

Peace Education for Peaceful Communities 2010 Colloquium Report



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Peace Education for Peaceful Communities 2010 Colloquium Report

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Executive Summary

A colloquium to initiate conversations around peace education in New Zealand was held at Otago University in Dunedin on 29-30 October, 2010. The colloquium was hosted by the National Centre for Peace and Conflict Studies/Te Ao o Rongomaraeroa and the Aotearoa New Zealand Peace and Conflict Studies Centre Trust /Te Whare o Rongo (ANZPCSCTrust) with some funding from the Peace and Disarmament Education Trust (PADET).

Peace education has been defined by the Hague Appeal for Peace as “a participatory holistic process that includes teaching for and about democracy and human rights, non-violence, social and economic justice, gender equality, environmental sustainability, disarmament, traditional peace practices, international law, and human security” (<http://www.peace-ed-campaign.org/index.html>).

The Honourable Russell Marshall, a former Minister of Education for the Labour Government in the 1980s, opened the conversations and discussions with a keynote address. He outlined the development of draft guidelines for *peace studies* in schools, the abolition of corporal punishment in schools and his attempts to introduce peace studies into the secondary school curriculum that came to an end with the introduction of *Tomorrow's Schools*.

Ali Gale on behalf of the ANZPCSC Trust reported on a survey conducted in 2010 as a follow-up to Cathy Mulholland's 1990 report that was commissioned by the Public Advisory Committee on Disarmament and Control (PACDAC). The 2010 survey found that peace studies in New Zealand schools is largely focused on the interpersonal dimension, rather than wider structural and societal issues.

Dorothy Brown, the Chair of ANZPCSC Trust, reported on work conducted by Christine Jones on how peace education might be integrated into the existing New Zealand school curriculum, which included pedagogy as co-operative learning; links made between peace studies and components in the learning areas of Social Sciences, English, Maths, Science, Art and Music, and Health and Physical Education; and focusing on values such as diversity, equality, community, sustainability and integrity that are inherent to the teaching of peace studies. She also outlined her own vision for incorporating peace education into different parts of the existing early childhood, primary and secondary curricula.

Presentations were made by participants currently involved in programmes and initiatives related to peace education and representing organisations such as *Alternatives to Violence Project*, *Christchurch Community Mediation Services*, *Human Rights in Education*, the *Peace Foundation*, *Peace Movement Aotearoa*, *Restorative Justice Services Otautahi*, *Restorative Schools*, and the *Virtues Project*, as well as from those working in the early childhood, primary, secondary and tertiary sectors.

There were over 40 participants at the *Peace Education for Peaceful Communities 2010 Colloquium*, including people with current and/or past involvement in the delivery of New Zealand educational programmes aimed at enhancing civic responsibility, cooperative relationships, emotional intelligence, collaborative problem-solving and non-violent solutions to problems.

Recommendations from the colloquium include:

- focus peace education on wider structural and societal issues as well as the interpersonal dimensions of peace education
- focus on integrating peace education material into the various learning areas or subject topics in the curriculum
- promote the use of peace education to build positive, non-violent cultures in school communities
- target peace education at all levels of education
- map the range of initiatives related to peace education across all levels of education and identify key organisations and experts in the New Zealand context
- support access, dissemination and implementation of peace education programmes and resources – website with clearinghouse function, moderated online discussion/communication process
- facilitate training and adoption of peace education practices by trainees, educators and education organisations
- promote a participatory model that values and uses the perspectives of youth and educators
- prioritise Maori perspectives and participation, and incorporate principles of the Treaty of Waitangi into the broader context as a Treaty of Peace
- strengthen the evidence base – profiles of promising practices, evaluation
- advocate for social justice and human rights.

The National Centre for Peace and Conflict Studies at the University of Otago, together with the ANZPCSC Trust, will work to develop and coordinate a New Zealand network for peace education to continue and extend the dialogue initiated at the symposium.



1. Introduction

1.1. Aim of the Report

This report documents a range of educational programmes aimed at delivering peace education to different levels of the New Zealand education system.

Historically, these programmes have been developed unilaterally and without much cross-sectoral consultation. They differ, therefore, in terms of their auspicing agencies, their area of peace education focus and the level of the education sector targeted.

This report, therefore, is intended to initiate conversation about what is currently offered in peace education and what might be offered in the future.

1.2. 2010 Colloquium

On 29-30 October 2010, the National Centre for Peace and Conflict Studies, University of Otago, hosted a conference for stakeholders from across New Zealand. This initiative was supported by the Aotearoa New Zealand Peace and Conflict Studies Centre Trust (ANZPCSC Trust) and the Peace and Disarmament Education Trust (PADET).

The aim of the conference was to bring together a range of stakeholders involved in peace, non-violence and social justice education to map current initiatives and to identify ways forward for an integrated approach to mainstream peace education at all levels of the educational sector.

Individuals with current and/or past involvement in the delivery of educational programmes aimed at enhancing civic responsibility, cooperative relationships, emotional intelligence, collaborative problem solving and non-violent solutions to problems were invited to attend the colloquium.

See Appendix 1 for a list of colloquium participants.

See Appendix 2 for an evaluation of the colloquium.

Initial presentations included examples of

- past New Zealand peace education initiatives
- current peace education programmes in early childhood, primary and secondary schools, and public/adult education in New Zealand
- potential opportunities for integrating peace education into the New Zealand Curriculum.

Participants then profiled their current work in the peace education arena and also that of their organisations. They identified areas of strength and vulnerability in their delivery and options for mainstreaming of these programmes.

Common needs and common challenges were identified.

