning](#), Accessed 31 January 2024

education, and I feel “Oh, I’m a little bit curious about it”. Ultimately, they will be thinking, what does it mean to me? And what do I need to do? (ITE-L)

Framing the peace education approach in terms of how teachers and schools can engage, adopt and practice it would contribute to de-mystify the concept and ground it in application. There is also potential to bring education researchers into a peace schools’ network or community of practice; both lecturers said that they would welcome the chance to meet with people working in the area, and potentially contribute to their work. Educational research is another theme within Wales’s national approach to professional learning, and opportunities for teachers to undertake their own research are encouraged. Creating openings for potential collaborations between researchers and teachers would be a valuable contribution to professional development in education, and could create a robust evidence base, as well as further understanding and awareness of peace education.

There are international examples of peace institutes providing professional in-service training for teachers and youth workers, for example the Finnish Peace Education Institute (Rauhankasvatusinstituutti RKI ry), which is funded by the Finnish government, provides training to educators on methods to identify and tackle discrimination and strengthening participation and active critical citizenship of young people, and this may be an initiative that Academi Heddwch could consider investigating further.⁸⁹

Further Education

Research to inform this report does not identify any examples of education for peace in Further Education in Wales at present. However, there is evidence that Education for Sustainable Development and Global Citizenship has been well integrated in some FE colleges, which could provide foundations for the introduction of peace education at this level of the learner journey. The Welsh Government recently committed to review of the current 16-19 education offer to build on and incorporate the four purposes of the Curriculum for Wales,⁹⁰ and as outlined in the previous chapter, the curriculum’s approach provides ample scope for incorporating ESDG, including peace education, which could also be applied to further education.

Bridgend College is a leader in sustainable development education and has a deep understanding of global responsibility. It encourages its learners to understand their role as citizens – in their community/ies, and as global citizens which contributes to broadening the horizons and raising the aspirations of its learners, and framing their responsibilities. This is complemented by a strong commitment to sustainable development and the Wellbeing of Future Generations Act, which includes aligning all major projects with the SDGs and the wellbeing goals. Bridgend College was the first FE college in the UK to declare a climate and nature emergency, and it recently became the UK’s first member of the World Federation of Colleges and

⁸⁹Finnish Peace Education Institute (Rauhankasvatusinstituutti RKI ry), <https://rauhankasvatus.fi/en/about-us/>

⁹⁰ *Our National Mission: high standards and aspirations for all*, Welsh government 21 March 2023; <https://www.gov.wales/our-national-mission-high-standards-and-aspirations-all-html>

Polytechnics (WFCP) Sustainable Development Goals (SDG) Affinity Group.⁹¹ It reports annually on its progress towards these goals and identifies the steps to address these priorities within its sustainability strategy. In the current academic year (2023/24), it is working to map all activities against the SDGs, creating new activities to raise awareness of the SDGs across the college, and engaging students with the SDGs through teaching and learning have been prioritised.⁹² The college also aims to carry out a sustainability audit of all curriculum areas by June 2025.⁹³ It has recently implemented an ethical finance and investment policy. Included in the policy is a prohibition of the procurement of goods and services from any business involved in producing weapons and weapon systems, and commitment to promote human rights in its work, including as part of teaching and learning opportunities.⁹⁴

The college takes a holistic approach to sustainability, and in addition to its actions to contribute to net zero and other environmental responsibilities, it also acknowledges the contribution of good interpersonal relationships and health and wellbeing to quality of life. Bridgend College began work to introduce a relational practice approach to learner behaviour a decade ago. The courses run by the college are predominantly vocational and it seemed that a number of learners, particularly on the campus that was male-presenting student dominant, were finding the transition from compulsory to post-compulsory education challenging, and some staff were relying on a sense of authority to control behaviour in the learning environment. There was a growing realisation that punitive approaches were causing patterns to perpetuate, and a change in approach was needed to break the cycle.

Conscious that the college provided the opportunity to nurture the aspirations and broaden the horizons of its learners, the senior leaders were motivated to ensure that the further education experience would provide more than a qualification. They recognised that the college has an important role in its local community to help prevent young people from entering the judicial system, and that it had the potential to make significant interventions to break patterns of anti-social behaviour. In response to this situation, a long term, integrated, whole-college approach to addressing relationships within the college community was initiated by senior leaders.

Relational practice foregrounds interpersonal relationships, and in that respect shares peace education's approach to cultivating and maintaining good relationships – a commitment to resolving and avoiding conflict, repairing the harms caused by breaking agreements, practising empathy, and contributing to a calm, inclusive and supportive learning environment. The relational practice approach brought a shift from perceptions of 'authority' and 'freedom', and provided a common language for all within the college

⁹¹Bridgend College, Sustainability, <https://www.bridgend.ac.uk/sustainability/the-sustainable-development-goals-and-the-wellbeing-goals/>; accessed 9 February 2024; Bridgend College, News, <https://www.bridgend.ac.uk/bridgend-college-becomes-the-uks-first-official-member-of-internationally-renowned-affinity-group/>; accessed 9 February 2024

⁹² <https://www.bridgend.ac.uk/sustainability/the-sustainable-development-goals-and-the-wellbeing-goals/>

⁹³ Bridgend College, Our Sustainability Strategy, <https://www.bridgend.ac.uk/sustainability/our-sustainability-strategy/>; accessed 4 May 2024

⁹⁴ *ibid*

community – learners, tutors, and support services staff. A fundamental part of the work has been to instil understanding in both learner and staff communities that each individual is responsible for their own behaviours, to emphasise the importance of respect, and the understanding that each learner requires different support to achieve their potential. The college’s values and vision aim to support learners to “be all that [they] can be” is clear, and there is a strong commitment to being an exceptional place to learn and work.⁹⁵

The Principal of the college is confident that a relational approach is “written into the DNA of the organisation” with a people-centred ethos intrinsic to all policies and activities. The organisation’s inclusion statement makes a commitment to create an inclusive environment, and to “celebrate the successes of every individual”. This commitment is evidenced in practice on the ground, and by sharing the organisation’s experience through networks such as Inclusive Companies and through external recognition of its work. Whole staff training days were dedicated to bringing staff on board with the changes – senior leaders, middle managers, teachers, technicians, and support staff, and the relational approach is included in the induction for new starters.

Within the college, the inclusive culture is based on respect, trust and integrity, and it is an environment where people “show up for one another”. The organisation is trauma-informed, and uses the TrACE toolkit development by ACE Hub Wales⁹⁶ to shape its approach to recognise “the significant impact of trauma on individuals’ lives and understand that a compassionate and understanding approach is essential to support our students and staff on their academic and personal journeys [...] by being calm, consistent and caring in our approach to communication and decision-making”.⁹⁷ Working with staff on empathy, and encouraging them to be aware of the need for empathetic approaches, was the biggest cultural challenge of the relational practice journey, but it has had a transformative impact. Embedding the common goal across the organisation to support everyone to achieve the best that they can, has strengthened relational practices and has made the approach more accessible to the college community. Building on this, the college aims to be a place of sanctuary which provides a strong sense of belonging for its internal community, and within the wider community it serves.⁹⁸ It has recently adopted an aim to be an anti-racist organisation, to further develop the work so far. There is an awareness that this process will take many years to achieve, and that like the relational approach, it necessitates a consistent whole college effort and a willingness to challenge attitudes and behaviours. The college’s Citizenship Code also makes clear the expectations for the community, foregrounding both the college’s “responsibility to develop its students in ways which will foster security, confidence and independence, enabling students to be all that they can be” and the

⁹⁵ Bridgend College, ‘Our Vision and Values’; <https://www.bridgend.ac.uk/about-us/our-vision-and-values/> Accessed 4 February 2024

⁹⁶ TrACE Toolkit, <https://acehubwales.com/trace-toolkit/>, accessed 10 May 2024

⁹⁷ Bridgend College, *Citizenship Code* <https://www.bridgend.ac.uk/wp-content/uploads/2023/03/Citizenship-Code-December-23.pdf>; accessed 28 January 2024

⁹⁸ Bridgend College, *Citizenship Code*

recognition of the vital importance of a “safe and secure College and work environment [...] to the wellbeing of all students”.⁹⁹ Three behaviour expectations are outlined in the code: be Ready, be Respectful, be Safe.¹⁰⁰ Learners are asked to sign the Citizenship Code to confirm their understanding of the expectations, and to affirm that they will demonstrate the behaviours at all times they are an ambassador of the college.

