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# Visions of Peace: How youth in Scotland define peace and their role in sustaining peace through

Sarah Anderson, Ph.D. and Yulia Nesterova, Ph.D.

Comparative and International Education Society, Washington D.C.

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**WORLD  
CHANGING  
GLASGOW**

THE SUNDAY TIMES  
THE SUNDAY TIMES

**GOOD  
UNIVERSITY  
GUIDE  
2022**

**SCOTTISH  
UNIVERSITY  
OF THE YEAR**





# Session Objectives

- showcase how young people in Glasgow (Scotland, UK) define peace
- what contributions to peace young people personally desire to make
- present what peace means for youth in Glasgow
- discuss the differences and similarities in conceptualisations and actions between young people of different socio-economic and geographic backgrounds
- reflect on the opportunities, challenges, and limitations that this type of engagement offers



Covell et al. (1994) - "because exemplars of peace are encountered less frequently than are instances of war," there is a "less-developed understanding of peace than war across ages" (p. 720)



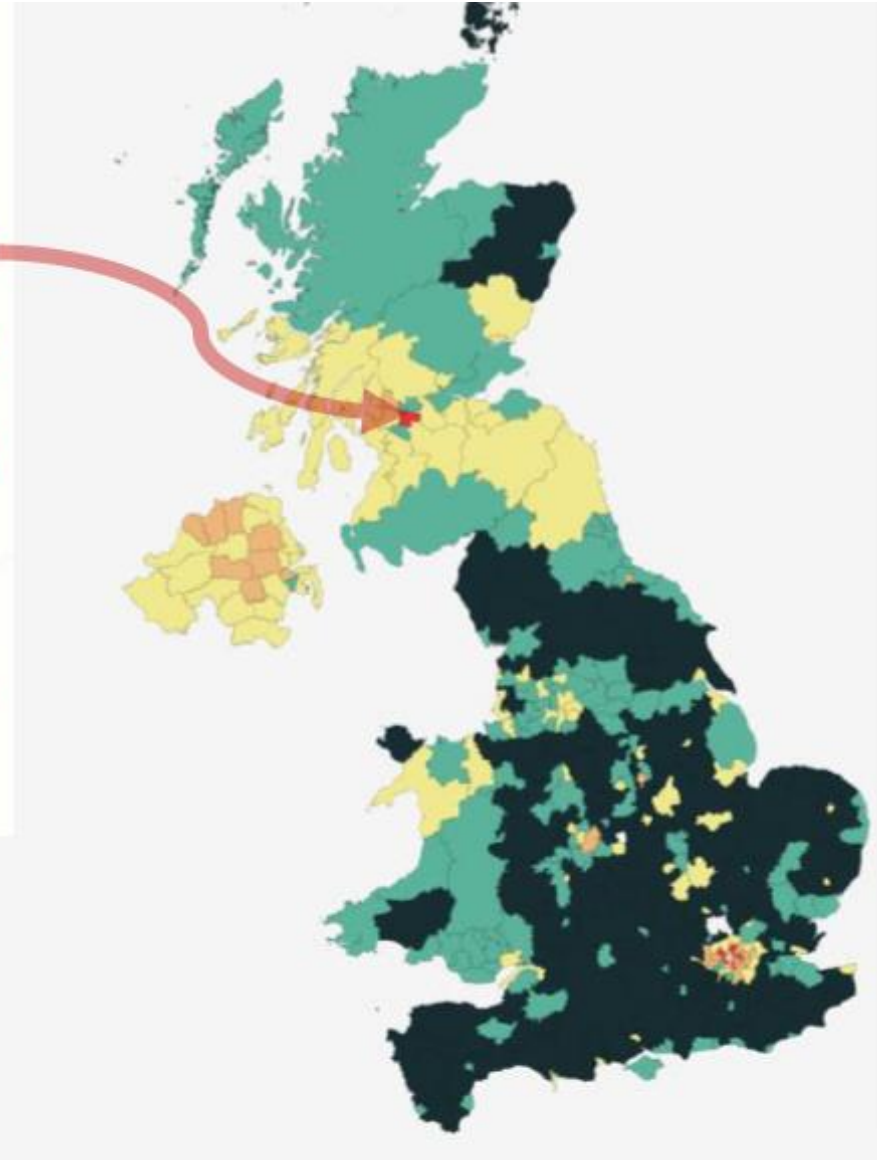
## The United Kingdom





# Context: Peace in Glasgow

A composite measure made up of 5 indicators: homicide, violent crime, weapons, public disorder and police. The lower the score the more peaceful the area.





