



UNIVERSITY OF
CAMBRIDGE

Positive Peace in Schools

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Many Peaces

संस्कृतम्

The Sanskrit word shanti means inner serenity and is found in the traditions of Hinduism, Buddhism and Sikhism

ثقافة السلام في الإسلام

The Hebrew word Shalom and Arabic and Aramaic salaam and shlama, have the sense of wholeness, fulfillment, wellbeing

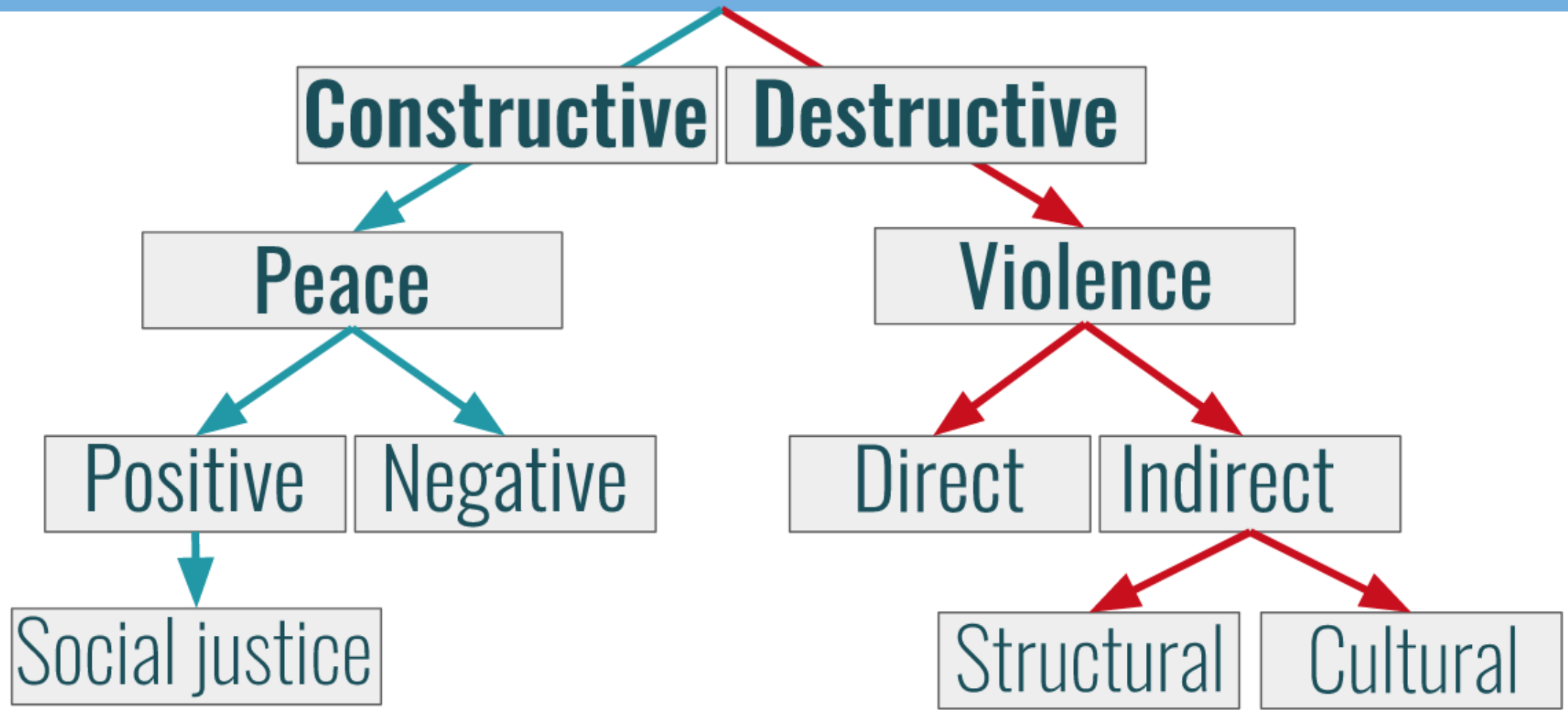
ubuntu

Ubuntu is found in diverse forms in many parts of Africa, especially among the Bantu languages of East, Central and Southern Africa. It is a cultural worldview that captures the essence of what it means to be human.

“The question of real, lasting world peace concerns human beings, so basic human feelings are also at its roots. Through inner peace, genuine world peace can be achieved. In this the importance of individual responsibility is quite clear; an atmosphere of peace must first be created within ourselves, then gradually expanded to include our families, our communities, and ultimately the whole planet”.