The organisation’s ethos and its commitment to a people-centred approach, its wider community and Education for Sustainable Development and Global Citizenship provide considerable potential for engagement with peace education approaches, particularly as it would build on existing practices. The relational practice approach has a strong affinity with peace education, and there may be scope to recognise and support the existing policies and activities. The Peace Schools Scheme has expressed an interest in exploring peace education within FE, and Bridgend College seems to be a receptive organisation. Partnership between Peace Schools and the college could take the form of community / adult learning courses, or a broader programme more closely linked to its relational practice, and both options would contribute to the active citizenship element of tertiary education, and potentially to civic mission’s contribution to the ambitions of the Well-being of Future Generations Act. Funding streams, such as the Taith programme, could be explored to support potential projects, and would contribute to valuable enrichment opportunities for learners.

Higher Education

It is beyond the scope of this report to comprehensively survey and review the content of courses and modules taught at every university in Wales, however it is possible to provide a snapshot analysis of the landscape and outline potential opportunities for increasing the presence of education for peace at this level.

Peace education seems to have a limited presence in Higher Education teaching in Wales at present, with a handful of international relations and politics undergraduate modules which feature peace at Aberystwyth, Cardiff and Swansea universities, and one named postgraduate degree (Peace Studies, by University of Wales Trinity Saint David) on offer within the sector. This is broadly in line with the trend across the wider UK sector, with two undergraduate courses with direct reference to peace in their titles – Lancaster University’s Peace Studies and International Relations degree, and the University of Reading’s War, Peace and International Relations degree. The University of Bradford’s International Relations, Politics and Security Studies undergraduate degree also has a strong grounding in peace, with optional modules in peacebuilding available in the syllabus.¹⁰¹ At taught postgraduate level, there are 27 courses available at 22 universities in the UK:¹⁰²

⁹⁹ Bridgend College, *Citizenship Code*

¹⁰⁰ Bridgend College, *Citizenship Code*

¹⁰¹ University of Bradford, <https://www.bradford.ac.uk/courses/ug/international-relations-politics-security-ba/>

¹⁰² Hotcourses abroad, <https://www.hotcoursesabroad.com/study/training-degrees/uk/postgraduate/peace-studies-courses/loc/210/slevel/3/cgory/ea.71-4/sin/ct/page/2/programs.html?#search&catCode=EA.71->

University	Course name
Coventry University	MA Peace and Conflict Studies
Durham University	MSc Conflict Prevention and Peacebuilding
Kings College London	MA Conflict Resolution in Divided Societies
Kings College London	MSc Global Leadership and Peacebuilding
Kings College London	MA International Peace and Security
Lancaster University	MA Conflict Resolution and Peace Studies
Leeds Beckett University	MA Peace and Development
London Metropolitan University	MA Peace, Conflict and Diplomacy
Loughborough University	MSc Security, Peace-building and Diplomacy
London School of Economics	MSc Gender, Peace and Security
Oxford Brookes University	MA Humanitarian Action and Peacebuilding
University College London	MA Education and International Development: Conflict, Emergencies and Peace (PEC)
Ulster University	MSc Peace and Conflict
University of Aberdeen	MSc Peace and Conflict Studies
University of Bradford	MA Advanced Practice in Peacebuilding and Conflict Resolution
University of Bradford	MA Peace, Conflict and Development
University of Bradford	MA Peace, Resilience and Social Justice
University of Essex	MA or MSc Conflict Resolution
University of Glasgow	LLM International Law of Global Security, Peace & Development
University of Kent	MA Peace and Conflict Studies (international joint award)
University of Leeds	MA Conflict, Development and Peacebuilding
University of Manchester	MA Peace and Conflict Studies
University of St Andrews	MLitt Peacebuilding and Mediation
University of Winchester	MA Reconciliation
University of Winchester	MA Reconciliation and Peacebuilding
University of York	MA Peace and Conflict Studies
UWTSD	MA Peace Studies

The number of courses suggest that there is a good level of interest and a competitive market for postgraduate taught courses within peace studies. The courses also demonstrate a range of approaches – from legal approaches, to conflict and security policy, and social justice and development. Many of the courses are led by peace research centres – the International Conflict Research Institute at Ulster University, the Richardson Institute at the University of Lancaster, the Michael Nicholson Centre for Conflict and Cooperation at the University of Essex, and St Andrews’ Centre for Peace and Conflict Studies. Some of the courses are longstanding – Peace Studies at the University of Bradford celebrates its fiftieth anniversary this year, and the University of Lancaster’s Peace Studies and International Relations undergraduate degree was launched twenty-five years ago. While the courses are of interest within the international education market, there is a place-based aspect to them too – Ulster University’s course is situated in a society emerging from

[4&countryId=210&parentQualId=3&nationCode=210&nationCntryCode=210&studyAbroad=N&studyOnline=N&studyCross=N&studyDomestic=N&studyPartTime=N&startOnlineCampusLater=N&manStdyAbrdFlg=N&parentCatEngName=Social%20Studies%20and%20Communications&childCatEngName=Politics&ldcsCatEngName=Peace%20Studies&fastlane=N](https://www.ucas.com/ucas/graduate-search/4&countryId=210&parentQualId=3&nationCode=210&nationCntryCode=210&studyAbroad=N&studyOnline=N&studyCross=N&studyDomestic=N&studyPartTime=N&startOnlineCampusLater=N&manStdyAbrdFlg=N&parentCatEngName=Social%20Studies%20and%20Communications&childCatEngName=Politics&ldcsCatEngName=Peace%20Studies&fastlane=N) , accessed 23 May 2024

conflict, both Bradford and Lancaster have strong associations with the local Quaker tradition, and Coventry positions itself as a city of peace and reconciliation. Given Wales's own peace heritage, its national commitment to the sustainable development goals, and the Commission for Tertiary Education and Research's strategic duty to promote a global outlook in post-compulsory education in Wales, it would be appropriate for consideration to be given to what a distinctive Welsh offer could look like in this market.

As recommended earlier in this report, framing peace education within Education for Sustainable Development and Global Citizenship provides greater opportunities to promote its relevance. Universities in Wales have made a commitment to embedding a contribution to the SDGs within their organisations, and frame aspects of their research activities within the SDGs. However, they have foregrounded addressing the environmental sustainability of their operations in their approach. One area that could arguably be better served – or at least communicated more clearly – is Education for Sustainable Development (ESD). The Welsh universities that platform ESD on their websites tend to focus on the environmental aspects of the approach and there is a clear emphasis on the environmental aspects of the SDGs – the examples the university provides are closely aligned with addressing climate change – and there is an under-representation of the social and behavioural aspects of the SDGs.¹⁰³ Bangor University does seem to consider the SDGs in the round, and has set targets for its progress in ESD, and has undertaken SDG curriculum mapping for two colleges (faculties) for the entirety of their modules in order to recognise and enhance “the extent to which sustainability is taught across Bangor University”.¹⁰⁴ Framing the SDGs more broadly encourages a holistic understanding, and provides more scope for integrating considerations of global citizenship across the wide range of courses and subjects. The University of Lancaster, which runs courses at undergraduate and postgraduate level which incorporate peace studies, takes this approach and clearly outlines its contribution to sustainable development goal 16 – Peace, Justice and Strong Institutions, and its work to promote peaceful societies.¹⁰⁵ With Wales's commitment to the SDGs in the Wellbeing of Future Generations Act, it would be appropriate for the higher education sector to explore its interaction with and contribution to the SDGs in greater depth, deepen understanding of the social justice, inclusion and cohesion and identifying further opportunities to contribute.