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# Looking for Peace in the National Curriculum - The PECA Project

The screenshot displays the PECA Project website interface. At the top, there is a horizontal menu with six country icons: Australia, England, Israel, Mexico, New Zealand, and Northern Ireland. Below this menu is a scroll bar and the instruction "Click on a Country to view the Report Card". The main content area is titled "Scotland - Report Card" and includes a "Published Research" button. The report card features three visual elements: the Scottish flag, a map of the United Kingdom with Scotland highlighted in red, and a map of Europe with Scotland highlighted in red. To the right of these maps, the "Avg. Points" are shown as 30/100, and the "Overall Grade" is C+. At the bottom, there are buttons for "Graphs", "Points", and "Docs/Data", along with the handwritten-style text "30/100 = C+".

Scotland - Report Card			Published Research
			<b>Avg. Points</b> <b>30</b> <hr/> <b>100</b>
<b>All Scotland</b>			<b>Overall Grade</b> <b>C+</b>
<b>Graphs</b>	<b>Points</b>	<b>30/100 = C+</b>	
			<b>Docs/Data</b>





# Elements of Positive Peace

Conceptual Framework

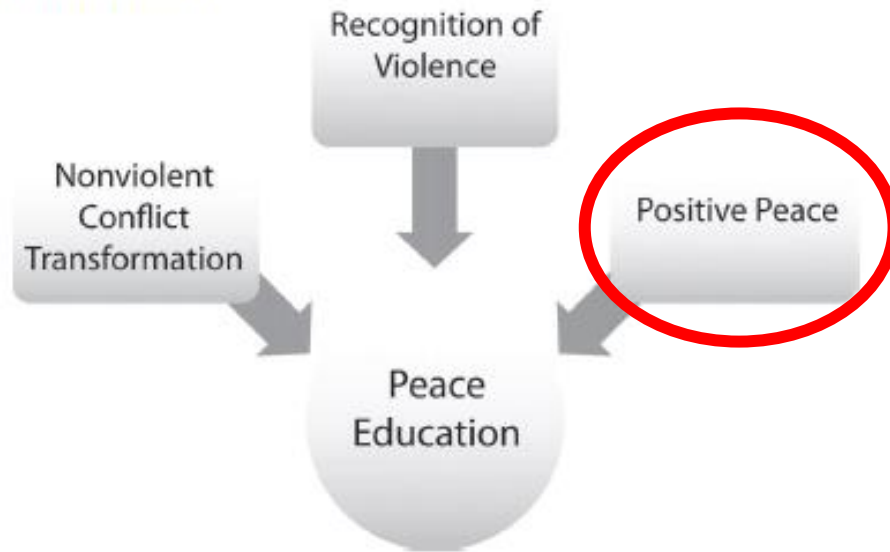


Figure 1. Conceptual Framework for the PECA Project

Element 3:  
Positive Peace

1. Peace Zone (safe spaces where violence is absent)
2. Peace Bond (positive relationships characterized by kindness and empathy)
3. Social Justice (presence of fairness and/or equality)
4. Eco Mind (harmonious living between the humanity and nature)
5. Link Mind (perception of interconnectivity and/or interdependency)
6. Gender Mind (awareness of gender as an important facet of understanding)
7. Resilience (ability to absorb personal, social, or environmental calamity)
8. Wellbeing (health, wellness, and taking responsibility for self and/or others)
9. Prevention (knowing ways to stop violence before it starts)



