

Title: Conflict and Peace Editorial

Authors: Hans Svennevig.

Pull Out Quote 1: We all experience conflict, and are guilty of causing it. We are human beings.

### Article Begins

Think of the most peaceful person in the world. That person experiences and takes part in the experience of conflict. Whether that is with themselves, their loved ones, friends or family or people around them. They may even be the root cause of the conflict that is being experienced, they may know it or they may not. Why are they peaceful? They have the knowledge and tools to deal with conflict.

This journal is called Conflict and Peace because we posit that conflict comes first and peace is the practice to resolve and contain conflict. Peace is required to ensure that conflict does not diminish and damage. To ensure that any conflict that exists we can learn from, *peacefully*. This journal is a collection to help you develop your teaching knowledge and practice about conflict and peace and to develop that practice further. This journal can be read with parts of Issue 54 and Issue 37 'Building Peace through Education' guest edited by Anna Liddle who starts us off in this edition by discussing peace theory and the work of Galtung, leading to a framework for teaching Conflict by Terri Barry and the ACT Teaching Conflict Concept Map by Kirsty White.

We all experience conflict, and are guilty of causing it. We are human beings. Sometimes conflict starts within ourselves when we are in, or faced with turmoil and it spills out into conflict with others. Last week I became very agitated with a loved one, and caused conflict. Why? Because I was bereaved and the sadness manifested itself in frustration and then anger. I was able to quickly resolve it, apologise and then recommunicate my needs, as I have been taught principles of emotional intelligence, resolving and dealing with conflict and because I knew what was wrong within myself. Even so, as adults we don't always have the capacity or resilience for this as we are nuanced and complicated. No wonder then when we think about young people growing up in a turbulent and uncertain world that they may at times find it difficult to navigate conflict. We as their educators need to give them the tools, patience, consistency and fairness to respond to conflict through peace. To do this we as teachers need to build their knowledge, in Issue 55 we wrote about the Teachers and Citizenship Knowledge Project, one of the masterclasses of this project was on peace education and so Lee Jerome et al discuss the results of this here including on how we can further frame citizenship knowledge. Alexis Stones and I follow this to call on you to join us to continue to build knowledge and practice in peace education so it can be found in all educational settings.

The United Nations sustainable development goal 4.7 makes this a critical imperative of educators by 2030:

ensure all learners acquire 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

We can clearly see all around us why this is necessary, whether it be to prevent the experience of conflict in the playground through physical fights or the escalation of identity based violence in society. Ellis Brooks helps us to think about how we teach about conflict mediation, mapping it to

the GCSE curriculum and our different conflict styles. Helen Griffin introduces us to the work of Non-violent action by DECSY later reviewed by Helen Blachford in our review section. This then poses the question – can violence ever be justified which Lee Jerome tackles when reminding us about ACTs Deliberation Project. When identity based violence is left unchecked it results in terrible experiences like those that the Uyghur Muslims encounter as written about from Facing History and Ourselves. A huge effort is needed to recover from such conflict as Hope Nyabeinda or Samantha Hunt discuss in the aftermath of the Rwandan genocide and the lasting impact created.

Conflict is not just about direct physical attacks, it is about structural or cultural violence that Anna Liddle explains when writing about Galtung. This is violence that many in society experience because of their identity and can occur from the power and positions many of a dominant group find themselves in, often unintentionally letting injustices occur. Conflict then can result in a collective battle to improve social justice and develop a form of Galtung's 'positive peace'. This is something often experienced by the trade union movement that can be taught about as Mary Sayer and Robert Poole demonstrate.

In this journal we do not directly write about Russia's invasion of Ukraine (ACT has created a Teacher Fact Sheet for teaching about Ukraine - see website) – as we need to think about the role of conflict throughout our lives and not just in this terrible experience. We need to think about what we are all doing about conflict to avoid it ever getting as far as a war, and how we teach our children not to allow such things to happen in the future. In doing that we need to further consider the role of the military in schools as discussed by Emma Sangster and Luke Starr and in rounding off this theme we share a blast from the past in the writing of Don Rowe.

At the end of this themed piece of the journal we have a range of exciting elements, although they do not directly link to the theme they come pretty close in thinking about how we reduce structural and cultural experiences of conflict. Cat Davison writes about EduSpots and the power of connecting people to community work, Ruanni Tupas reminds us to teach about identity through connecting to young people through music and pop culture, and Michelle Codrington-Rogers shares with us her experience of being a black activist teacher and what we as educators need to do when teaching about race in the classroom. In the reviews section after Helen Blachford on DECSY, Madeleine Spink write about *Diverse Educators: A Manifesto*, Scott Amott on *Citizens* and Arooza Azam on *Mystery in the Palace of Westminster* (fiction - even if reality might at the moment seem stranger). Finally, Amit Puni and I share some practical tips for those seeking to apply to PGCE Citizenship courses - we encourage you to promote this among your networks to help grow our citizenship teacher pool.

We send a huge heartfelt thanks to our wonderful contributors and editors of this journal and the staff team, ACT Council, Ambassadors and Trustees for all your efforts in a fantastic year for Citizenship education. If you are interested in writing for the journal, sharing your teaching experiences and lessons do get in touch we are always keen for new contributions. Conflict will continue to escalate as we in the world suffer from the consequences of climate change, and while we do not develop points around this further in this journal we invite contributions for the ACT summer conference on this theme for July next year and Issue 58 in a year's time. Our next journal Issue 57 in Spring 2023 will be led by David Kerr on the editorial board considering planning and pedagogy. We look forward to hearing from you and we wish you a peaceful and restful end to your year.