Strategic planning groups discussed topics to determine how peace education and related topics can become a greater part of the established education system. Recommendations arising from this process were identified.

Definition of peace education

“Peace education is a participatory holistic process that includes teaching for and about democracy and human rights, nonviolence, social and economic justice, gender equality, environmental sustainability, disarmament, traditional peace practices, international law, and human security.”

(The Hague Appeal for Peace, 2005)

<http://www.peace-ed-campaign.org/index.html>

Ian Harris defines **peace education** as “the process of teaching people about the threats of violence and strategies for peace. Peace educators strive to provide insights into how to transform a culture of violence into a peaceful culture. They have to build consensus about what peace strategies can bring maximum benefit to the group” (p.5).

Harris, I. as cited in Salomon, G., & Cairns, E. (Eds.) (2010). *Handbook on Peace Education*. New York, NY: Psychology Press.

2. Colloquium Topics

2.1. Past Peace Education Initiatives



Dr Frank Hutchinson (Centre for Peace and Conflict Studies, University of Sydney), Professor Kevin Clements (National Centre for Peace and Conflict Studies, University of Otago), Hon Russell Marshall (former Minister of Education and New Zealand High Commissioner to the United Kingdom)

Peace education in Aotearoa/NZ: Stepping backwards to move forwards

Keynote Address: The Hon Russell Marshall

"If the result of [peace studies in the New Zealand syllabus] is less violence in the community, better industrial and race relations, improved relations between the sexes, between teacher and pupil, parent and child, then the idea will have paid its way." Marshall, 1985, p. 18 cited in Collinge, 2010.

The Hon Russell Marshall former Minister of Education and New Zealand High Commissioner to the United Kingdom (2002-2005), opened the conference on 29 October with a keynote address.

The Hon Russell Marshall discussed his experience as Minister of Education in the 1980s, which was a time of intense activity around peace education in New Zealand.

He discussed his attempts to introduce peace studies into the secondary school curriculum, the development of the Draft Guidelines for Peace Studies in 1986 and the abolishment of corporal punishment in schools.

Extracts from Russell Marshall's address

“Early on I became aware of a famous paragraph in the 1939 Annual Report of the Department of Education, attributed to Peter Fraser, but written by [Dr Clarence] Beeby. 'Every person, whatever his level of academic ability, whether he be rich or poor, whether he live in town or country, has a right, as a citizen, to a free education of the kind for which he is best fitted, to the fullest extent of his powers.' Leaving aside the sexist language of the time, that seemed to me to be a worthy aspiration. It also gradually became clear that two generations later on we were falling well short of fulfilling that goal.”

“We held a three day consultative meeting to consider how an element of peace studies could be introduced into the secondary school syllabus with the aim of teaching adolescents to recognise and effectively deal with each conflict. Two officers of the Curriculum Unit were asked to develop programmes for use in schools. We set up a working party which consulted with parents, teachers and the wider community before producing a discussion document entitled *Peace Studies: Draft Guidelines*.”

“Over the years, since the abolition of corporal punishment, there has been a steady growth in suspensions and expulsions, especially from secondary schools. I gather that, for at least a decade now, work has been going on in many schools, working on ways for schools, staff and students to find other, more creative and effective ways of resolving conflicts in schools.”

“I am the first chair of a new body called the Robson Hanan Trust, subtitled *Rethinking Crime and Punishment*, of which Kim Workman is the Executive Director. Our Board includes Sir Eddie Durie, former Bishop John Bluck and Sharron Cole. We constituted ourselves in February of this year, and are working on a national campaign towards a substantial reduction of our imprisonment rate and a more enlightened, less punitive and judgmental approach to sentencing. Restorative Justice in its various forms, not least its practice in schools, could be a major positive contributor to the fulfilment of that goal.”

Highlights from Russell Marshall's address relevant to the colloquium

Include teachers and educators in the policy making process.

“My biggest concern is on the issue of how policy change comes about. Up until at least the 1970s, policy development was driven by the professionals; in this case, teachers in the schools, their unions and the [Education] Department. We have drifted into a political world in which the contributions and suggestions of the professionals, especially in social fields, such as Education and Health, are frowned on.... We need to return to the kind of climate in which the classroom professionals are the pool from which creative, inclusive, mind and spirit-enriching policies have always come – the teachers.”

- *Integrate peace studies into the curriculum*

“Hardly anyone wanted peace studies as a special subject; we saw it as ‘a dimension which can be readily integrated into existing subjects’ and that it had ‘cross cultural implications’. (Peace Studies Draft Guidelines 1986, p. 3).”

- *Consider use of the terminology*

“In retrospect I think it was probably a mistake to call what we were proposing *peace studies*. That title left us open to criticism and ridicule from those who saw it as, or painted it as, political indoctrination.”

- *Focus on self-development for teachers*

“We set aside some funding for a programme called Teaching Learning Communication (TLC, the relationship part of the teaching/ learning process). Lyn Blunt/Brash and Jill Moseley were appointed to tour the country, Jill working with primary schools and Lyn with secondary. The programme focused on providing teachers with better communication, negotiation and conflict resolution skills. They also challenged teachers to look at the most effective ways of influencing the values development in students, a ‘practice what you preach’ approach. (Lyn Brash, personal communication, 28 October 2010).”

Further reading: The history of peace education in New Zealand

Collinge, J. (2010). Reminiscences on peace education. In J. Kidman and K. Stevens, *Looking Back from The Centre: A Snapshot Of Contemporary New Zealand Education*. Wellington, New Zealand: Victoria University Press. Retrieved from <http://www.victoria.ac.nz/vup/2010titleinformation/lookingback.aspx>

Aotearoa/New Zealand Peace Movement. (1989, October). *Peace Education Special*. Peacelink, 76, 1-27.