There are examples of new higher education providers emerging in Wales that are specifically focused on sustainability. The Black Mountains College offers an undergraduate degree in Sustainable Futures: Arts, Ecology and Systems Change in partnership with Cardiff Metropolitan University, and the Centre for

¹⁰³For example see: Cardiff Metropolitan University, Sustainability Targets and Objects 2023-24 <https://www.cardiffmet.ac.uk/about/sustainability/Documents/Section%201/Targets%20and%20Objectives%202023%2024.pdf> Accessed 15 February 2024; University of South Wales, Education for Sustainable Development, <https://www.southwales.ac.uk/about/sustainability/our-priorities/education-for-sustainable-development/>, Accessed 15 February 2024

¹⁰⁴ Bangor University, Mapping the Sustainable Development Goals (SDGs) within Bangor University's Curriculum, <https://www.bangor.ac.uk/sustainability/curriculum-teams.php.en> Accessed 25 January 2024

¹⁰⁵ Lancaster University, Sustainable Development Goals, <https://www.lancaster.ac.uk/sustainability/sustainability-strategy/sustainable-development-goals/peace-and-justice/> Accessed 24 May 2024

Alternative Technology (CAT) has a graduate school with an integrated approach to sustainability, with courses validated by the University of East London. While the focus is primarily environmental, there is scope, particularly with the lens of the Well-being of Future Generations (Wales) Act 2015, for Academi Heddwch to explore opportunities for peace education with the new providers.

The recently launched Academi Heddwch Cymru Wales Peace Research Network provides opportunities for those active in peace research – across universities, the third sector, and national organisations – to meet, collaborate and share their work, and could offer the opportunity for education for peace to increase its profile. Academi Heddwch Cymru has worked in partnership with Swansea University and the National Library of Wales to develop an AHRC funded collaborative doctoral studentship, looking at the history of the children of Wales’s annual message of peace and goodwill, and it is actively building connections with organisations working in the environmental research, including Environment Platform Wales.

The network may in due course provide more opportunities for undergraduate and postgraduate students to participate and deepen their own engagement with peace research and education, and the University of St Andrews’ ‘Visualising Peace’ project is a model for the network participants to consider. The project is a Vertically Integrated Project (VIP) led by an academic supervisor and made up by a cross-disciplinary students, both undergraduate and postgraduate, from across the university.¹⁰⁶ The first output of the project was an online bibliographic resource, the Visualising Peace Library, which currently contains over 175 sources.¹⁰⁷ It is a live resource, and materials are added regularly. The student researchers see themselves as “citizen scholars”, curating an accessible resource which takes an inclusive approach to narratives of peace, and aim to help experienced peacebuilding practitioners or those interested in developing a better understanding of the concept of the peace, to access a broader range of narratives of peace across a wide range of subjects and approaches.¹⁰⁸ There may be potential within the research network to involve students in similar pan-Wales projects exploring facets of peace and peace-building. It would provide substantial opportunity for students to undertake and support authentic research, creating and sharing knowledge across disciplinary boundaries, with social relevance and strong potential for impact.

Universities in Wales have developed their own schemes to encourage and recognise student citizenship activities. Swansea University’s Sustainability group have developed a Global Citizenship Award, based on the UNESCO principles of ESD competences.¹⁰⁹ The award is recognised by the Higher Education Achievement Record (HEAR),¹¹⁰ and is formally integrated as part of the curricula of courses across the

¹⁰⁶ University of St Andrews, Vertically Integrated Projects, <https://www.st-andrews.ac.uk/education/vip/> accessed 17 February 2024

¹⁰⁷ University of St Andrews, Visualising Peace, <https://arts.st-andrews.ac.uk/visualising-war/visualising-peace/> accessed 17 February 2024

¹⁰⁸ *ibid*

¹⁰⁹ Swansea University, Education for Sustainable Development, <https://www.swansea.ac.uk/sustainability/strategy-and-policy/#education-for-sustainable-development-part-1-is-expanded>, Accessed 25 January 2024

¹¹⁰ HEAR provide a single comprehensive record of student achievements, both academic and non-degree related, that have been verified by the student’s awarding university. <https://www.hear.ac.uk/> Accessed 25 January 2024

Colleges of the university, and works with academics, researchers and external partners, and provides volunteering and engagement opportunities.¹¹¹ This existing scheme could provide opportunity for collaboration – for example an amended version of the recently developed peace education course for the citizen’s curriculum might be suitable, given its relevance to ESD and global learning. There is potential for working with universities to deliver courses to students as part of their pastoral and citizenship activities – valuable support and resource for students given the current debates about freedom of speech and social justice issues on campuses, and the potential for misunderstanding and disagreement that can arise.¹¹² As a researcher on interfaith relations has observed:

it is difficult to imagine a more important life skill than the ability to get along with people different from ourselves. If this is a by-product of a university education, it is one of undeniable value, and underscores a case for universities serving the public good. Put simply, it highlights the capacity of universities to produce good citizens.¹¹³

As Raymond Williams wrote, public education has an obligation “to express and create the values of an educated democracy and a common culture”, and investing in developing this aspect of the university experience could form a significant contribution to civic mission and learner experience.¹¹⁴

The on-campus activism, protests and camps in response to the Israel-Gaza war demonstrate an interest within the student community regarding humanitarian issues and peace-making and peace-building. Universities in Wales – with the exception of Wrexham University – currently host the Wales University Officers’ Training Corps (WUOTC), an Army Reserve unit. The unit offers military and leadership training, along with sports and adventure activities, to help develop skills such as leadership, teamwork and communication. A peace focused enrichment programme could be an alternative to this, and the WCIA’s Young Peace Ambassador programme is a project that could be further developed to occupy this space. Collaborations with student unions across Wales could help to raise the profile of the scheme, and a specific peace education offer for student unions, based on the courses developed for adult education, or new shorter courses, could be beneficial way to further share the competences nurtured by education for peace.

There is also scope for university researchers and teaching staff working on subjects relevant to peace to support the work of the Wales Peace Schools Scheme, and the PRIF@School (Network for Peace Research and Educational Practice) of the Peace Research Institute Frankfurt (Leibniz-Institut für Friedens- und Konfliktforschung) offers a potential model that the Academi Heddwch’s Peace Researcher Network could consider adopting. Launched in 2020, the PRIF@School (PRIF@Schule) network has worked with schools in

¹¹¹ Swansea University, Education for Sustainable Development, *ibid*

¹¹² See <https://wonkhe.com/blogs/to-resolve-conflicts-in-the-campus-culture-wars-we-need-to-listen-as-well-as-speak/>

¹¹³ Matthew Guest, The diversity of the university experience helps students become good citizens, <https://wonkhe.com/blogs/the-diversity-of-the-university-experience-helps-students-become-good-citizens/> , Accessed 25 February 2024

