Peace
Education:
Fighting for the Future





Introductions and housekeeping...

- Please introduce yourself by adding your name and organization in the chat
- Please mute yourself unless speaking
- Add questions and comments in the chat
- We are recording!









Introduction to the Critical Sustainability Conversations

- Critical sustainability conversations around contemporary issues.
- Sustainable development is full of contested concepts, unpredictable outcomes and complex issues.
- These conversations are meant to be challenging and open up new possibilities.
- In this series, we explore:
- 1. Scotland's SDG Network: mapping the terrain
- 2. Education, sustainability, and decolonialism: moving beyond the 'greenwash'
- 3. Peace education: fighting for the future
- 4. And more!

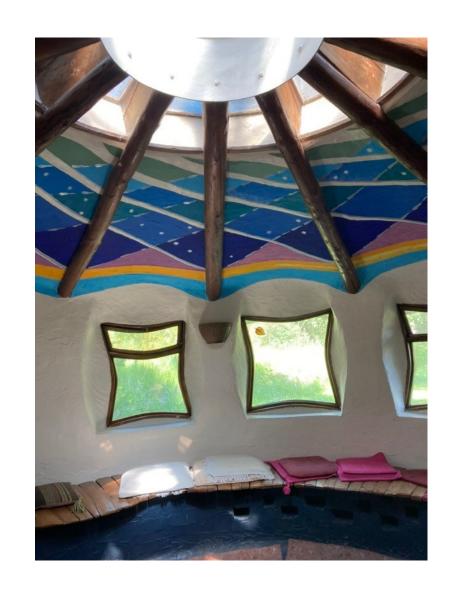


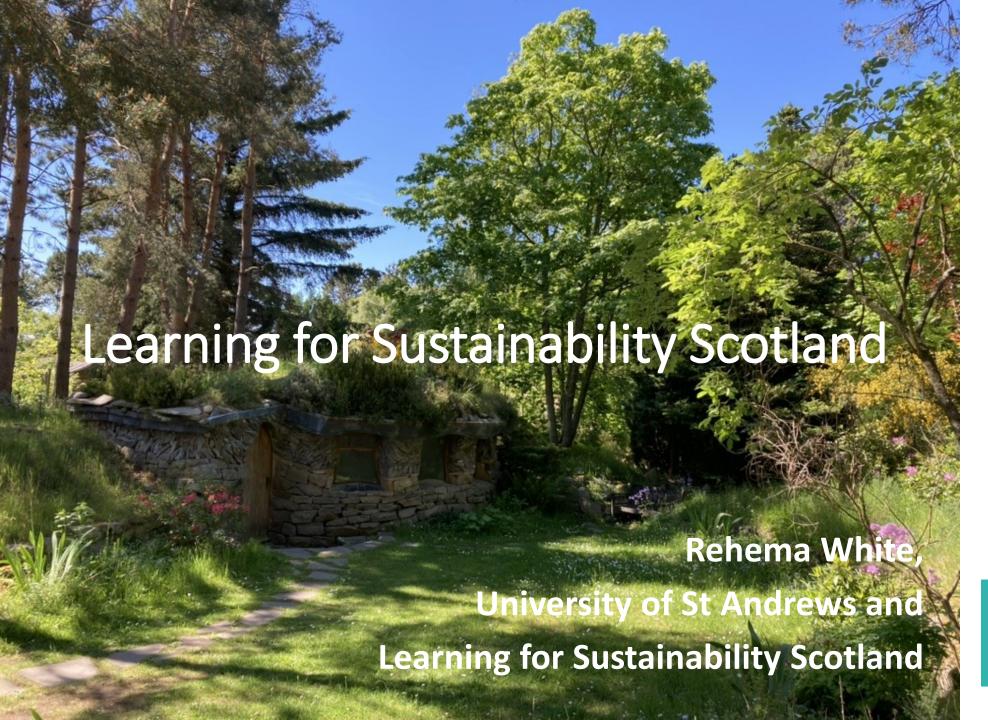
Agenda

Time	Action
16:00	Welcome and introductions; LfSS and CSC Rehema White, LfS Scotland and University of St Andrews
16:05	Introducing peace education Mark Langdon, University of the West of Scotland
16:17	Women, war and climate: a feminist response Áine Beattie - WILPF UK Executive Committee
16:29	Peace education in practice Jehan Al-Azzawi, Transition teacher, Liberton High School, City of Edinburgh
16:42	Summary and key issues / mutual responses / provocations
16:55	Participant questions and padlet
17:10	Conclusions and next CSCs – Rehema White

Questions

- 1. How can we weave peace education across learning?
- 2. How can we encourage youth involvement in peace education?
- 3. What further resources and conversations do we need to continue this critical discussion?







Who are we?

Learning for Sustainability (LfS) Scotland is a UN University- recognised Regional Centre of Expertise (RCE) in Education for Sustainable Development

We are a pan-sectoral open network in which members and partners come together to undertake collaborative projects, research and advocacy that advance and embed Learning for Sustainability practice and policy in Scotland.



What we do

- 1. We weave connections across sectors within Scotland and with our international partners
- We co-produce, pioneer and practise new knowledge and approaches and curate materials and resources with and for educators, organisations and communities
- 3. We advocate and provide strategic advice for effective learning for sustainability policy
- **4.** We lead, monitor and evaluate projects and programmes locally and internationally, often in partnership









Peace Education

The fight for our future.

Land acknowledgment



Introduction

Who?

