

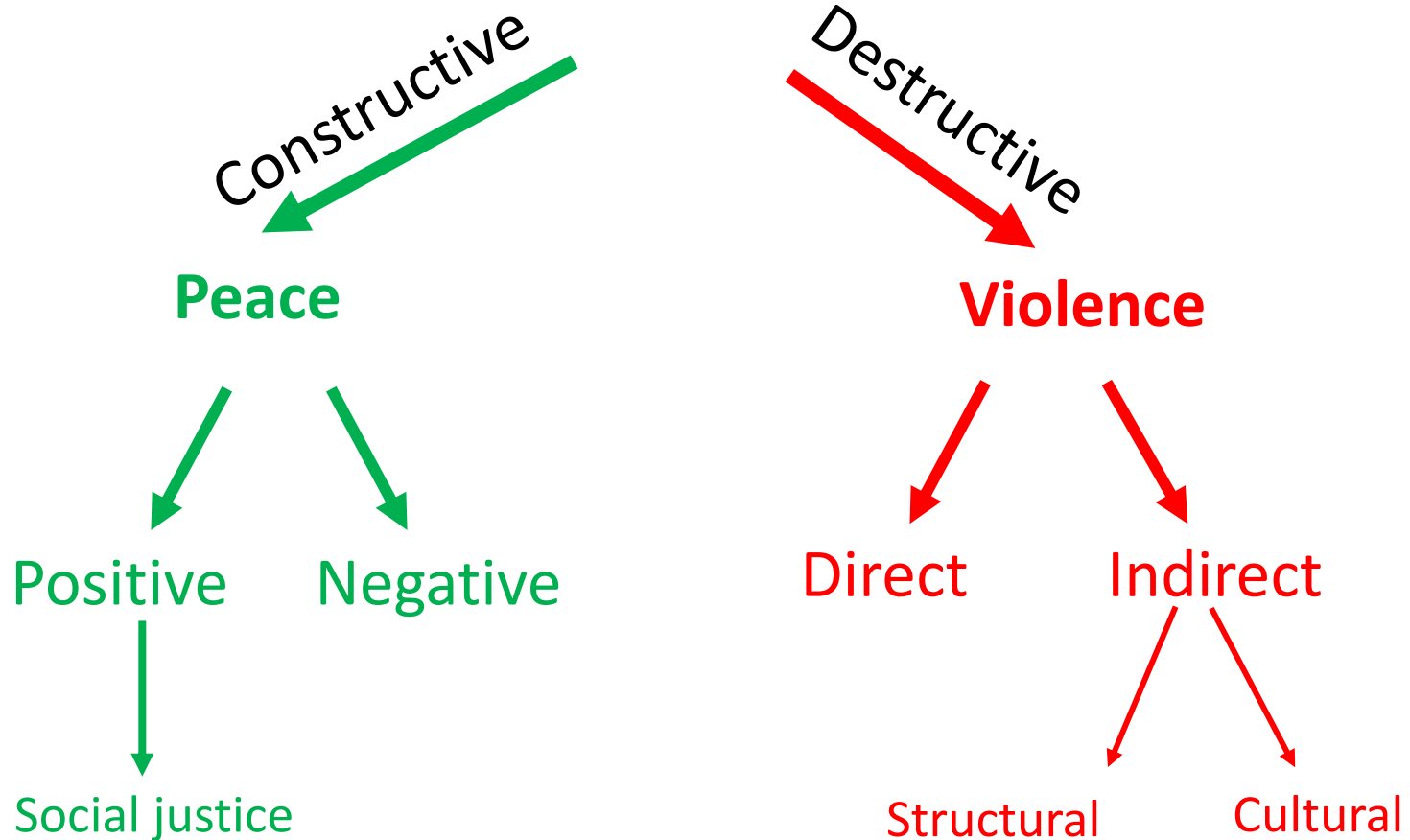
Why Leadership for Positive Peace?