Ware, A. (n.d.) History of peace education in New Zealand primary and secondary schools 1900 – 1989. Unpublished manuscript.



Looking back – Peace education in New Zealand in the past

Interview with Professor Kevin Clements, Professor, National Centre for Peace and Conflict Studies (NCPCS)

Dr Elspeth Macdonald, Visiting Fellow at the NCPCS, asked Professor Clements to reflect on issues raised at the colloquium.

What were the key learnings about peace education that we have from the past?

Peace studies (or as we call it today *peace education*) emerged at a very particular moment in both New Zealand's history and global history. The heyday of peace education in New Zealand was in that period of the 4th Labour government from 1984 onwards, and it coincided with the development of New Zealand's anti-nuclear policy. And I think that was both one of its strengths and one of its weaknesses in the sense that the opponents of peace education at the time simply thought that peace educators were part of the Cold War and "on the other side" from patriotic New Zealanders. The opponents of peace education argued that it was really a Trojan horse seeking to undermine New Zealand patriotic, nationalist and militarist values, and indeed the resolve of the West to defeat communism! There were a number of fairly extreme accusations made about the power of peace education to subvert New Zealand's national security and our alliance relationships with the United States and Australia. So I think that it was both a propitious and unpropitious moment to promote peace education in New Zealand. But it certainly had a lot of coverage at that time. I think that it will be easier to have a more rational debate about the value of peace education in the second decade of the 21st century.

What about peace education in the curriculum context at that time?

There were a number of programmes that were being trialled in different schools and Universities in the 1980s. Programmes such as teaching peaceful relationships, Cool Schools and different peace education programmes at Victoria University and Canterbury University were making their mark and introducing students to new ways of thinking about war, peace, violence and nonviolence. And there were quite extensive programmes that were being trialled at different schools under the auspices of the education department.

The major mistake at that stage was to feel that we could get specific peace education programmes written in as separate courses into the curriculum. There wasn't the same effort as there is now to mainstream peace education into different parts of the existing curriculum. So it was an attempt really to "add" to the curriculum rather than to contribute to the existing curriculum. And I think that was one of the big mistakes in terms of the 1980s.

In terms of the universities, the other major problem was that no university administration really thought that Peace and Conflict Studies should be taught as a subject in its own right. So despite the fact that such programmes were beginning to develop and expand in Scandinavia, the United Kingdom and North America, New Zealand Universities did not

provide funds or resources to offer degrees or majors either at the undergraduate or postgraduate level. This meant that peace education was really only ever taught as an elective at the undergraduate level or in Jim Collinge's case as an elective at the post graduate level. This lack of funding made the different peace education programmes in universities quite precarious, as the teaching was normally done "on top" of everyone's course loads. At Canterbury, for example, peace studies was not even counted as part of our course weight loading. This meant that peace education never really took hold in any New Zealand University until the development of the National Centre for Peace and Conflict Studies at the University of Otago in 2009.

The other problem, which Russell Marshall talked about, was the way in which peace education was mixed up a little bit with issues of classroom management and corporal punishment. So I think that was one of the other challenges in a way. Peace education was partly sold to the schools as a tool for improved classroom management and for dealing with a range of "problem children" rather than as a discipline or perspective that was capable of illuminating different parts of the curriculum. This was another complicating factor because it got linked to the movement to abolish corporal punishment, which was what Russell spent a good bit of his time on as Minister. It also meant that many teachers started thinking of peace education as an adjunct to the curriculum rather than as an integral part of the curriculum.

Over the years it has been easier for teachers interested in peace education to focus on social competencies aimed at enhancing individual social and emotional intelligence, collaborative problem solving skills and the conflict resolution capacities of individuals. Because of this I think we missed an opportunity, to think in terms of

how it might have been mainstreamed into the social studies curriculum, the history curriculum, the English curriculum and other similar subjects.

The other learning, which Russell Marshall highlighted in his keynote address, was the absolutely critical role of the professionals themselves. Most of the discussions around peace education and the curriculum development that took place in 1986 were with teachers and those that were associated with schools in some way - I don't think that we have really taken full advantage of working within and through groups like the teachers union, post-primary teachers association, and the primary school equivalents. If peace education is really going to take off in the 21st century then we need to work with the teaching profession, the colleges of education and the trade unions to see if they can see ways in which it might be mainstreamed into the curriculum at different places.

I think that was another important learning from the '80s as well – the importance of bringing together professionals who could see the substantive value of peace education in their own areas. So you could have someone in geography looking at the geo-politics of war and peace, and someone in history rethinking the ways in which wars and war histories and peace histories were written. In mathematics you could pick up on Richardson's work on the statistics of deadly quarrels, and in science on Bob White and Peter Wills' work on peace and nuclear weapons.

So there are lots of different ways that you could quietly insert a peace education component into the curriculum. So I think that is certainly a lesson that we have to learn if we are to be more successful this time around.

2.2. Current Peace Education Programmes in New Zealand

Report on a survey of peace education in early childhood, primary and secondary schools in New Zealand

Ali Gale (ANZPCSC Trust)

A survey was completed this year, following up on Cathy Mulholland's 1990 report, and commissioned by the Public Advisory Committee on Disarmament and Arms Control.

- 71% of schools sampled advised they currently have a peace studies initiative.
- *Cool Schools*, peer mediation and restorative practices were the most frequently reported initiatives. A range of other programmes were also mentioned.
- Schools that did not have any initiatives reported they were prevented from doing so because they lacked resources, time, training, or it was not part of their school policy.
- Schools suggested that more resources, teacher training and relevance to the curriculum would advance peace studies.