- Mark Langdon Lecturer/ Researcher in Community Education at University of the West of Scotland
- Board Member of Peace Education Scotland
- Member of Campaign Against the Arms Trade, CND Scotland, Stop the War, Palestinian Solidarity Campaign, Global Witness, Transnational Institute, Oxfam, Amnesty International etc.

Why?

- We live in a time of polycrisis. A time of late-stage capitalism. An interregnum a time when the old will not die and the new is struggling to be born.
- A time of monsters.
- A time of genocide.
- A time of climate and biodiversity collapse which rather than being recognised and addressed is ignored.
- A time when militarism and barbarism trumps humanity and love.

Peace Education and Community Education





Learning for Sustainability

- Democracy
- Global Citizenship
- Human Rights
- Outdoor Learning & Connection with nature
- Decolonial and Anti Racist practice
- Social and Environment Justice
- Feminist Anti Patriarchal practice
- Anti-capitalist???
- Post Growth & Degrowth informed??
- Peace Education???
- Education for Emancipation



16 PEACE, JUSTICE AND STRONG INSTITUTIONS



























- 16.1 Significantly reduce all forms of violence and related death rates everywhere
- 16.2 End abuse, exploitation, trafficking and all forms of violence against and torture of children
- 16.3 Promote the rule of law at the national and international levels and ensure equal access to justice for all
- 16.4 By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime
- 16.5 Substantially reduce corruption and bribery in all their forms
- 16.6 Develop effective, accountable and transparent institutions at all levels
- 16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels

<u>Peace, justice and strong institutions - United Nations</u> <u>Sustainable Development</u> 16.8 Broaden and strengthen the participation of developing countries in the institutions of global governance

16.9 By 2030, provide legal identity for all, including birth registration

16.10 Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements

16.A Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime

16.B Promote and enforce non-discriminatory laws and policies for sustainable development





EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

By 2030, 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

What can we do?

Exercise your rights to hold your elected officials to account, to freedom of information and share your opinion with your elected representatives. Promote inclusion and respect towards people of different ethnic origins, religions, gender, sexual orientations or different opinions.