Tenzin Gyatso, the 14th Dalai Lama, cited in Mayton II, 2009: 61

Conflict





Positive Peace in Schools

Tackling Conflict and Creating a
Culture of Peace in the Classroom

HILARY CREMIN AND TERENCE BEVINGTON



Positive Peace Theory

Three forms of violence:

- Direct
- Structural
- Cultural

Positive and negative peace

- Negative – absence of direct violence
- Positive – absence of structural and cultural violence

Three ways of bringing about peace:

- Peace-keeping
- Peace-making
- Peace-building

Galtung, J. (1970). Pluralism and the future of human society. *Challenges for the future: Proceedings from the Second International Futures Research Conference, Norway*, 271-308.

The Positive Peace Matrix

Prof Hilary Cremin and Roy Leighton

| | Inner Peace WELLBEING | Outer Peace RELATIONSHIPS | Community and Global Peace CITIZENSHIP | Ecological Peace COSMOS |
|-----------------------------------|--|--|--|--|
| Peace-building GROWTH & CHANGE | <p>Building capacity for peace and wellbeing, and for new ways of thinking, knowing, and being.</p> <p>Learning self-awareness, self-acceptance, self-control and self-expression.</p> | <p>Developing healthy relationships and learning to work with diverse others.</p> <p>Understanding and reflecting on interpersonal conflict resolution styles and conflict literacy.</p> | <p>Reaching out across communities and the world.</p> <p>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.</p> | <p>Learning to care for the planet, and to be 'in love' with life.</p> <p>Going beyond the anthropocene and honouring the more than human.</p> |
| Peace-making RESTORATION | <p>Addressing inner conflicts, and providing opportunities for restoration and healing.</p> | <p>Resolving conflict nonviolently, using the full spectrum of conflict resolution strategies.</p> | <p>Addressing conflict in school and communities, and engaging in local and global peacemaking programmes.</p> | <p>Rewilding projects and reconnecting with Nature.</p> |
| Peace-keeping PRESERVATION | <p>Protecting personal boundaries, mental health, and wellbeing.</p> | <p>Protecting rights and responsibilities, and keeping people safe.</p> | <p>Protecting local, and global communities, and our school community</p> | <p>Protecting the planet and its ecosystems.</p> |

Restorative Approaches

Restorative Questions:

- What happened?
- What were you thinking and feeling at the time?
- What are your thoughts and feelings since?
- Who has been affected?
- In what way?
- What do you need [to do] to put things right?

What changes will
this make?

STUDENTS: Students will know how to...

Inner peace

- Protect personal boundaries, mental health and wellbeing
- Address inner conflicts, restore wellbeing, and achieve healing
- Accept, control, understand, and express themselves
- Develop peaceful ways of thinking, knowing and being.

Outer peace

- Protect the rights and responsibilities of others
- Resolve conflict well, using a range of strategies
- Reflect on and improve their conflict literacy
- Maintain healthy relationships and work well with diverse others.

Community and global peace

- Protect a peaceful school community
- Work for peace at local, national and global levels
- Reflect on their engagement in school-based, local and global peace-making initiatives
- Articulate the values of global citizenship, critical awareness, non-violence and care.

Ecological peace

- Protect the planet and its ecosystems
- Reconnect with Nature
- Care for the planet, and to be 'in love' with life
- Go beyond the Anthropocene and honour the more-than-human.

SCHOOLS: Schools will...

- Protect the personal boundaries, rights, mental health, and wellbeing of staff and students
 - Create safe, peaceful and high-quality learning spaces
 - Develop the conflict literacy of staff and students, and their ability to reflect on and improve positive responses to conflict
- Provide policy, curriculum, resources, training, and physical spaces for staff and students to address conflicts, restore wellbeing, and achieve healing
 - Teach students to accept, control, understand, and express themselves, and to develop peaceful and sustainable ways of thinking, knowing and being.
- Provide an environment where peaceful and healthy relationships at all levels can thrive.
 - Ensure culturally appropriate diversity (gender, ethnicity, sexual orientation, etc.) in leadership roles throughout the school, and in teaching, learning and curriculum spaces
 - Provide opportunities and support for staff and students to work for local, national global, and environmental peace
- Teach students to be reflexive, critically aware, compassionate global citizens
 - Provide opportunities for students to reconnect with Nature, care for the planet, and explore their own sense of being 'in love' with life.

Conflict and Peace Literacy Window



Positive Peace Audit Tool



Section 1 of 4

Peace Audit Tool

Please answer all the questions below.

After section 1 Continue to next section

Section 2 of 4

About me

Which of the following accurately describes you?