Findings highlighted that peace studies in New Zealand schools is largely focused on the interpersonal dimension. Wider structural and societal issues were generally neglected, as were direct links to the syllabus.

Main messages

- Focus on access to resources, relevance of content to the curriculum, strategies to implement resources in the curriculum and access to teacher training.
- Focus peace education on wider structural and societal issues as well as the interpersonal dimensions of peace education.
- Promote the use of peace education to build a positive culture and ethos of school community.

Peace education requires a systemic and whole-of-school/institution approach across the breadth of relationships and contexts/environments associated with education settings.

2.3. Potential Opportunities to Integrate Peace Education Programmes

A review of the curriculum

Dorothy Brown (ANZPCSC Trust) and Christine Jones (Primary and Secondary Teacher)

If peace education is to have a realistic chance of getting into the New Zealand curriculum it needs to be integrated into various parts of the existing syllabus, rather than introduced as a separate syllabus.

We need to take advantage of opportunities to integrate into the New Zealand Curriculum as it currently stands.

Central propositions include:

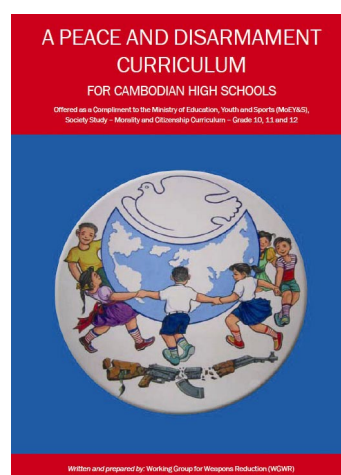
- the grammar, vocabulary and discourse of some aspects of peace education are complicated; teachers need to be aware of the difficulties encountered by those students whose first language is not English, and also for some students whose first language is English
- the pedagogy involves co-operative learning and individual achievement.

The values outlined in the curriculum (excellence, innovation, diversity, equity, community, sustainability, integrity) are inherently conducive to the delivery of peace studies.

The learning areas of Social Sciences, English, Maths, Science, Art and Music, and Health and Physical Education all contain components, which could easily be linked to peace studies.

Christine Jones provided the colloquium with examples of the New Zealand Curriculum that were relevant to peace education issues. As Christine highlighted, “schools have considerable flexibility when determining the detail in the curriculum and they can draw on a wide range of ideas, resources and models”.

A Peace and Disarmament Curriculum for Cambodian High Schools (2004) provides a useful example of how we could produce a New Zealand curriculum document.



Working Group for Weapons Reduction. (2004). *A Peace and Disarmament Curriculum for Cambodian High Schools*. Phnom Penh, Cambodia: Author.

There is a need to focus on integrating peace education material into the various learning areas or subject topics in the curriculum. It is necessary to link with those who have expertise in the specific curriculum areas.

Peace education initiatives can address core components of the New Zealand curriculum:

- *values* to be encouraged, modelled and explored
- *key competencies* or capabilities for living and lifelong learning
- *learning areas* or *subject topics* important for a broad, general education.



Links between sections of the New Zealand Curriculum

Taken from:

<http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum>

Main messages

- Provide a collection of resources for the teaching of peace that fit with the New Zealand school curriculum.
- Set up a website that will hold these resources in electronic form and advertise it to teachers throughout New Zealand.
- Run a series of in-service teacher training days to develop resources and to inspire practicing teachers to use these resources.
- Integrate peace education into teacher training.

Peace education needs to span the different levels of the school system: student discipline, curriculum, pedagogy, school culture, and links with parents/Whanau and the wider community beyond the school gate.

2.4. Profiles of Current Work in Peace Education Arena

Perspectives were provided by a range of stakeholders involved in peace, non-violence and social justice education, to map current initiatives and to identify ways forward for an integrated approach to mainstream peace education at all levels of the educational sector.

Three members of the Aotearoa New Zealand Peace and Conflict Studies Centre Trust (ANZPCS Trust) participated.

See Appendix 1 for a list of colloquium participants – 28 stakeholders and representatives from National Centre for Peace and Conflict Studies and the Aotearoa New Zealand Peace and Conflict Studies Centre Trust.

Additional representatives were invited but were unable to attend in person. Missing from the colloquium were representatives from Maori, youth, curriculum developers/writers, professional and pre-service training organisations, ministerial officials and a number of academic faculties and non-government organisations. Future consultations will engage with these stakeholders to include their perspectives.

Participants described current peace and conflict initiatives.

Selection of current peace and conflict programmes

Alternatives to Violence Project	http://avpaotearoa.org.nz	Don Smart
Christchurch Community Mediation Services		Tracy Scott
Human Rights in Education	http://www.rightsined.org.nz	Human Rights in Education
Peace Foundation	http://www.peace.net.nz	Yvonne Duncan

Peace Foundation - Cool Schools	www.peace.net.nz/index.php?pageID=24	Christina Barruel
Peace Foundation - Restorative Practice		Carolyne Smith
Peace Movement Aotearoa	www.converge.org.nz/pma	Edwina Hughes
Restorative Justice Services Otautahi	www.restorativejusticechch.org.nz	Jennifer Cato
Restorative Schools	www.restorativeschools.org.nz	Rich Malta & Greg Jansen
Virtues Project	www.virtuesproject.org.nz	Sheldom Ramer
United Nations Youth Association of New Zealand	www.unyanz.co.nz	Elizabeth Chan *

* Written submission

Additional international perspectives

<i>Peace education in Australia</i>		
Centre for Peace and Conflict Studies, University of Sydney	www.arts.usyd.edu.au/cpacs	Frank Hutchinson
<i>Pre- and primary school peace education in the United Kingdom until 2003</i>		
Quaker education programmes		Valerie Clements

Common needs and common challenges

Professor Kevin Clements and Dr Frank Hutchinson (Centre for Peace and Conflict Studies, University of Sydney) provided summary comments.