Facts and figures

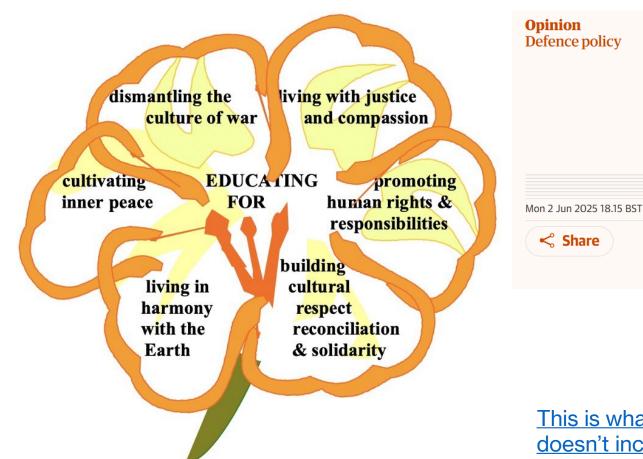
Goal 16 targets

Links

- Ongoing and new violent conflicts around the world are derailing the global path to
 peace and achievement of Goal 16. Alarmingly, the year 2022 witnessed a more than
 50 per cent increase in conflict-related civilian deaths, largely due to the war in
 Ukraine.
- As of the end of 2022, 108.4 million people were forcibly displaced worldwide an increase of 19 million compared with the end of 2021 and two and a half times the number of a decade ago.
- In 2021, the world experienced the highest number of intentional homicides in the past two decades.
- Structural injustices, inequalities and emerging human rights challenges are putting
 peaceful and inclusive societies further out of reach. To meet Goal 16 by 2030, action
 is needed to restore trust and to strengthen the capacity of institutions to secure
 justice for all and facilitate peaceful transitions to sustainable development.

Source: The Sustainable Development Goals Report 2023

The urgent need for a discussion to make peace education a central focus of the Scottish Curriculum



This is what Britain really needs to defend itself – and it doesn't include spending billions on arms

Karen Bell

Spending should be focused on the immediate threats we face:

underfunded public services and an escalating climate crisis

Karen Bell is professor of social and environmental justice at

This is what Britain really needs to defend itself – and it doesn't include spending billions on arms | Karen Bell | The Guardian

the University of Glasgow

 Microsoft Word - Kevin Kester edited by Kevin June 11.doc

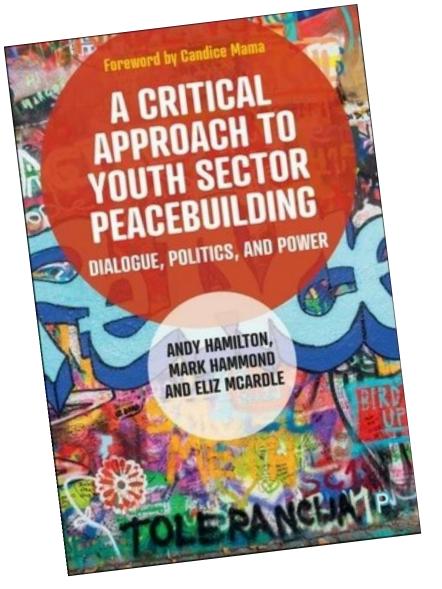
How can we as educators more effectively promote a culture of peace and non-violence?

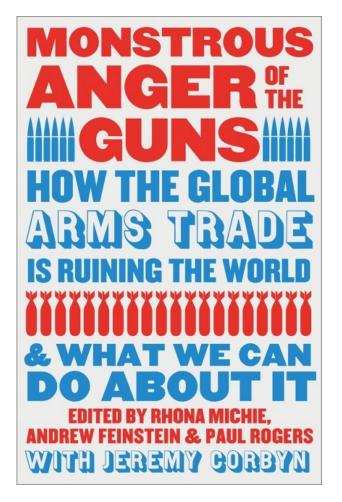
EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP 4.7