¹¹⁴ Raymond Williams, *The Long Revolution*, 1961 (2001) p.176

Frankfurt am Main and the Hesse state to support their work in political, civics and peace education. PRIF@School sits within the Communication and Policy Advice department of the institute, and is coordinated by two Knowledge Exchange Officers who facilitate dialogue and support the creation of connections between practitioners and researchers. Over the last three years, the programme has developed to become a 'go to' resource for schools and education practitioners in civics education. The project emerged from a 2019 Citizen's Dialogue (Bürgerdialog) on 'Frankfurt's Ideas for Peace' ('Frankfurter Ideen für den Frieden'), which invited learners from six Hesse schools to contribute questions on six subject areas - from climate and security to social cohesion and autonomous weapon systems. Over one hundred questions were submitted, illustrating the breadth of the understanding of peace and the interest that young people had in the issues. The questions were answered by various PRIF experts and researchers at a public event held at Frankfurt City Library, complemented by a wider discussion with attendees. Informed by the needs of schools and educational practitioners, the project facilitates knowledge exchange between schools and peace researchers. Prif@School convenes regular (online) meetings for the network to provide opportunities to create connections, field requests, and to discuss potential themes and approaches for practitioners to consider. The programme also provides speakers for schools to support discussion, debate and exploration of pertinent topics – most recently on the conflict in Gaza – informed by academic rigour and independence. Researchers visiting schools to deliver workshops and lessons have also been supported to develop appropriate resources and outputs including blogs and podcasts, which have relevance for a wider non-specialist audience. The PRIF@School approach, drawing on the expertise of researchers and providing a space for dialogue with educational practitioners is an innovative development in the efforts to create more peaceful societies. Rather than duplicating peace education initiatives, it provides a distinctive offer which is mutually beneficial to both researchers and practitioners.

The development of an Academi Heddwch network for peace researchers, and the existing connection with the Peace Schools Scheme provides opportunity to explore a PRIF@School model for Wales. The peace researchers would be a valuable resource for educational practitioners to tap into to support their practice, and it could also contribute to the civic mission agenda of higher education. It would require resources to support its activities, but it could bring many benefits and strengthen relationships in the peace education and research community. Any similar activity in Wales would require an intermediary knowledge exchange facilitator to ensure that the schools receive appropriate advice and support, and that researchers understand the requirements of school practitioners. Academi Heddwch, working with the Peace Schools project, could be well placed to take this role.

There is potential for the higher education sector to reinforce its contribution to global citizenship and contribute to supporting cohesive and inclusive communities internationally, as well as locally. Student mobility has increased, and learners within the Welsh higher education sector take their experiences with them when they graduate. There is also excellent research work to build on – for example two largescale projects funded by the UKRI Global Challenges Research Fund which involve researchers from Welsh

universities. The Creating Safer Space network, led by Aberystwyth University's Department of International Politics, has awarded funding to twenty six research projects across the world which explore unarmed civilian protection and self-protection in societies experiencing violent conflict.¹¹⁵ Many of the projects support the work of grassroots organisations that are engaged in advocacy and capacity building, and learning from the affected communities, actively supporting informal lifelong learning to advance the reduction of violence. The Education, Justice and Memory network (EdJAM) involves researchers from Cardiff University, and is a collaborative, international network of researchers, educators and civil society organisations that are committed to creative ways to teach and learn about the violent past and injustices in order to build a culture of peace and non-violence, as Sustainable Development Goal target 4.7 envisions.¹¹⁶ It commissions research to develop and understand creative practices for teaching and learning about the violent past, with a focus on research led by early career researchers and researchers from under-represented groups.

The Welsh higher education sector has a global outlook – it has a strong international reputation and brand, and good connections across the world. Working with sector partners to initiate a discussion about the potential for a distinctive peace education and peace studies offer, Academi Heddwch Cymru could contribute to further strengthen Wales's reputation as a globally responsible nation, in line with the priorities of the Welsh government's International Strategy.¹¹⁷

Lifelong Learning – Adult Education and Vocational Education and Training

Adult education has an important role in helping learners to develop skills and behaviours to better equip them to deal with complex challenges and it has the capacity to support learning for transformative experiences for individuals, community and society. It has previously been argued that “peace education should be integral to adult education. Adult educators are in a decisive position for putting into practice educational work for peace”.¹¹⁸

Adult education has a long tradition of teaching and learning for critical thinking and reflection, and across the world it has addressed sociocultural, political and economic issues for individual, collective and societal change.¹¹⁹ Peace education, and education for peace, for adults has largely been led by organisations outside of formal education institutions. In their chapter, ‘Peace-Building and Conflict Resolution Education’ in *The Handbook Of Adult And Continuing Education* (2020 edition), Robin Neustaeter and Jessica Senehi reflect that:

¹¹⁵ Creating Safer Space, <https://creating-safer-space.com/>, accessed 1 May 2024

¹¹⁶ EdJAM, <https://edjam.network/>, accessed 1 May 2024

¹¹⁷ Welsh Government, International Strategy for Wales, <https://www.gov.wales/international-strategy-for-wales-html>, accessed 1 May 2024

¹¹⁸ Helena Kekkonen, ‘Peace Education Is Integral to Adult Education’, *Convergence: An International Journal of Adult Education*, v14 n4 p53-58 1981 p.56

¹¹⁹ See John D. Holst and Stephen D. Brookfield *Radicalizing Learning: Adult Education for a Just World*, Wiley, 2010

In the United States and throughout the world, movements addressing positive non-violent, social change in order to bring about a peace characterised by racial and economic justice and gender equality have relied on developing educational processes outside formal institutions. Social movements whether community organizing or collective action—are important sites of informal adult education, often running counter to formal education, which may emphasize different skills or competencies. Peacebuilding and social justice work seeks to define a vision of peace and social justice, develop strategies for social change, and use teaching approaches that put into practice the principles they espouse.¹²⁰

The informal, grass-roots nature of much of peace education within lifelong learning makes it difficult to review. Desk-based research suggests that the most well documented, reported and studied initiatives in peace education focus on young learners in post-conflict or conflict-affected societies. There are detailed case studies of global programmes led by UNICEF, such as the Learning for Peace programme, which was implemented in 14 countries – Burundi, Chad, Côte d’Ivoire, the Democratic Republic of the Congo, Ethiopia, Liberia, Myanmar, Sierra Leone, Somalia, South Sudan, the State of Palestine, Uganda, Pakistan and Yemen – and supported by the partner Governments in each country, UNICEF and the Government of Netherlands.¹²¹ The programme was designed to work through the education system to strengthen social cohesion and resilience. Although the focus was primarily on children and young people, adults were engaged in many of the programmes, as to break the cyclical relationship between causes of violent conflict and the onset of conflict, the Learning for Peace projects aimed to strengthen the bonds between citizens working at different levels, from curriculum reform to the provision of non-formal educational opportunities for marginalized children and youth, and their parents.¹²² There are some lessons to carry across from programmes implemented in post-conflict societies and communities currently experiencing conflict and violence, to other societies, including the importance of a ‘convergent’ approach to peacebuilding – efforts that strengthen vertical cohesion (through policy and institutional development); horizontal social cohesion (through interventions that foster constructive relationships within communities and among community groups); and individual capacities (knowledge, attitudes and skills for peace) of children, youth and caregivers.¹²³

There are of course many examples throughout the world of civil society organisations which provide training for facilitating dialogue around social issues, including peace. Peace institutes across Europe provide community engagement opportunities, through programmes of events, and they provide a much

¹²⁰ Robin Neustaeter and Jessica Senehi, ‘Peace-Building and Conflict Resolution Education’, *The Handbook Of Adult And Continuing Education*, 2020 Edition, eds Tonette S. Rocco, M Cecil Smith, Robert C. Mizzi, Lisa R. Merriweather, and Joshua D. Hawley. 2021. Pp330-338, p.333

¹²¹ UNICEF, *Peacebuilding, Education and Advocacy Final Global Report*, 2016
<https://www.unicef.org/media/96556/file/UNICEF-PBEA-Final-Report.pdf>