Themes emerging from discussions

- There is a need for peace education in schools.
- It is better to integrate peace studies through the curriculum than to insert it as a core or stand-alone subject.
- There is a distinction between social competency skills (empathy, respect etc) and broader societal issues within peace education.
- It is important to recognise the difference between the more personal programmes and the formal, analytical skills developed in subject areas and the different level at which these courses are pitched.
- The nexus between individual rights, interpersonal competence and social and community awareness at local and global levels needs to be explored.

Challenges ahead

- How do we enhance capability of people working in this field, ensure quality control, accountability and best practice?
- How do we ensure that these programmes are receiving the attention and resources that they deserve?
- How do we make sure that teachers and the public are conscious of these programmes?
- Funding and resourcing issues - how do we make sure there is sufficient funding for these projects? How do we ensure that we are advancing the capacities of large numbers of people to do this kind of work?
- It is timely to be talking about peace education in a climate of increasing militarisation of children and young people (12 to 18-year-olds) and their education via the growing involvement of the armed forces in schools and “youth development” programmes, which also has implications for child rights.
- We are living in difficult contexts: we need to be practical idealists, effective networkers, able to sustain ourselves. We can do this through building rainbow coalitions, of the kind found here today.



Lunchtime discussions at the colloquium



Looking about us – What's currently happening in peace education in New Zealand

Interview with Professor Kevin Clements, Professor, National Centre for Peace and Conflict Studies (NCPCS)

Dr Elspeth Macdonald, Visiting Fellow at the NCPCS, asked Professor Clements to reflect on issues raised at the colloquium.

Are there some issues that were not covered at the colloquium?

I think that there were a number of serious gaps in the range of people that were attending the meeting. Because of these gaps we missed out on finding out whether or not peace education is taught and addressed in Maori education and by Maori educators. Is it a key component of Maori education? Not having Maori colleagues present was an important omission and something that we need to rectify as we think about the future.

I think the meeting itself was a bit tilted towards the early childhood area, partly because that's where some of the original ideas for the meeting came from.

What are some of the key learnings about current peace education initiatives?

I think one of the challenges really is that most current programmes still seem to be around the development of life skills, rather than the development of analytical perspectives that enable students to really understand how violence is mainstreamed and non-violence marginalised. How do you build on the life skills

that are taught in programmes such as *Restorative Schools*, *Cool Schools* or the *Virtues Project*, so that we can link these programmes to wider social, economic and political concerns within New Zealand and overseas? Can we combine the skills that are being taught in these programmes with some of the substantive themes of peace education, for example, ecological sustainability, equality and human rights education? I think that was a piece that was missing.

In terms of the early childhood curriculum I think Helen May (Professor of College of Education University of Otago) and others were very clear that there was already a place for peace education in that curriculum. So the real challenge is how to graft peace education into primary and secondary schools? In particular how do we get professional teachers to start viewing their disciplinary subjects through peace and conflict-sensitive lenses?

I was impressed by the range and scope of the programmes that already existed in a number of schools. And I think these programmes are playing a very useful role in terms of enabling a broader focus on experiential education and problem-based learning and things like that. However, I do think they need to be complimented by a more substantive focus.

2.5. Strategic Planning for New Zealand Peace Education

Strategic Planning Groups

Topic: How can “peace education” become a greater part of the established education system?

The following questions were asked of participants in order to focus their attention on the scope of the issue.

- How can we improve as “peace educators”?
- Can we identify any emergent themes?
- How can individual programmes gain a higher profile? How can we integrate some of these programmes and ideas into the curriculum?
- How can “peace studies” become a greater part of the education system?

Method: Open Space Technology

The process of *Open Space Technology* utilised the law of “open feet” (go where you wish) and the law of “mobility” (move on whenever you like).

Open Space Technology

“Open Space Technology (OST) is a workshop process for people with a genuine concern or passion for an issue.

To start, participants form a circle. The facilitator explains the theme of the workshop and the OST process and then participants set the agenda. Anyone can write down a topic they wish to discuss. Topics are stuck on a wall (the ‘bulletin board’) and a time and meeting place are set for each item.

The person who chooses the topic convenes the group. Participants decide when and where they wish to contribute to the process, moving between groups as they wish. In each group the discussion is recorded, and a copy is given to each participant at the end of the workshop.

Throughout the workshop the facilitator is not obviously present, other than to open and close the space and ensure that it is held together. The process is managed and recorded by the participants. By the end of the workshop, people should have made some clear decisions and developed a plan for action.”

Taken from

<http://www.goodpracticeparticipate.govt.nz/techniques/specialised-participatory-methods.html> - OpenSpaceTechnology11

<http://www.openspaceworld.org/>

Participants generated seven key questions:

1. How do we integrate peace education into the curriculum?
2. How can we promote the need for peace education?
3. What are pathways for working in treaty-based partnerships?
4. How can we use the Human Rights framework to promote peace education?
5. What is the role of the early childhood sector in initiating or progressing peace education?
6. How can we incorporate peace studies into teacher education?
7. Can peace education in schools be expanded into the wider community?