 By 2030, 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

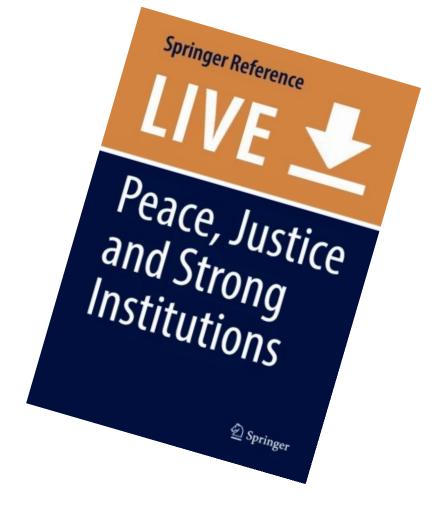
Critical pedagogy & question posing

- What do we mean by security?
- How can the vast spending and use of critical resources on weapons be justified?
- How can international rule of law be protected and strengthened?
- How do we discuss peace as a crucial element of climate and social justice?
- How can we resist unethical laws ethically?





Monstrous Anger of the Guns



Policy Press | A Critical Approach to Youth Sector Peacebuilding - Dialogue, Politics, and Power, By Andy Hamilton, Mark Hammond and Eliz McArdle Peace Education: History, Features, and Effectiveness | SpringerLink





Transforming mindsets on militarism, promoting feminist perspectives for peace, security and ecological justice

Q&A with Áine Beattie: Another Warning for Climate Crisis - WILPF

Jehan Al-Azzawi, transition teacher at Liberton High School, Edinburgh

We need to talk about this - Stride - online magazine for global citizenship in schools









Critical Sustainability Conversations #3: Peace Education: Fighting for the Future

Áine Beattie, WILPF UK

Gender-based violence consistently increases during and after natural disasters, extreme weather events, and conflict.

Women take on most of the responsibility of caring for other vulnerable groups such as children and older people.

These groups are more likely to experience poverty, discrimination and violence, which can restrict their ability to access resources and adapt to the changing environment.

GBV can lead to long-term consequences including physical injury, unwanted pregnancy, exposure to HIV or other sexually transmitted infections, fertility problems, internalised stigma, mental health conditions, and ramifications for children.

Only 8 of the 78 world leaders participating in COP29 were women.

Why is Sustainability a Feminist Issue?

Women, gender-diverse, and Indigenous people are disproportionately impacted by natural disasters due to pre-existing social and economic inequalities

Women are more likely to experience climate-linked health impacts, as hazards such as extreme heat have particularly negative health impacts on pregnant, postpartum, and older women.

Women are powerful agents of change, and their inclusion at decision making level locally, nationally, and globally, is crucial.

Women are not just victims of compounding conflict and climate crisis impacts. They are prominently at the forefront of both the climate and peace movements.





The spread of autocracy and the entrenched systems of patriarchy and militarism are exacerbating the climate crisis and gender inequalities.









"Although the climate is never a sole cause of conflict, it exacerbates various conflict stressors such as food security and competition of natural resources." Harriet Mackaill-Hill

"The impact of climate change doesn't happen in a vacuum, and equity and justice must be integrated." Andrew Okem





"The link between militarism and gender-based violence cannot be ignored. Within conflict zones and in times of 'peace', militarism perpetuates the horrifying cycle of gender-based violence"