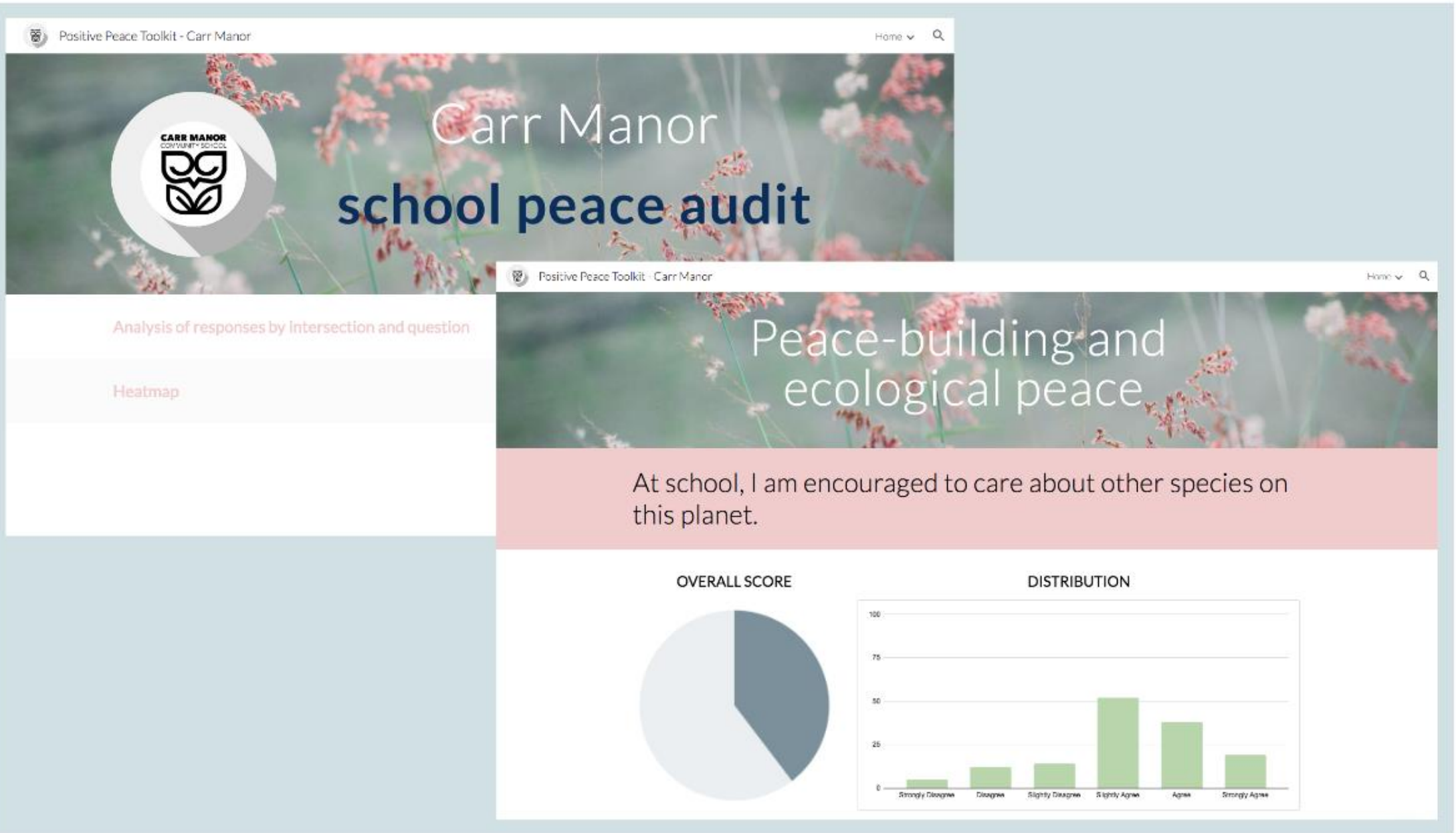
I am

- Female
- Male
- Other
- Prefer not to say

Role

- Student
- Non-teaching staff
- Teaching staff

Positive Peace Audit Tool

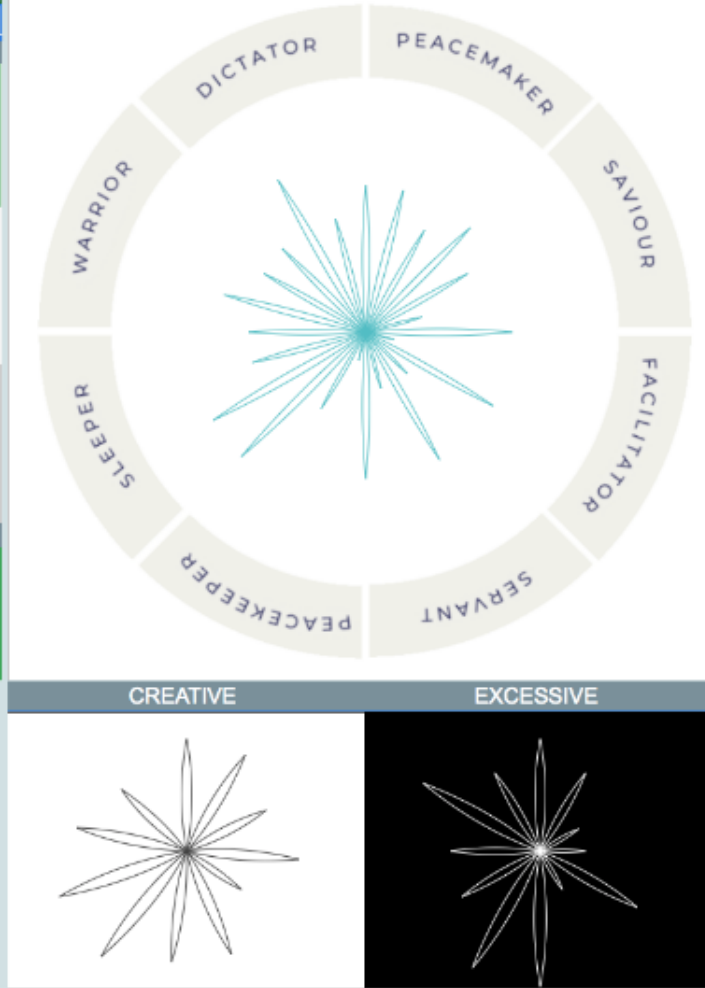


Personal Conflict Tool

The screenshot displays the 'Personal Conflict Profiles' tool interface. At the top, there is a header with the University of Cambridge logo and the text 'Positive Peace Toolkit - St Margaret's'. Below the header is a navigation menu with three options: 'Archetypes', 'Heatmaps', and 'Individual profiles'. The main content area shows a heatmap titled 'Responses by gender'. The heatmap is a grid of colored squares (green, yellow, orange, red) representing different conflict profiles. To the left of the heatmap is a list of names, including: Robert Hague, Rebecca Ineson, Carol Jordan, Kameron Stone, Elizabeth Compton, Alysona Lyle Wood, Benjamin Douglas, Emily Archibald, Andrew Crossin, Arthur Hill, Colin Archer, Agnieszka Lanning, Nicholas Turner, Anna Rogers, Carole Kramer, Ben Hill-Lytle, Richard Whittall, Ben de Coo, Catherine Jones, Richard Wright, Alex Hoggart, and Anna White. Below the heatmap, there is a section titled 'Responses by gender' with two sub-sections: 'Female' and 'Male'. Each sub-section contains a smaller heatmap showing the same data for that gender.

Personal Conflict Tool

| Personal Conflict Matrix | | | |
|--------------------------|-------------|-------------|----------|
| Annie Dubinsky | | | |
| DICTATOR | | | SAVIOUR |
| 15 | | | 6 |
| | WARRIOR | PEACEMAKER | |
| | 15 | 12 | |
| | PEACEKEEPER | FACILITATOR | |
| | 9 | 13 | |
| SLEEPER | | | SERVANT |