Feedback from groups

Each group recorded the key issues discussed. Detailed below are summaries of recommendations for peace education in the New Zealand Curriculum that groups reported in their feedback.

1. Integrating peace education into the curriculum - for the whole person

Access to and sharing of information and resources across levels of education

- Promote access to and use of peace resources in schools.
- Collect and distribute programmes and resources via an online directory (eg, a “clearinghouse” function).
- Collate resources into modules and resource materials (eg, stories, photographs), which are readily accessible to teachers to adapt to their school and classroom context.
- Collect stories about how people have used the resources successfully to promote and facilitate use of resources.
- Disseminate information nationally via a web-based portal for access by teachers and students.
- Facilitate sharing of resources.

Development of relevant resources

- Focus across the different levels of education (early childhood education, primary, secondary, tertiary) as they have differing capacities to influence curriculum.
- Develop applied resource materials (ie, suggestions for classroom application) and collate practice learnings to support use of available resources.
- Link content and pedagogy with the New Zealand Curriculum directions for learning including values, key competencies and learning areas.
- Liaise with the Ministry of Education to produce resources and learning media relevant to the New Zealand Curriculum.
- Link to the curriculum resources developed within the policy framework for Te Whariki (the bicultural national curriculum in the early childhood sector).
<http://www.educate.ecgvt.nz/learning/curriculumAndLearning/Assessmentforlearning.aspx>

Training and support

- Support efforts to integrate peace education into the community.
- Leverage through organisations already engaging with schools to advocate for peace education and distribute resources.
- Deliver training and distribute resources through professional associations (levels of education, subject areas).

- Link with subject associations to tailor resources to their learning areas and curriculum.
- Link to training opportunities including professional and post-professional education, in-service training.

2. Promoting the need for peace education

Advocacy with educators and policy makers

- Need to obtain a “hook” to demonstrate the relevance of peace education to government.
- Appeal to Government on basis of need to improve outcomes in areas of youth crime and suicide, bullying and violence, suspensions and expulsions, disengaged learners and underachieving students.
- Prioritise greater awareness of cultural diversity, the place of Maori in New Zealand and a commitment to educational outcomes for Maori people.
- It is equally important to pay attention to the importance of a non-violent perspective on current problems.
- Link to school discussions about their strategies to operationalise vision and values into school communities and curriculum; profile and disseminate available resources and training opportunities.
- Work through professional organisations, peak bodies and leading influences. Link to the key skills and competencies required by NZ citizens in the 21st Century.
- Have the imagination to envisage how things might be in the future.
- Consider whether terminology such as “peace education” is well understood by the general community.

3. Pathways for working in treaty-based partnerships

Participatory model valuing and utilising the perspectives of youth, Maori peoples and educators

- Develop and implement a participatory model to promote meaningful involvement.
- Need to recognise the different treaty partners, their paradigms, qualities and the commonalities and unique characteristics.
- Connect through learning Te Reo and develop cultural awareness.
- Prioritise building partnerships through day-to-day behaviours such as offering rides to hui, attending runanga.
- Recognise the importance of social inequity and seek to empower and promote social justice.
- Support participation by recognising and valuing Maori partners’ expertise and inviting them to be central to programme development and implementation. Ask questions and take advice.
- Voice of youth, particularly Maori youth, must be heard.
- Support peace-related models of learning that are process-oriented and participatory.

Social justice perspective

- Promote decolonisation projects involving philosophical understanding and practical application of historical knowledge, knowing our whakapapa, understanding historical reasons for inequalities.
- Contribute to media discussions to modify messages about Maori that promote negative community attitudes.

4. Using a human rights framework to promote peace education at all levels involving the community

Local, national and international context and initiatives

- Discuss human rights in the context of militarisation and militarism.
- Connect peace education to a moral philosophy involving values, virtues, respect, responsibility and ethics.
- Incorporate wider understandings of “rights and responsibilities”.
- View the United Nations perspectives as an alternative to violence.
- Refer to Human Rights instruments such as the UN Convention on the Rights of the Child (U.N.C.R.O.C.).
- View the treaty obligations of governments (global taonga – culture of peace) as legal agreements and promises, whereby government has obligations under these treaties.
- Consider how we make sure the work done in the local context also incorporates wider understandings of rights and responsibilities.
- Engage with the media and link around peace journalism.

5. Incorporating peace studies in teacher education

Reflective learning and capacity building at all levels

- Target a range of levels of training including pre-service and in-service capacity building (eg, training programmes offered to trainees and professionals offered in parallel).
- Provide resources and opportunities to embed content into curriculum and assessment tasks in education training programmes.
- Support sharing of promising practices in schools – Who is doing what and where?
- Facilitate a dialogue between training institutions and schools about the benefits of teachers with conflict-resolution skills and knowledge of restorative practices.
- Promote capacity building opportunities for associate teachers/support workers.
- Link with professional development programmes to provide support and mentoring opportunities for new teacher graduates.

Peace education awareness

- Provide publicity about what is happening in schools (what students are doing) to increase community awareness of NZ school initiatives.
- Develop strategies to drive pre-service training such as student demand for employment related skills (bottom-up model of students driving curriculum such that demand changes the supply), practical and accessible skills that can be readily applied in classroom settings, service-based assessment (assessment driving the training curriculum content).
- Promote best practice in peace education and link to a relevant and accessible pedagogy.