¹²² *Ibid*, p.17

¹²³ *Ibid*, p.25

needed space for reflective dialogue. The Nordic nations have a strong tradition of promoting peace, human rights, dialogue and reconciliation. This is delivered by a number of different organisations, including the Nansen Center for Peace and Dialogue in Norway, one of seven peace and human rights centres funded by the Norwegian government's ministry of education. The centre develops and runs courses based on dialogical principles and methods, analysis of conflict, and practical skills in the facilitation of dialogue.¹²⁴ Finland's Peace Education Institute (Rauhankasvatusinstituutti RKI ry) have a partnership with UNESCO, and deliver training and projects on increasing equity, inclusion and anti-racism, engaging educators in formal and informal educational settings.¹²⁵ The European Intercultural Forum has published an evidence-informed guide to methodologies for mainstreaming peace education in adult education. The report proposes that the aim of this approach is to

mainstream peace within individuals, in interpersonal and intergroup interactions and within the context of a complex world. It is about recognising that educating people about peace and towards peace is a process that is related to our day-to-day interactions and undertakings. [...] [It] is an instrument for making peace education common, normal and widely accepted in education in order to foster peace on the individual, societal and environmental level.¹²⁶

The guide primarily looks at how organisations working to promote peace education within adult and informal education first need to mainstream the approach through visible communication internally within the organisation and its staff and contractors, and externally with partners and stakeholders. It draws strongly on the 'whole school approach' that is recommended for embedding peace education within formal education settings, and advocates peace competence development throughout the organisation, as there is a need to lead by example.

The most developed overview of peace education in adult education found in the desk-based research is a chapter in a collection of essays on adult education in Canada. Robin Neustaeter outlines how adult education and learning in Canada have long reflected peace education as an "intermittent topic", but that it is "seldom explicitly named peace education", and that the strong emphasis on social justice in Canadian adult education suggests "an undercover and occasional peace education practice".¹²⁷ Her review reflects that

nonformal-based education about peace focuses on diverse topics including conflict management or resolution or transformation, social justice, restorative justice, nonviolent communication, gender equality, nonviolence, human security, environment, sustainability, and more. Businesses,

¹²⁴ Nansen Center for Peace and Dialogue, <https://peace.no/>, accessed 27 May 2024

¹²⁵ Peace Education Institute (Rauhankasvatusinstituutti RKI ry), <https://rauhankasvatus.fi/en/about-us/> accessed 27 May 2024

¹²⁶ European Intercultural Forum, *Mainstreaming Peace Education: Methodologies, Approaches and Visions*, p.51, p.55

¹²⁷ Robin Neustaeter, 'Adult and Peace Education and Canada – Learning to Imagine', *Adult Education and Lifelong Learning in Canada: Advancing a Critical Legacy*, 2021 pp168-177, p.168

government and social services, community organisations and associations offer opportunities to learn about aspects of peace.¹²⁸

The overview also outlines the growth in conflict-resolution learning in workplace learning, as a response to addressing workplace conflict. This suggests potential within vocational education and training for aspects of peace education to be explored to help address communication issues, leadership, diverse-decision-making processes and handling difficult conversations, issues which are significant and widely applicable to many adults in their workplaces.¹²⁹

This illustrates a diffuse and dispersed post-compulsory peace education offer, which is incorporated into a variety of topics and contexts. This simultaneously demonstrates the potential breadth of the application of peace education in lifelong learning, and alludes to why it can be difficult to categorise and contain a specified peace curriculum within informal learning. This does suggest that advocacy for peace education, and raising the profile of the approach inside the broader theme of ESDGC could be the most effective means to promote the relevance of peace education throughout lifelong learning.

Adult Education in Wales

Adult education has a long history in Wales, rooted in collectivism, informal learning, and work-based learning. The Welsh government's recent roadmap for the education system (March 2023) outlines six objectives to fulfil the aim that "all learners, whatever their background, are supported to be healthy, engaged, enterprising and ethical citizens, ready to play a full part in life and work".¹³⁰ The commitments within the learning for life objective include the development of a new national charter for lifelong learning and citizen's curriculum pilots. The emphasis on the importance of learner and staff wellbeing and resilience in the commitments to ensure a 'positive education experience for everyone' objective reaffirms the importance of supportive, safe and inclusive places of learning, free from discrimination and bullying and the Welsh Government's statutory framework guidance on embedding a whole-school approach to emotional and mental wellbeing.¹³¹ There is also a commitment to support wellbeing in adult learning, building on existing work and the government's response to Estyn's 2021 report on support for learners' mental health and emotional wellbeing in the post-16 education and training, including adult learning. The objective on community-based learning emphasises the reciprocal nature of this approach with a vision for institutions 'engaging, integrating and being empowered by' their communities. This builds on the local, national and international contexts approach of the curriculum, and underscores the importance of lifelong learning by acknowledging the role of education to support learners, families and communities. Of particular interest to the scope of this report is the government's commitment to "work with the tertiary

¹²⁸ Ibid, p.172

¹²⁹ Ibid, p.172

¹³⁰ *Our National Mission: high standards and aspirations for all*, Welsh Government 21 March 2023; <https://www.gov.wales/our-national-mission-high-standards-and-aspirations-all-html> accessed 18 December 2023

¹³¹ *ibid* ; see also <https://www.gov.wales/sites/default/files/publications/2021-03/framework-on-embedding-a-whole-school-approach-to-emotional-and-mental-well-being.pdf>

education sector, starting with universities, to develop a Wales-wide ‘student as citizen’ offer and recognition.”¹³²

It has been recommended that the Welsh Government should develop an over-arching vocational and training strategy, and ensure that the new Commission for Tertiary Education and Research has sufficient direction and resource to drive forward reforms in vocational education.¹³³ The same review also recommended that more enrichment opportunities should be provided for vocational learners in the 16-24 age group, reflecting the holistic approach of the Curriculum for Wales.¹³⁴ A strong ESDGC offer, including peace education, could be valuable in this regard, supporting opportunities for community involvement, active citizenship, and improving learner wellbeing. However, an in-depth case study of the implementation of a 2008 strategy for ESDGC in the Adult and Community Learning (ACL) sector in Wales found

a range of features contributing to an inconsistent and ad hoc implementation, including difficulties posed by the ACL infrastructure; a marginalisation of the sector; and a policy-practice gap characterised by a lack of investment. ESDGC was not linked to wider government priorities, such as community development. Accordingly, synergies between ACL and ESDGC theory and practice were not fully realised.¹³⁵

The recommendations made by the study included advice that experienced voluntary sector practitioners should be consulted any future development of adult education strategies, in order to share their expertise, as “their input and the input of others with relevant experience would add to the relevance and legitimacy of the content of strategy”.¹³⁶ The study also recommends that continuation of ESDGC “rests on a clear re-formulation or re-conceptualisation with clear descriptions of what it is, what it is not, and how educators can take it forward in their practice. This includes raising awareness through articulating the purpose and benefits and describing learning outcomes and relevant curriculum and pedagogy.”¹³⁷ This is a factor that needs to be considered in the development of a peace education offer, along with sufficient and sustained funding in order to realise longer-term impacts.

Citizens’ Curriculum Peace Education Pilot

As part of the Welsh Government’s Citizens’ Curriculum pilot scheme, Adult Learning Wales (ALW) and the WCIA partnered to develop a joint Global Learning programme which draws on the expertise and

¹³² *Our National Mission: high standards and aspirations for all*, Welsh government 21 March 2023; <https://www.gov.wales/our-national-mission-high-standards-and-aspirations-all-html>

¹³³ Learning and Work Institute, *Review of the Skills System in Wales: Initial and continuing vocational education and training programmes 2023* <https://www.gov.wales/sites/default/files/statistics-and-research/2023-11/review-of-the-skills-system-in-wales-initial-and-continuing-vocational-education-and-training-programmes-054.pdf>

¹³⁴ *ibid*

¹³⁵ Alyson Jenkins, *Education for Sustainable Development and Global Citizenship Adult and Community Learning in Wales – From Policy to Pedagogy*, Doctoral Thesis, Swansea university, 2018 p.2

¹³⁶ *ibid*, p.284

¹³⁷ *ibid*

communities of both organisations.¹³⁸ Adult Learning Wales and the WCIA's Peace Schools Scheme worked together to co-construct and pilot a peace education course for post compulsory education, which was developed in the winter of 2022-23, and delivered in the autumn of 2023. The vision for the course came from a Quaker group in mid Wales who had expressed an interest in peace education and potential for a short programme to be developed.