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Because conflict is everywhere



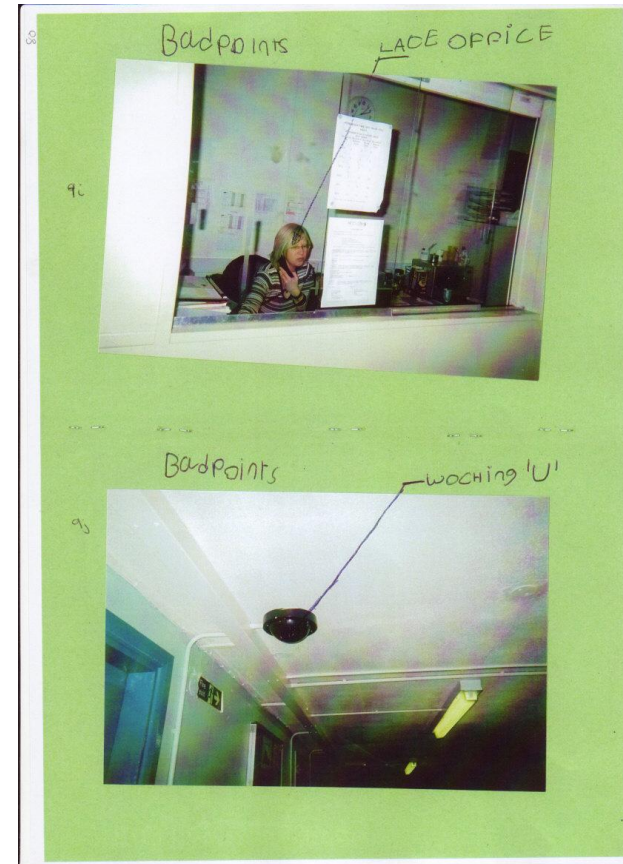
Because many schools build negative peace

Absence of direct violence through

PEACEKEEPING

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



Because positive peace in schools is possible

Absence of structural and cultural violence through

PEACEMAKING AND
PEACEBUILDING



Because structural and cultural violence exist globally

- **Richest 10% earn 52%** of all income in the world, and account for 48% of carbon emissions. Poorest half get 8.5% of all income
- **Women earned 34.4%** of global income between 2015 and 2020 (30.6% in 1990)
- There were **3.9m children (27%) living in poverty** in the UK in 2020-21 (46% of children from BME families)
- **30% of global child population living below \$1.90** a day (UNICEF, 2016)

Figures from IMF 2022 <https://www.imf.org/en/Publications/fandd/issues/2022/03/Global-inequalities-Stanley> , and Child Poverty Action Group 2021 <https://cpag.org.uk/child-poverty/child-poverty-facts-and-figures>

Because our planet needs compassionate leadership

- Irreplaceable natural and social capital **treated as income** (water, air, roads, fish.....)
- Global trade and competition leading to **protectionism**, shipping, pipelines, militarisation, and accumulation of weapons
- **Agrobusiness** maltreating animals and maintaining monocultures with pesticides and artificial fertilizer
- Human activity **filling the biosphere with carbon dioxide** and the oceans with plastic, rendering the planet uninhabitable for other species, and ultimately for humans
- School curricula that promote an **unsustainable mindset** – overvaluing abstraction, teaching a metaphysics of mastery, and normalizing catastrophe

Because our schools are inadvertently perpetuating structural and cultural violence

- In 2020-21 52 % of all pupils got a strong pass grade of 5 or above in English and maths GCSE. The percentage for **FSM children was 30%**
- The **attainment gap between richest and poorest children grows wider at every stage of education**: it more than doubles to 9.5 months by the end of primary school, and then more than doubles again, to 19.3 months, by the end of secondary school
- FSM children were 4 times more likely to be permanently excluded from school in 2021, and **SEND children were six times more likely**.
- The highest performing state secondary schools take **half the number** of disadvantaged pupils compared to average schools. The houses in the catchment area of these schools are **20% higher than in the surrounding area**

EEF 2021 https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018_-_print.pdf

RSA 2021 <https://www.thersa.org/blog/2019/03/exclusions-exams>

Sutton Trust 2019 <https://www.suttontrust.com/wp-content/uploads/2022/06/Social-Mobility---Past-Present-and-Future-final-updated-references.pdf>

Because young people and their teachers are hurting

- **Losses of PE lessons** in the UK linked with worsening fitness and health in 2021
- In the UK in 2020, by the age of 17, **10% of females and 4% of males had self-harmed with suicidal intent**, and in 2021 suicide was the fourth leading cause of death among 15–19-year-olds worldwide.
- In a survey of 5,500 teachers and school leaders in the UK in 2019, lack of wellbeing was associated with **a culture of constant change, blame and criticism**, unrealistic expectations, de-professionalisation, reduced trust and agency, and out-of-touch decision-makers.