6. The role of Early Childhood Education in initiating or progressing peace education

Peace education begins in early childhood

- Recognise the importance of the early childhood education setting as a first and powerful opportunity to engage with children outside their families.
- Recognise the basic human rights beginning with the infants and the capacity of children to understand and know from a very young age.
- Operate from a framework that empowers children in resolving differences and conflict rather than an adult-directed approach; support children of all ages working through their own conflicts; support the use of language in talking and listening; recognise the “teachable” moment in interactions with children.
- Recognise “modelling” as a powerful behavioural intervention.
- Engage and speak with children and infants with respect and consideration.
- Demonstrate the benefits and cost-effectiveness of peaceful approaches.

Value of the systems perspective of the young person's context

- Implement a family-focused approach; for example, provide support or referrals for support, especially for main caregivers to come on-site and speak with teachers about the development of the child.
- Recognise the importance of attachment for early childhood development and adaptive developmental pathways and the need for trauma-sensitive practices to support children affected by violence and abuse.
- Early childhood peace education is critical to the formation of behaviours at other levels and a key component to building sustainable communities.

7. Expanding peace education to the wider community

Connections with the wider community

- Whole-of-school programmes aim to build the capability of the school as a whole, including teachers, principals, support staff, parents and Whanau, and the broader community.
- Recognise that the community can provide venues and a place for people involved in peace education in schools to practise and get work experience.
- Identify broader opportunities to connect with communities – parent centres, community groups, refugee and migrant groups, churches, the media, government.
- Contribute to peaceable communities, such as family interventions, public awareness opportunities, media engagement, church engagement around values, lobbying government for policy and funding.
- What do these communities look like? What have we got at the moment? Why is a peaceable community needed?
- Consider the terminology: “restorative” implies brokenness; “justice” implies justice system; “peaceable communities” is preferable.

Summary of key issues

The following key issues were identified as important when scoping peace education in the New Zealand Curriculum.

- Access to and sharing of information and resources across levels of education
- Development of relevant resources
- Training and support
- Advocacy with educators and policy makers
- Promote a participatory model valuing and utilising the perspectives of youth and educators
- Prioritise Maori perspectives and participation and incorporate principles of the Treaty of Waitangi
- Social justice perspective
- Local, national and international context and initiatives
- Reflective learning and capacity building at all levels
- Peace education awareness
- Peace education begins in early childhood
- Value of the systems perspective of the child's context
- Connections with the wider community.



Looking forward – Peace education in New Zealand in the future and how to get there

Interview with Professor Kevin Clements, Professor, National Centre for Peace and Conflict Studies (NCPCS)

Dr Elspeth Macdonald, Visiting Fellow at the NCPCS, asked Professor Clements to reflect on issues raised at the colloquium.

Where do you think we need to go from here in terms of peace education?

I think the other lesson that came out of the meeting, and this was a bit surprising to me, was that the people who were present, and offering different programmes had not, by and large, been in conversation with each other - together. So I was both surprised by that and pleased that we were able to offer a forum for that conversation to take place.

I think it's important that we maintain the conversations that were begun here at Dunedin and that we help nurture an emerging network of peace education providers to reinforce and expand current provisions and to develop more ambitious programmes in schools. I think that provision of the creation of a peace education network out of the meeting was an important action point.

The second thing, which I think came out of Russell's talk, was the importance of opening up relationships and conversations with teachers themselves. We hadn't really done that very much, and I think that's where we need to organise another dialogue and discussion so that teachers already involved in teaching the curriculum can start thinking about whether there is any utility or value added in incorporating peace education into their

existing work patterns, lesson plans, teaching plans and resources.

I guess a third area of need identified was the necessity to develop materials for work in schools and other parts of the education curriculum.

The history book, that Dorothy Brown (Co-chair, ANZPCSC Trust) commissioned for example, which is currently being edited by Peter Lineham, brings together all of the official and unofficial major documents on New Zealand's peace history from pre-colonisation times up until the modern era. This will prove to be a critical resource to share with history and social studies teachers.

We need to think about other similar resources that we could help to catalyse and commission.

And then - the fourth point was to begin thinking about both the theoretical and evidence base for peace education. I think there were some challenging questions asked at the meeting that need to be addressed directly. For example, what evidence do we have that peace education makes a positive difference to people's attitudes and behaviour? In this regard it is important that there be some independent evaluations done on the programmes that are currently being offered. For example, what are the short, medium and long-term impacts of *Restorative Schools* or *Cool Schools*? There

was some anecdotal evidence about the ways in which these programmes are generating atmospheric changes in schools, such as lowering expulsion rates and implementing better ways of dealing with problematic students. There is, however, also a need for systematic and impartial evidence.

The other area, which I think we didn't have a lot of time to focus on, was the use of the media. How do we make better use of print journalism, TV and radio, and the popular social media for teenagers? In particular, how do we ensure that the kinds of issues that we are interested in are being written about and talked

about in these media in a way that is interesting to school children and relevant to their lives?

Of course all of this is dependent on whether or not there is political support and encouragement of such programmes. If politicians see peace education as an optional extra it is very difficult to get it mainstreamed into different parts of the curriculum. If they can see its utility it will be much easier to gain access and resources. This is another challenge, namely how do we mould political opinion - so that it becomes much more conducive to a peace education agenda?

2.6 Recommendations from the Colloquium

- Focus peace education on wider structural and societal issues as well as the interpersonal dimensions of peace education.
- Focus on integrating peace education material into the various learning areas or subject topics in the curriculum.
- Promote the use of peace education to build positive, non-violent cultures in school communities.
- Target peace education at all levels of education.
- Map the range of initiatives related to peace education across all levels of education and identify key organisations and experts in the New Zealand context.
- Support access, dissemination and implementation of peace education programmes and resources – website with clearinghouse function, moderated online discussion/communication process.
- Facilitate training and adoption of peace education practices by trainees, educators and education organisations.
- Promote a participatory model that values and uses the perspectives of youth and educators.
- Prioritise Maori perspectives and participation and incorporate principles of the Treaty of Waitangi into the broader context as a Treaty of Peace.
- Strengthen the evidence base – profiles of promising practices, evaluation.
- Advocate for social justice and human rights.