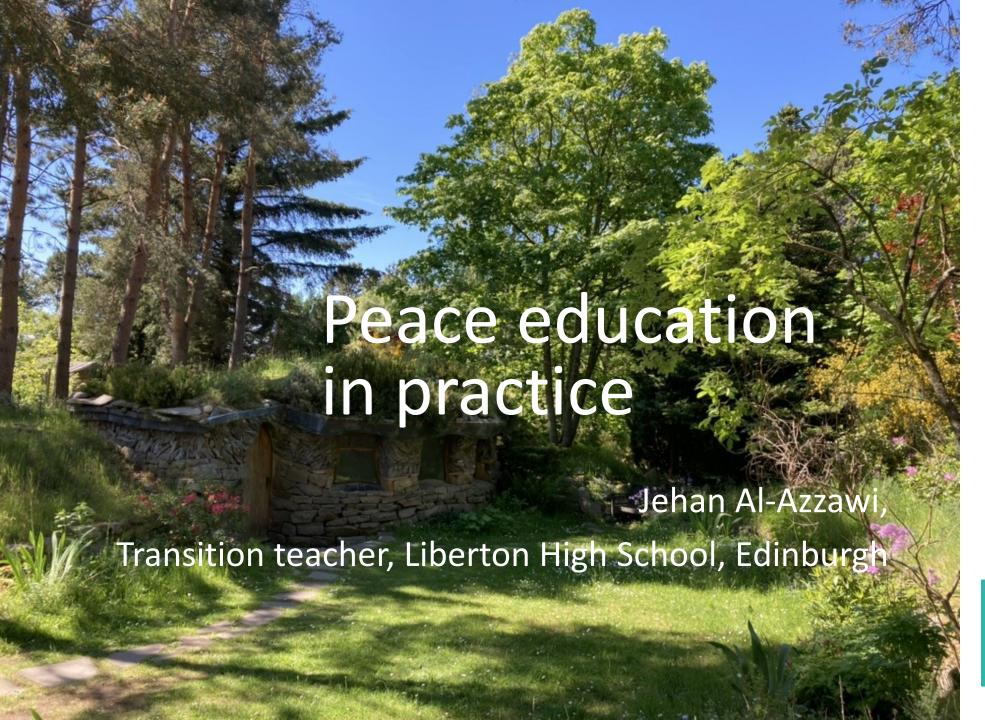
"Given the concentration of weapons and the practices of violence among men ... gender relations appear to be strategic. Masculinities are the forms in which many dynamics of violence take shape ... Evidently (she says) a strategy for demilitarization and peace must include a strategy of change in masculinities." Raewyn Connell

WILPF emphasises the need to:

- 1. Shift resources from militarism to climate solutions
- 2. Highlight the disproportionate impact of the climate crisis and conflict on women and communities in marginalised situations
- 3. Recognise the essential role of feminist leadership in shaping climate action
- 4. Invest in a care economy
- 5. Uplift feminist analysis
- 6. Implement international disarmament agreements











As our children and young people grow and develop they will enjoy a wide variety of inspirational learning experiences through Learning for Sustainability. These experiences will help them to flourish and thrive in the 21st century and will empower them to lead positive change in their communities, society and the wider world.

Target 2030

Let's build a movement for change to ensure all learners receive their entitlement to Learning for Sustainability and to help every school and setting become sustainable by 2030.