Because education reform is not compassionate

The Global Education Reform Movement

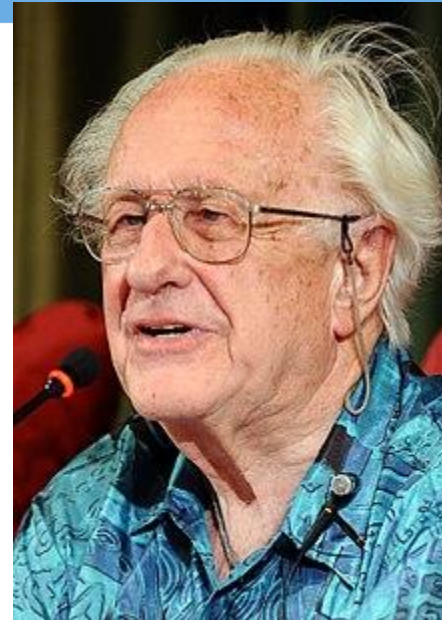
“**GERM** is an unofficial education policy orthodoxy that many formal institutions, corporations and governments have adopted as their official program in educational development. This global movement includes some welcome elements that have strengthened the focus on learning, encouraged access to education for all, and emphasised the acquisition of knowledge and skills that are relevant in the real world. But GERM also has symptoms that indicate it may be harmful to its host; **driving education reforms by competition, standardisation, test-based accountability, fast-track pathways into teaching** and privatisation of public education.”

Sahlberg, P. (2014). A conversation on lessons from Finland with John Graham, *Professional Voice*, 10(1), 46-53. [online] Retrieved 20 September 2016, from http://www.aeuvic.asn.au/pv_10_1_complete_web.pdf

“Ball suggests that reforms grounded in a performative culture represent ‘**a struggle over the teacher’s soul**’...within this culture: ‘We become ontologically insecure: unsure whether we are doing enough, doing the right thing, doing as much as others, or as well as others’”

Francis, B. and Mills, M. (2012). Schools as damaging organisations: instigating a dialogue concerning alternative models of schooling, *Pedagogy, Culture & Society*, 20(2), 251-271.

From indirect violence to positive peace in schools



Positive Peace in Schools

Tackling Conflict and Creating a
Culture of Peace in the Classroom

HILARY CREMIN AND TERENCE BEVINGTON



Johan Galtung

- 1930 - 2024
- Main founder of PRIO (Peace Research Institute Oslo)

From peace-keeping to peace-building in schools

	Inner Peace <i>Wellbeing</i>	Outer Peace <i>Relationships</i>	Global Peace <i>Citizenship</i>	Ecological Peace <i>Planetary Care</i>
Peace-building <i>Growth and Change</i>	Building capacity for peace and wellbeing Learning self-awareness, self-acceptance, self-control and self-expression.	Developing healthy relationships and learning to work with diverse others. Understanding and reflecting on conflict resolution	Reaching out across communities and the world. Articulating and reflecting on values of non-violence and care, and evaluating participation in school-based, local and global peace-making programmes	Learning to care for the planet. Going beyond the anthropocene
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.

From inner peace to ecological peace: Students know how to.....

Inner Peace

- Protect personal boundaries, mental health and wellbeing
- Accept, control, understand, and express themselves

Outer Peace

- Resolve conflict well, using a range of strategies
- Maintain healthy relationships and work well with diverse others.