The broad aims of the pilot were to:

- develop and deliver a post-16 Global Learning/Peace Education programme of activities across Wales.
- provide adult learners with opportunities to input into and shape the development, delivery, promotion and evaluation of the pilot.
- raise awareness of Global Learning across the post-16 sectors.
- align with some of the key purposes of the Curriculum for Wales
- provide an opportunity to develop a Civic Capability Framework for adult learning providers.¹³⁹

The course was evaluated at its conclusion in December, informed by feedback from learners and reflections by the course leaders, in order to learn from the process and to further develop the course in advance of its transition to an online teaching environment in early 2024. Formed of 10 three-hour sessions, the course considered a holistic approach to peace, in line with Loreta Navarro-Castro and Jasmin Nario-Galace's pathways to peace, from inner peace to global and planetary peace.¹⁴⁰ It also included two sessions on approaches to dealing with conflict. In addition, the course also considered the peace heritage of Wales, the idea of Wales as a nation of peace, and invited learners to think about actions that they could take, underlining the active and participatory process of peacebuilding.¹⁴¹

The response of the participants' response to the course was positive. In addition to sharing how the course had helped them to better understand the challenges facing communities across the world who are affected by violent conflict, there was also a clear appreciation for the sessions that looked at aspects of interpersonal relationships and inner peace.¹⁴² Many of the comments received conveyed the importance of the opportunities provided to reflect on their own behaviours and what they gained in learning how to deal with clashes and disagreements. One learner was able to realise that what they had considered to be their "own honest approach is in itself confrontational and can cause conflict", and the course provided them with advice and ways of addressing this after many years of seeking answers.¹⁴³ The personal

¹³⁸ Welsh Government, 'A Second Chance Nation: Where it's never too late to learn' <https://www.gov.wales/second-chance-nation-where-its-never-too-late-learn>, accessed 5 January 2024

¹³⁹ WCIA Peace Schools Scheme, 'Peace Education (Adult) Curriculum: Evaluation of a pilot programme run in 2023'

¹⁴⁰ Navarro-Castro, L., & Nario-Galace, J. (2019) *Peace education: A pathway to a culture of peace* (3rd ed.), p.20

¹⁴¹ WCIA Peace Schools Scheme, 'Peace Education (Adult) Curriculum: Evaluation of a pilot programme run in 2023', p 2-3

¹⁴² WCIA Peace Schools Scheme, *ibid*, p 7

¹⁴³ WCIA Peace Schools Scheme, *ibid*, p 6

interactions within the sessions were valued by the learners, and the course leader has acknowledged that in future more time could be given to more inter-personal practice of skills.¹⁴⁴ However, they are also mindful that interpersonal interactions can bring challenges, so attention needs to be given to how differences of opinion and behaviours which people can find difficult could be used safely to develop skills. The feedback from learners regarding the form of course highlighted the importance for participants to experience as much of the course, to better understand the inter-related aspects of peace and the associated skills. This has prompted the course developers to consider creating additional resources to support the course, which could include further reading, information about local or national initiatives, and activity handouts to support work outside of the sessions.¹⁴⁵

Potential for future development

The evaluation of the course ponders whether “more of a link could be made with the Peace Schools Scheme and possible inter-generational approaches”.¹⁴⁶ Further consideration of the potential for intergenerational approaches to peace education would be a valuable exercise. Schools in Wales are increasingly exploring activities that align with the Welsh government’s investment in learning environments of community focused schools, providing opportunities to build capacity in the local community.¹⁴⁷ A similar question is also asked in the report with regard to further education: “Might the course be slightly adapted and run in a college (which might then aspire to become a Peace College, with support)?”¹⁴⁸ There is also considerable potential for running the course within further education colleges as adult learning community education, and potentially within both universities and further education as an optional short course for those enrolled as students on formal qualification based courses. Both developments could also involve collaboration between organisations across the compulsory and the post-compulsory education sectors, and would contribute to their work in civic mission and in providing students with citizenship experiences and the opportunity to play a more active role in their community.

In our interview, I asked the course developers where they would like to take the peace education course next:

“Coming from the area that we took it to and the learners that we had, who were invested from the beginning and part of that community anyway. To see how it would react in a completely different environment, in a completely different area where maybe people don't have that background of peace knowledge that the Quakers had. To be able to take it somewhere where nobody has that background, and nobody has that knowledge would be very interesting, to see how people connect with it.”

¹⁴⁴ WCIA Peace Schools Scheme, *ibid*, p 8

¹⁴⁵ WCIA Peace Schools Scheme, *ibid*, p 11, p.12

¹⁴⁶ *ibid*

¹⁴⁷ Welsh Government, ‘Community Focused Schools’ <https://www.gov.wales/community-focused-schools-html>, accessed 10 February 2024

¹⁴⁸ WCIA Peace Schools Scheme, *ibid* p.12

(Interview with course developers)

There is considerable potential to frame the course within education for sustainable development and global learning which would have strong relevance within the PCET sector, and could contribute to the less formal and additional provision that organisations now provide for learners to enrich their experience and broaden their expertise and competences. However, in taking this course to different community settings, framing in these terms may be barrier to understanding and participation – there could be scope for emphasising the interpersonal aspects of the course and how it can contribute to conflict management. The course developers are aware of the challenges that can arise from addressing interpersonal interactions, and the need to consider safety and potential harm in such situations; peer mediation techniques would be useful in this respect, and the Peace Schools Scheme have an established relationship with peer mediation trainers. The online course brings the potential for developing aspects of the course into shorter online sessions, and potentially some self-directed resources.

There could be potential to draw on this activity to inform enrichment opportunities within further and higher education, and within trade union education and wider vocational education, as part of a workplace offer to help address workplace conflicts. There could also be scope to work with the Office of the Future Generations Commissioner for Wales to develop peace relevant training for the Future Generations Leadership Academy. However, the scalability of the course, and the potential for a wider roll-out needs to be considered carefully. The course has a clear relevance for a range of communities of learners but may be limited by trainer capacity. To sustainably expand the programme, to increase its resilience, and maximise its potential reach and impact, further longer-term funding is needed to build on the learning from the pilot, and to scale up in a sustainable way, including much needed investment in developing additional capacity to deliver courses and provide training for tutors.

Conclusion

The Welsh Government's clear commitment to learner wellbeing and the concept of active citizenship provides potential opportunities for peace education to be more widely integrated at a range of different levels in the education system in Wales.

The 2024 UNESCO paper, *Peace education in the 21st century: an essential strategy for lasting peace* recommends that "Whole school approaches, and the comprehensive and sustained integration of educational interventions into the whole of society, through formal, non-formal and lifelong learning efforts are more likely to yield more transformative results".¹⁴⁹ The recent reforms within the education system in Wales, coupled with the Well-being of Future Generations Act, provide a potentially receptive context to introduce the peace education approach, rooted in a Welsh experience with an internationalist outlook.

Within primary and secondary education in Wales, the whole-school approach to mental health and wellbeing provides an existing mechanism to consider the school community and the contribution that a peaceful approach could bring to support holistic wellbeing. Providing opportunities to consider the dynamic between inner peace, interpersonal peace and societal peace seem apt. The understanding of lifelong learners at all levels as active ethically informed citizens also provides space for transformative learning and social action. Existing knowledge of ESGC and Human Rights Education provide a platform to develop awareness of the relevance of education for peace and building on existing practices.