# Participants (n = 59)

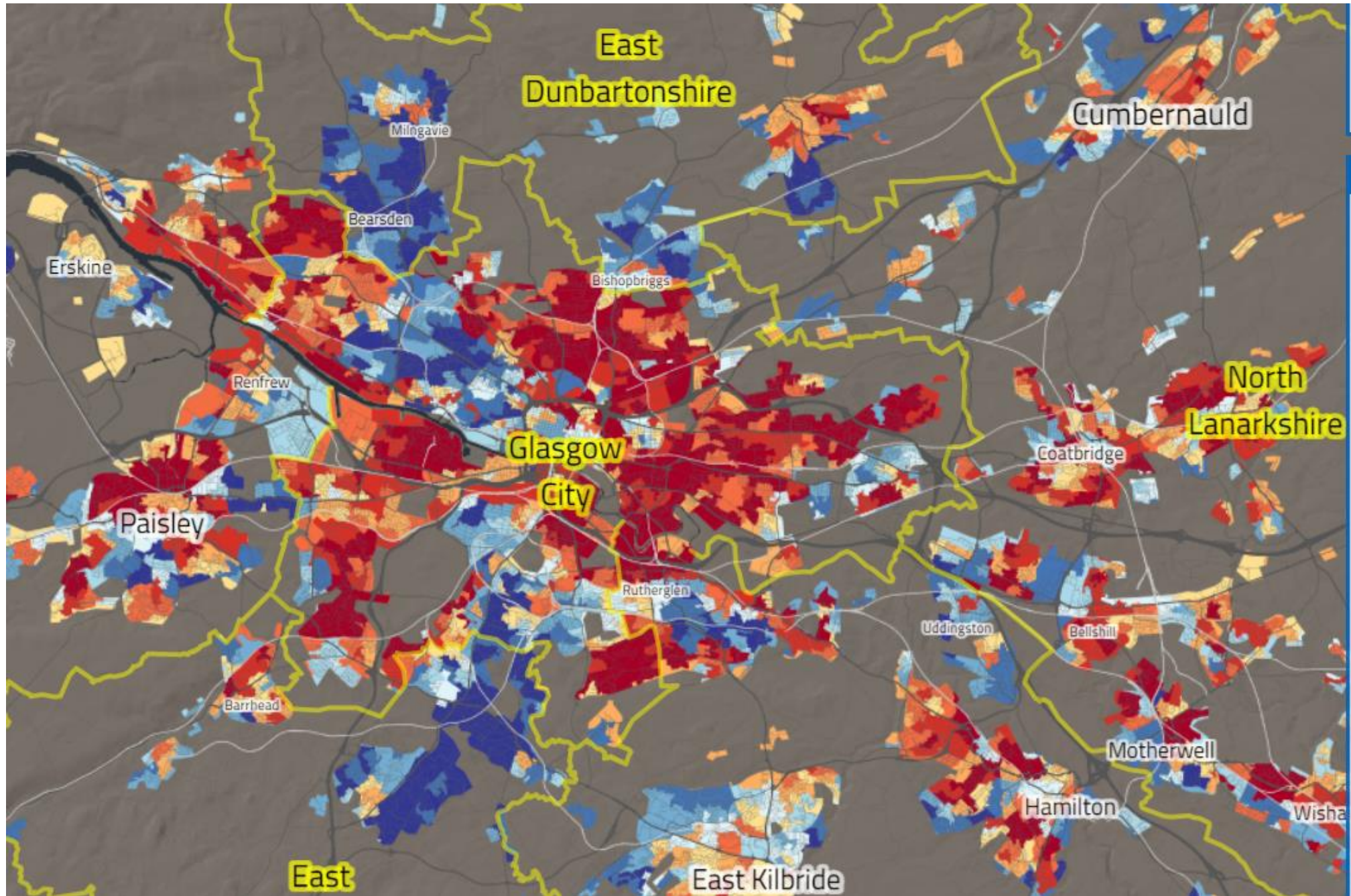
	Workshop 1 and 2		Workshop 3 and 4
School	St. Jean-Baptiste	Cooper High School	Minch Academy
Number of participants	N = 24 12-15 = 19 16-18 = 5		N = 35 12-15 = 16 16-18 = 19
Type of School	State school - Roman Catholic	State school - non-denominational	Independent*
2022 League Table Standings	334 out of 340	275 out of 340	4 out of 71
Approximate Enrolment	1040	1202	1600
Motto	School of Ambition	Our School, Our future	Keep Faith

Note. \*Identified as a UNICEF Rights Respecting School





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<https://simd.scot/#/simd2020/BTTTTFTT/11/-4.2703/55.8428/>