Community and Global Peace

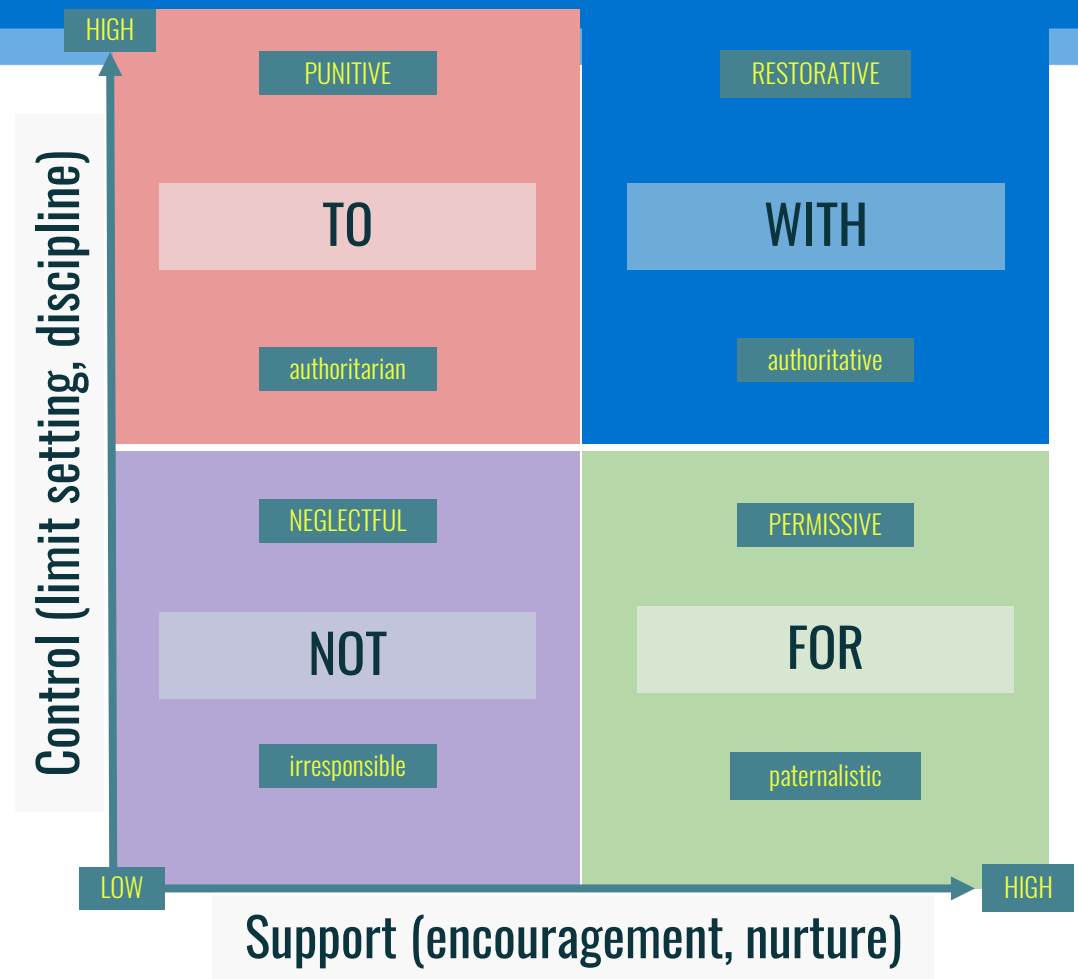
- Protect a peaceful school community
- Work for peace at local, national and global levels

Ecological Peace

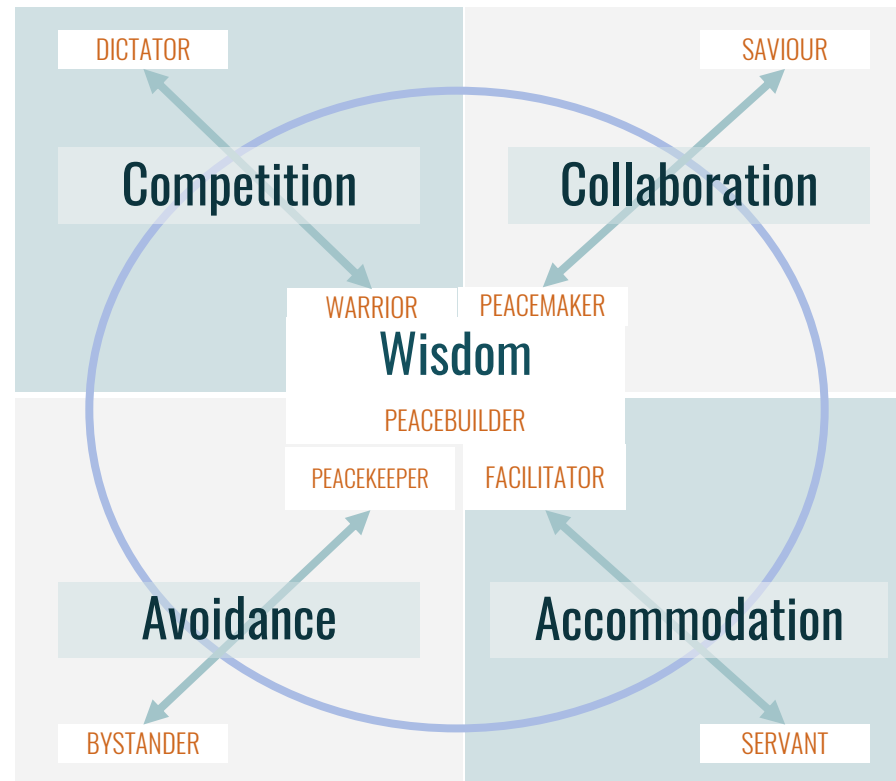
- Protect the planet and its ecosystems
- Reconnect with Nature

From punitive to peaceful relations in schools

Restorative Justice Social Discipline Window



From simple systems to complexity



From weak silence to leadership for strong silence



Martin Buber
I-it → I-thou

Buber, M. (1937). *I and Thou*. Edinburgh: T. & T. Clark.

Thank you!

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Pearson