With its rich history of promoting peace and its internationally recognised commitment to the sustainable development goals, Wales has a unique opportunity to foster ethical literacy and nurture globally aware citizens within its education system. By drawing on this tradition, Wales can enhance competencies in its citizens related to peace, conflict resolution, and community cohesion both domestically and internationally. In doing so, Wales can further develop its reputation as a globally responsible nation, committed to equipping future generations with the skills, knowledge and empathy to sustain peace.

¹⁴⁹ UNESCO, *Peace education in the 21st century: an essential strategy for lasting peace*, p.19

Bibliography

Bangor University, Mapping the Sustainable Development Goals (SDGs) within Bangor University's Curriculum, <https://www.bangor.ac.uk/sustainability/curriculum-teams.php.en>

Bar-Tal, D. The Elusive Nature of Peace Education. In G. Salomon & B. Nevo (Eds.), *Peace Education: The Concept, Principles, and Practices Around the World*, Taylor and Francis. 2002. (pp. 27–36).

Bar-Tal, D., & Rosen, Y. 'Peace Education in Societies Involved in Intractable Conflicts: Direct and Indirect Models'. *Handbook on Peace Education*, Routledge 2009, (pp. 21-42)

Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group: final report <https://www.gov.wales/final-report-black-asian-and-minority-ethnic-communities-contributions-and-cynefin-new-curriculum>

Bridgend College, 'Our Vision and Values'; <https://www.bridgend.ac.uk/about-us/our-vision-and-values/>

Bridgend College, Citizenship Code <https://www.bridgend.ac.uk/wp-content/uploads/2023/03/Citizenship-Code-December-23.pdf>

Bridgend College, Sustainability, <https://www.bridgend.ac.uk/sustainability/the-sustainable-development-goals-and-the-wellbeing-goals/>

Campaign for Peace Education, What is Peace Education? <https://map.peace-ed-campaign.org/what-is-peace-ed/>

Cardiff Metropolitan University, Sustainability Targets and Objects 2023-24 <https://www.cardiffmet.ac.uk/about/sustainability/Documents/Section%201/Targets%20and%20Objectives%202023%2024.pdf>

Chapman, S., Ellis, R., Beauchamp, G., Sheriff, L., Stacey, D., Waters-Davies, J., Lewis, A., Jones, C., Griffiths, M., Chapman, Sammy, Wallis, R., Sheen, E., Crick, T., Lewis, H., French, G., & Atherton, S., 'My picture is not in Wales': pupils' perceptions of cynefin (Belonging) in primary school curriculum development in Wales, *Education 3-13*, 51:8, pp. 1214-1228, 2023

<https://www.tandfonline.com/doi/full/10.1080/03004279.2023.2229861>

Creating Safer Space, <https://creating-safer-space.com/>

EdJAM, <https://edjam.network/>

EduCATE, 'Teachers Are Key: Training Teachers in Nonviolent Conflict Transformation' Position Paper, 2018 https://eu.metododanielenovara.it/wp-content/uploads/2015/10/EduCATE_Position-Paper_EN.pdf

Education Institute Scotland (EIS), Education for Peace Policy <https://www.eis.org.uk/policiesandguidance/educationforpeace>

EIPLab (Educating Inspiring Peace Laboratory), Good Practices, <https://eiplab.eu/good-practices>

Estyn, *ESDGC: Progress in education for sustainable development and global citizenship*, <https://www.estyn.gov.wales/system/files/2020-07/ESDGC%253A%2520Progress%2520in%2520education%2520for%2520sustainable%2520development%2520and%2520global%2520citizenship%2520-%2520June%25202014.pdf>

European Intercultural Forum, *Mainstreaming Peace Education: Methodologies, Approaches and Visions*, <http://unoy.org/wp-content/uploads/Mainstreaming-Peace-Education.pdf>

Future Learn, Achieving Sustainable Development, www.futurelearn.com/courses/achieving-sustainable-development

Galtung, J., Violence, Peace, and Peace Research. *Journal of Peace Research*, 6(3),1969, pp167–191.
<https://doi.org/10.1177/002234336900600301>

Galtung, J., 'Three realistic approaches to peace: peacekeeping, peacemaking, *peacebuilding*', *Impact of science on society*, XXV ½ 1976, p. 103-115

Guest, M., 'The diversity of the university experience helps students become good citizens'
<https://wonkhe.com/blogs/the-diversity-of-the-university-experience-helps-students-become-good-citizens/>

Holst J. D. and S. D. Brookfield *Radicalizing Learning: Adult Education for a Just World*, Wiley, 2010

HotcoursesAbroad, <https://www.hotcoursesabroad.com/study/training-degrees/uk/postgraduate/peace-studies-courses/loc/210/slevel/3/cgory/ea.71-4/sin/ct/page/2/programs.html?#search&catCode=EA.71-4&countryId=210&parentQualId=3&nationCode=210&nationCntryCode=210&studyAbroad=N&studyOnline=N&studyCross=N&studyDomestic=N&studyPartTime=N&startOnlineCampusLater=N&manStdyAbrdFlg=N&parentCatEngName=Social%20Studies%20and%20Communications&childCatEngName=Politics&ldcsCatEngName=Peace%20Studies&fastlane=N>

Jenkins, A., Education for Sustainable Development and Global Citizenship Adult and Community Learning in Wales – from Policy to Pedagogy. Doctoral thesis, Swansea University. 2018
<http://cronfa.swan.ac.uk/Record/cronfa48775>

Kekkonon, H. 'Peace Education Is Integral to Adult Education', *Convergence: An International Journal of Adult Education*, v14 n4 p53-58 1981

Kools, M. and L. Stoll, "What Makes a School a Learning Organisation?", OECD Education Working Papers, No. 137, OECD Publishing, 2016 <https://doi.org/10.1787/5jlwm62b3bvh-en>

<https://nationalmaeducation.wales/national-ma-masters-in-education-wales/>

Nansen Center for Peace and Dialogue, <https://peace.no/>

Navarro-Castro, L., & Nario-Galace, J. Peace education: A pathway to a culture of peace (3rd ed.) 2019
https://www.peace-ed-campaign.org/wp-content/uploads/2019/07/PeaceEducation_3rdEdition_2019.pdf

Neustaeter, R. 'Adult and Peace Education and Canada – Learning to Imagine', *Adult Education and Lifelong Learning in Canada: Advancing a Critical Legacy*, 2021 pp168-177

Neustaeter R. and J. Senehi, 'Peace-Building and Conflict Resolution Education', *The Handbook Of Adult And Continuing Education*, 2020 Edition, eds Tonette S. Rocco, M Cecil Smith, Robert C. Mizzi, Lisa R. Merriweather, and Joshua D. Hawley. 2021. Pp330-338, p.333

Peace Education Institute (Rauhankasvatusinstituutti RKI ry), <https://rauhankasvatus.fi/en/about-us/>

Quakers of Britain, Peace at the heart: A relational approach to education in British schools, 2022
<https://www.quaker.org.uk/documents/peace-at-the-heart>

Qualifications Wales, Consultation Outcomes by Subject, June 2023
<https://qualifications.wales/media/knaphlc0/consultation-outcomes-by-subject.pdf>

Qualifications Wales, GCSE Social Studies Approval Criteria, 2023
<https://qualifications.wales/media/lsqe0irb/gcse-social-studies-approval-criteria.pdf>

Qualifications Wales, GCSE Social Studies Design Proposal, 2022

<https://haveyoursay.qualifications.wales/18682/widgets/54667/documents/32075>

Qualifications Wales, Made for Wales GCSEs, <https://qualifications.wales/regulation-reform/reforming/qualified-for-the-future/made-for-wales-gcse/>