# Critical Peace Education

- Attention to **local realities** and **local conceptions** of peace: focusing on **local youth** voices and perspectives (drawing on Bajaj & Hantzopoulos, 2016)
- Space and tools to reflect on:
  - how just and peaceful their communities are
  - how they can contribute positively to peace – who critically analyse social inequalities and injustices and engage in practices that increase societal equity and justice to build lasting peace (Zembylas, 2018)



# Methods

- **Participants:** 59 secondary school pupils, ages 12-18
- **Location:** schools from two areas of Glasgow: a wealthy area and a disadvantaged area
- **Length:** two hours
  - **Step 1:** Peace Data Walk
  - **Step 2:** Arts-based Workshops
  - **Step 3:** Peace Wall





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# Step 1: Peace Data Walk

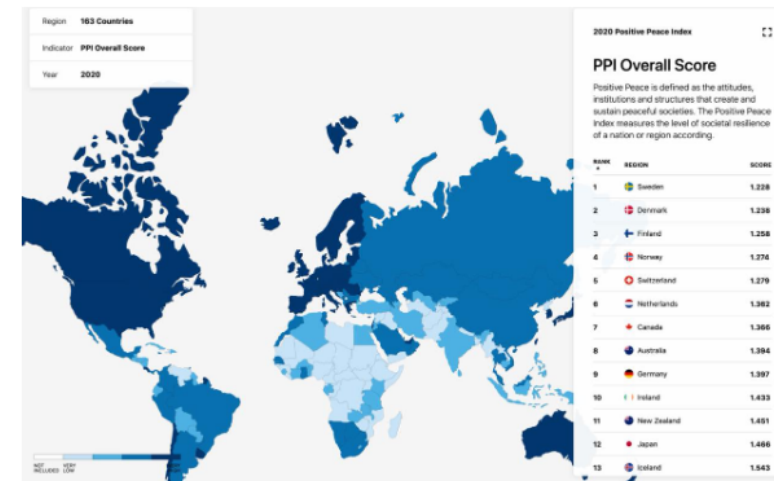
Posters on global, national, and local issues of peace and justice;  
short reflection form in groups



## “Global Peace Index” – Positive Peace

Positive peace includes the attitudes, institutions, and structures that create peaceful societies where humans can flourish.

Vision of Humanity (<https://www.visionofhumanity.org/maps/#/>) publishes Global Peace Index every year that includes negative and positive peace measurements.



### What does it measure?



Positive peace improved globally in the past decade

There is a lot of political polarisation, more intolerance of different views, and less trust in governments

There is more corruption in the world

There is now less positive peace in Syria, Libya, Yemen, Venezuela, and South Sudan (and North America)



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# Step 2: Arts-based Workshops