Next steps

The National Centre for Peace and Conflict Studies at the University of Otago, together with the ANZPCSC Trust, will work to develop and coordinate a New Zealand network for peace education to continue and extend the dialogue initiated at the symposium.

The aims are:

- to strengthen communication between the various groups already providing peace education
- to facilitate networking and linkages around peace education in New Zealand
- to work with teachers, education leaders and advocacy groups and curriculum developers to mainstream peace education into the core curriculum

- to integrate initiatives focused on interpersonal dimensions and wider structural and societal issues across the curriculum
- to support the development, dissemination and implementation of best practice information and resources.

Key activities:

- develop a directory of peace education initiatives and interested stakeholders
- work with teachers/curriculum groups to develop relevant resources for teaching of peace education in the New Zealand school curriculum
- host a website to facilitate communication between stakeholders and access to electronic resources
- promote peace education and available resources to teachers/educators, education leaders and advocacy groups throughout New Zealand
- promote peace education in teacher training – professional development and in-service training, professional and pre-service education
- support evaluation and research of peace education initiatives
- build capacity of educators through training and support opportunities.

A formal network has the potential to link and support stakeholders (educators, professional and pre-service trainers, researchers, education leaders and policy makers, youth, researchers) across all levels of education to advance the field of peace education in New Zealand.

Appendix 1

List of participants

Surname	First name	Affiliation
Ardagh	Rosemarie	The Nurtury
Barfoot	Chris	Aotearoa NZ Peace and Conflict Studies Centre Trust
Barruel	Christina	Cool Schools Peer Mediation Programme, The Peace Foundation
Bedggood	Margaret	Law, University of Waikato, New Zealand; Aotearoa NZ Peace & Conflict Studies Centre Trust
Brouneus	Karen	National Centre for Peace and Conflict Studies
Brown	Dorothy	Co-chair, Aotearoa NZ Peace and Conflict Studies Centre Trust
Brown	Lindsay	Patron of Aotearoa NZ Peace and Conflict Studies Centre Trust Former Chancellor, University of Otago
Cato	Jennifer	Restorative Justice Services Otautahi Christchurch
Chapman	Ruth	University Mediator at the University of Otago
Clements	Valerie	ESOL teacher with the University of Otago Language Centre and Otago Polytechnic
Clements	Kevin	National Centre for Peace and Conflict Studies
Devere	Heather	National Centre for Peace and Conflict Studies
Duncan	Yvonne	The Peace Foundation
Foote	Lyn	Early Childhood Programmes at the University of Otago
Frost	Peter	Presbyterian Minister and counsellor
Gale	Ali	Aotearoa NZ Peace and Conflict Studies Centre Trust
Gregory	Andrea	Law and in dispute resolution; PhD candidate
Hållén	Kristina	National Centre for Peace and Conflict Studies
Hassan	Ann	National Centre for Peace and Conflict Studies
Hughes	Edwina	Peace Movement Aotearoa
Hutchinson	Frank	University of Western Sydney; International Peace Research Association

Jansen	Greg	Restorative Schools
Jones	Christine	Secondary School teaching; Aotearoa NZ Peace and Conflict Studies Centre Trust
Lewis	Marjory	Aotearoa NZ Peace and Conflict Studies Centre Trust
Lockie	Colleen	University of Canterbury in the School of Māori, Social and Cultural Studies
Macdonald	Elsbeth	National Centre for Peace and Conflict Studies
Mansell	Ki	Otautahi Peace Education Network (OPEN)
Matla	Rich	Restorative Schools
May	Helen	Otago College of Education
Ongleo	Caroline	Cool Schools Peer Mediation Programme
Ramer	Sheldon	The Virtues Project
Ritchie	Jenny	Early Childhood Teacher Education at Te Whare Wānanga o Wairaka - UNITEC Institute of Technology, Auckland
Scott	Tracy	Resolve Consultancy
Simpson	Ced	Human Rights in Education Trust
Smart	Don	National Committee for the Alternatives to Violence Project
Smith	Carolyne	Cool Schools Peer Mediation
Svensson	Isak	National Centre for Peace and Conflict Studies
Tenebaum	Kim	The Nurture; The Virtues Project
Wegner	Ali	Kids First Kindergartens
Yiakmis	Janet	Restorative justice facilitation

Appendix 2

Evaluation

What will you bring from this colloquium?

22 people completed the post-colloquium survey.

- All respondents identified they developed *new contacts* from the colloquium.
- Approximately three quarters of respondents identified that the colloquium provided them with *more knowledge*.
- Approximately three quarters identified that the colloquium provided them with *new ideas*.
- Approximately three quarters identified that the colloquium provided them with *inspiration*.
- Approximately 60% reported developing *deepened contacts* through the colloquium.

Strengths of the colloquium

- Opportunities to network, to connect and to develop linkages with others working in the area.
- Sharing ideas and finding out about a range of initiatives.
- Identifying others' areas of expertise and interest.
- Obtaining information about the broader context and historical perspectives of peace education.

Future role of the National Centre for Peace and Conflict Studies

- Take a coordinating and linking role.
- Facilitate communication.
- Provide access to and disseminate information and resources – clearinghouse function.

The evaluation highlights the potential for an ongoing initiative to facilitate networking and linkages around peace education in New Zealand.