Qualifications Wales, The Full 14-16 Qualifications Offer: Decisions Report, 2024

<https://qualifications.wales/media/3xfbmd0o/the-full-14-16-qualifications-offer-decisions-report.pdf>

Radosavljević, N., 'Renewal of education for peace and why it is important?!' Coyote Issue 33, 2023 Council of Europe <https://pjp-eu.coe.int/en/web/coyote-magazine/renewal-of-education-for-peace-and-why-is-it-important>

Solidar Foundation, *A Sustainable Journey to Peace: Peace Education in The Context Of Global Citizenship Education*, Solidar Foundation, November 2022

https://www.solidar.org/system/downloads/attachments/000/001/648/original/Policy_Paper_Peace_Education_Final_Version.pdf?1671711993

Swansea University, Education for Sustainable Development,

<https://www.swansea.ac.uk/sustainability/strategy-and-policy/#education-for-sustainable-development-part-1-is-expanded>

Tertiary Education and Research (Wales) Act 2022,

<https://business.senedd.wales/documents/s126867/Tertiary%20Education%20and%20Research%20Wales%20Bill,%20as%20passed.pdf>

UNESCO Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development, ED/REV-1974REC/2023/6, <https://unesdoc.unesco.org/ark:/48223/pf0000386653>

UNESCO, New Understandings of Education's Contributions to Peace UNESCO Technical note, 2022

<https://unesdoc.unesco.org/ark:/48223/pf0000381530>

UNESCO, *Peace education in the 21st century: an essential strategy for lasting peace*

<https://unesdoc.unesco.org/ark:/48223/pf0000388385>

UNICEF, *Peacebuilding, Education and Advocacy Final Global Report*, 2016

<https://www.unicef.org/media/96556/file/UNICEF-PBEA-Final-Report.pdf>

University of Bradford, <https://www.bradford.ac.uk/courses/ug/international-relations-politics-security-ba/>

University of South Wales, Education for Sustainable Development,

<https://www.southwales.ac.uk/about/sustainability/our-priorities/education-for-sustainable-development/>

University of St Andrews, Vertically Integrated Projects, <https://www.st-andrews.ac.uk/education/vip/>

University of St Andrews, Visualising Peace, <https://arts.st-andrews.ac.uk/visualising-war/visualising-peace/>

UPPER: Systemic Upscaling of Peace Education Practices, Collection of Good Practices, 2018

https://eiplab.eu/wp-content/uploads/2019/11/UPPER.IO1_Report-on-the-collection-of-good-practices.pdf

WCIA, 'Wales Peace Schools Scheme – Levels, Requirements and Progression' [Ysgolion Heddwch Cymru / Wales Peace Schools](https://www.wcia.org.uk/ysgolion-heddwch-cymru/)

WCIA, 'Becoming a Peace School Erasmus Project: Final Evaluation Report, December 2023' (unpublished)

WCIA, 'How to Become a Peace School' A Toolkit for Practitioners' (unpublished) Developed as part of the Erasmus+ project 2020-23

WCIA, How to Become a Peace School, <https://padlet.com/ejharries/ysgolion-heddwch-cymru-wales-peace-schools-uct30df9k5o0gmw6>

WCIA, Peace Education Mapped to the New Curriculum, 2022 <https://www.wcia.org.uk/wp-content/uploads/2022/05/Peace-Education-mapped-to-the-new-curriculum.pdf>

WCIA, 'Peace Education (Adult) Curriculum: Evaluation of a pilot programme run in 2023'

WCIA, Project Record Wales for Peace 2014-19, <https://www.wcia.org.uk/wp-content/uploads/2019/11/Project-Record-Wales-for-Peace-2014-19-Final-Draft-Nov-2019.pdf>

Welsh Government, 'Professional standards for teaching and leadership and the draft professional standards for assisting teaching (for consultation) Frequently Asked Questions', 2017

Welsh Government, Community-focused schools, <https://www.gov.wales/community-focused-schools-htm>

Welsh Government, Curriculum for Wales Guidance <https://www.gov.wales/curriculum-wales-statements-what-matters-code>

Welsh Government, Curriculum for Wales, Designing Your Curriculum, Cross Cutting Themes, Local, National and International Contexts <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/cross-cutting-themes-for-designing-your-curriculum/#local,-national-and-international-contexts>

Welsh Government, Curriculum for Wales, Designing your Curriculum: the Four Purposes <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes>

Welsh Government, Curriculum for Wales, Relationships and Sexuality Education, Statutory Guidance [https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/cross-cutting-themes-for-designing-your-curriculum/#relationships-and-sexuality-education-\(rse\):-statutory-guidance](https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/cross-cutting-themes-for-designing-your-curriculum/#relationships-and-sexuality-education-(rse):-statutory-guidance)

Welsh Government, Curriculum for Wales: Summary of Legislation <https://hwb.gov.wales/curriculum-for-wales/summary-of-legislation/#religion,-values-and-ethics>

Welsh Government, Designing Your Curriculum, Cross Cutting Themes, Relationship and Sexuality Education, <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/cross-cutting-themes-for-designing-your-curriculum/>

Welsh Government, Designing Your Curriculum, Curriculum for Wales Guidance, <https://hwb.gov.wales/curriculum-for-wales/designing-your-curriculum/developing-a-vision-for-curriculum-design/#designing-a-curriculum-in-wales-and-for-wales>

Welsh Government, Designing Your Curriculum: Religion, Values and Ethics Guidance <https://hwb.gov.wales/curriculum-for-wales/humanities/designing-your-curriculum/#religion,-values-and-ethics-guidance>

Welsh Government, *Education for Sustainable Development and Global Citizenship A Common Understanding for Schools*, <https://hwb.gov.wales/storage/eaf467e6-30fe-45c9-93ef-cb30f31f1c90/common-understanding-for-school.pdf>

Welsh Government, Framework on Embedding a Whole School Approach to Emotional and Mental Wellbeing, 2021 <https://www.gov.wales/sites/default/files/publications/2021-03/framework-on-embedding-a-whole-school-approach-to-emotional-and-mental-well-being.pdf>

Welsh Government, International Strategy for Wales, <https://www.gov.wales/international-strategy-for-wales-html>

Welsh Government, National Approach to Professional Learning, <https://hwb.gov.wales/professional-learning/planning-and-designing-professional-learning/national-approach-to-professional-learning/>

Welsh Government, Our National Mission: high standards and aspirations for all, 21 March 2023; <https://www.gov.wales/our-national-mission-high-standards-and-aspirations-all-html>

Welsh Government, Press Release, 'The Citizen's Curriculum: Empowering adult learners in Wales', 4 January 2024, www.gov.wales/citizens-curriculum-empowering-adult-learners-wales

Welsh Government, 'Schools as Learning Organisations', <https://hwb.gov.wales/professional-learning/leading-professional-learning/schools-as-learning-organisations/>

Welsh Government, Summary of the Tertiary Education and Research (Wales) Act, 2022 www.gov.wales/sites/default/files/publications/2022-09/summary-of-the-tertiary-education-and-research-wales-act.pdf

Welsh Government, Wellbeing of Wales 2023, www.gov.wales/wellbeing-wales-2023

www.cperg.org/programmes

www.globalgoals.org/goals/4-quality-education/

www.grainesdepaix.org/en/resources/peace-dictionary/peace-education-unicef-susan-fountain-et-al-1999

www.ideas-forum.org.uk/

www.peace-education.org.uk/home

www.signpostsglobalcitizenship.org/

www.taith.wales/about/what-we-do/

Zwart, D. Peace Education: Making the Case, Quaker Council for European Affairs, 2019, <https://www.qcea.org/wp-content/uploads/2019/01/Peace-Education-report.pdf>