| 10 | | | 7 |



PERSONAL CONFLICT PROFILE STATEMENT - Annie Dubinsky

| | |
|-------------|---|
| PEACEMAKER | You try to resolve conflict by listening, communicating and cooperating. Do you feel frustrated that you are not able to do this as much as you would like? How could you be a peace-maker more often? |
| SAVIOUR | You trust people to sort out their own problems. Do you feel redundant? What role could you take to provide guidance to others? |
| FACILITATOR | You get hurt because you compromise and lose out. Do your sacrifices stop you from thriving? How can you avoid feeling like a victim? |
| SERVANT | You often support others and like them to do well. Do people notice and appreciate you? How could you lead as well as serve? |
| PEACEKEEPER | You often avoid talking about conflict, feeling that it might make things worse, and that it could sort itself out. Do you feel caught between speaking up and letting things go? How could you get better at knowing which battles to fight? |
| SLEEPER | You prefer not to confront conflict, and sometimes have to live with the consequences. Are you tired of having to make do with second best? How could you be assertive more consistently? |
| WARRIOR | You use your strength and experience to protect yourself and others, showing authority and leadership. Do you wish that others would do this more? How could you enable other people to feel like a warrior? |
| DICTATOR | You are confident that you are usually in the right, and that others need to do as you say. Do you feel like a dictator? How can you benefit from the experience and perspectives of others? |