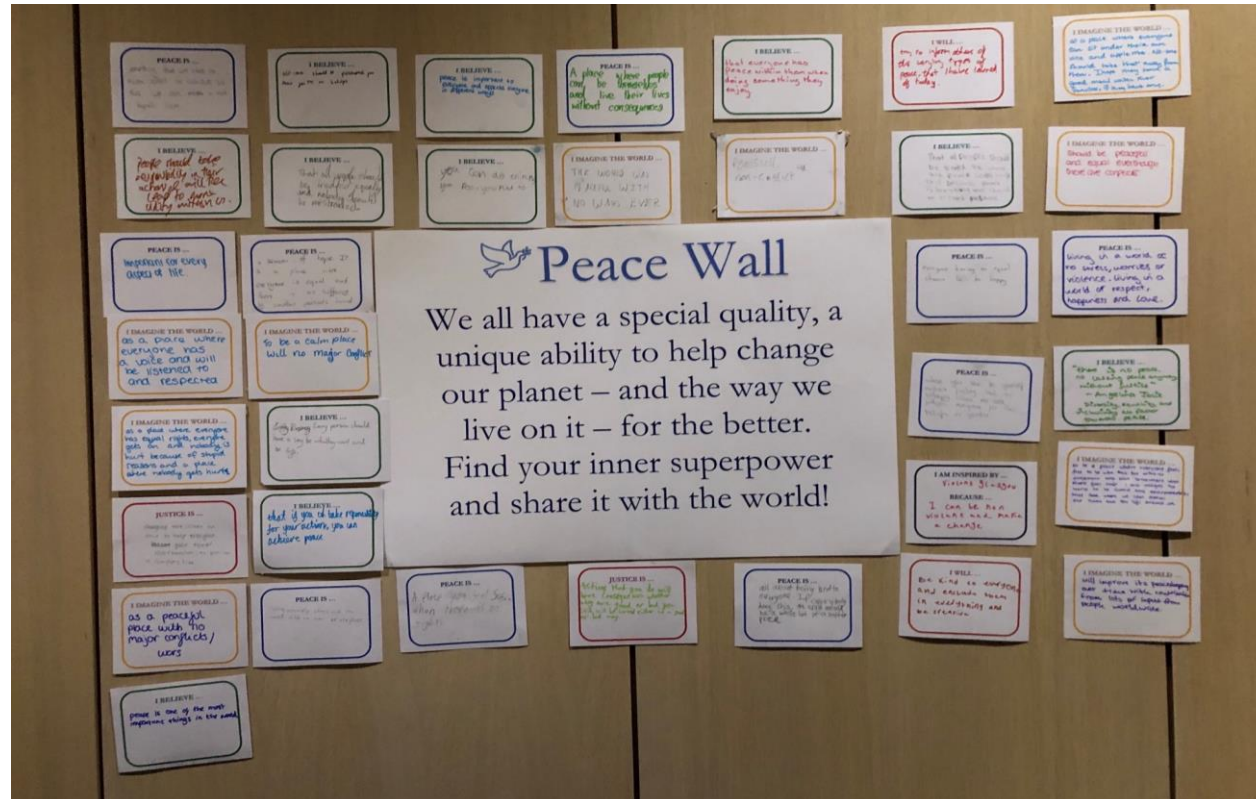






# Step 3: Peace Reflection Wall

Reflection wall with prompts: “Peace is...”, “I take a stand for...”, “I imagine the world...”, etc.





# Analysis

- **Drawings/paintings:**
  - Child-centred Personal Meaning Mapping (PMM) methodology (Bowker, 2007)
  - Visual content analytic procedures (VCAP) (Kalvaitis & Monhardt, 2012)
  - Visual art coding scheme (VACS) (DiBartolomeo et al., 2015)
- **Peace Wall reflections:** thematic analysis (Braun & Clark, 2006)



Element of analysis	Explanation
Theme	Primary message: e.g., identity/self, isolation/solitude, reflection, relationships, nature, animals, spirituality, school, home, play, sports, cultural perspectives, race, political
(Main) subject matter	Brief description of the subject of the piece (its theme)
Breadth of themes	Quantity of appropriate themes used in drawings/paintings
Visual elements	Figures/objects depicted in drawings/paintings: setting (where), people (who), non-human living and living elements (what), activity (what), time (when)
Tone	The mood or disposition: violent/aggressive, romantic, mystical, benign, sinister, despondent, solemn, humorous, happy, negative, sad, playful, narcissistic, competitive, serene, melancholy, traditional
Mastery	Overall young people's understanding of the issues of peace and justice
Elements of Positive Peace	1 -Peace Zone, 2- Peace Bond, 3- Social Justice, 4-Eco Mind, 5-Link Mind, 6-Gender Mind, 7-Resilience, 8-Wellbeing, 9-Prevention