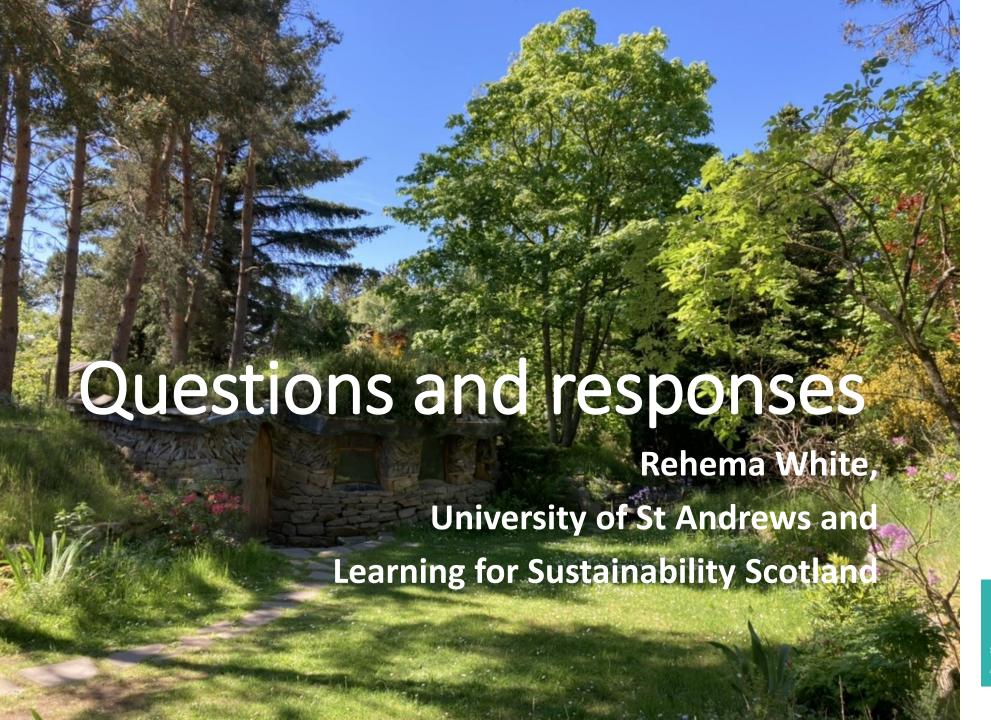


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EDUCATION SCOTLAND supports the Sustainable Development Goals

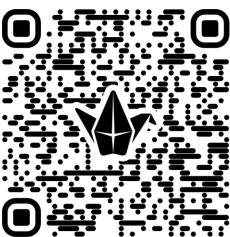






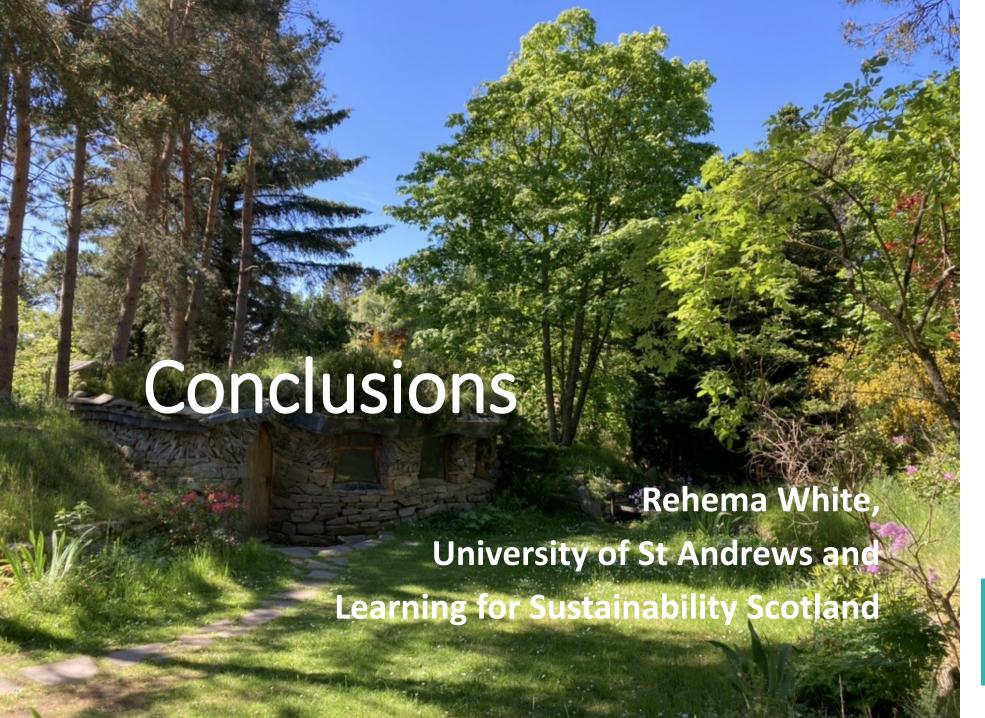
Your voice!

- Please add questions in the chat
- Respond with questions, comments and resources on our Padlet:



https://padlet.com/LfSScotland/critical-sustainabilityconversation-3-peace-education-fight-qn5i3ylr1d2bqg89







Peace education



Next Learning for Sustainability Scotland Critical Sustainability Conversations webinars



Please join Learning for Sustainability Scotland!

https://learningforsustainabilityscotland.org