# How young people in Glasgow define peace: Results of visual art analysis

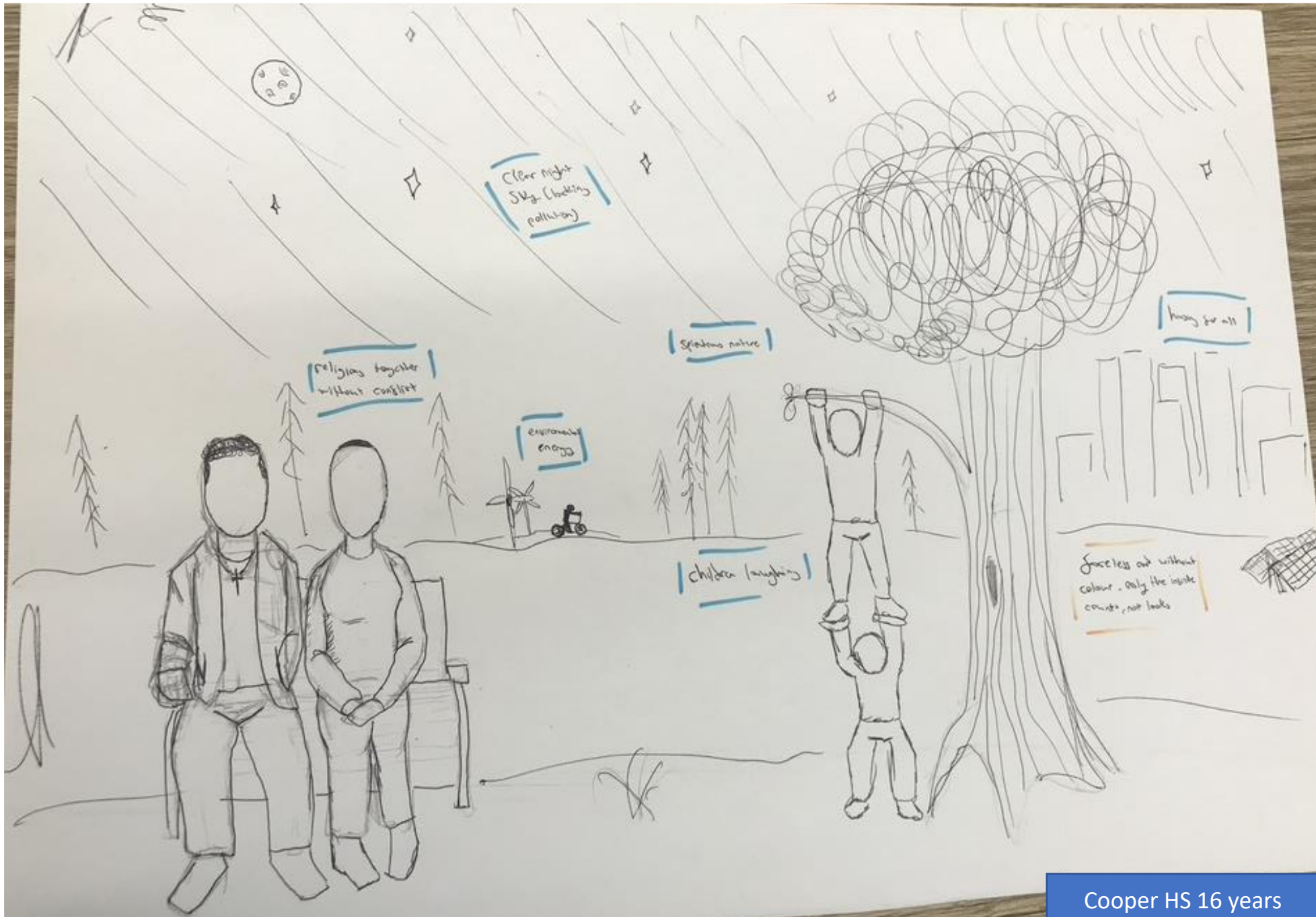
Social Justice	n = 29	Concepts	n = 42	Places	n = 53	Things	n = 8	Activities	n = 10
<b>Race</b>	<b>9</b>	<b>Relationships</b>	<b>18</b>	<b>Nature</b>	<b>35</b>	Animals	4	Play	6
<b>Identity</b>	<b>8</b>	Harmony	5	School	7	Music	1	Relaxation	2
Political	3	Reflection	4	City	4	Clothes	1	Discussion	1
Health	2	Safety	3	Home	4	Art	1	Rebuilding	1
Negative Peace	2	Heritage	2	Road	2	Family	1		
Acceptance	1	Happiness	2	Factory	1				
Justice System	1	Solitude	2						
Government	1	Bright future	1						
Religious diversity	1	Spirituality	1						
Equal rights	1	Help	1						
		Positivity	1						
		Scottish identity	1						
		Self	1						

1. Young people express their understanding of peace through the natural environment, positive relationships, specific aspects of social justice, and things and activities that reflect elements of peace.
2. Young people expressed many abstract ideas and concepts through visual images that are not easily put into words





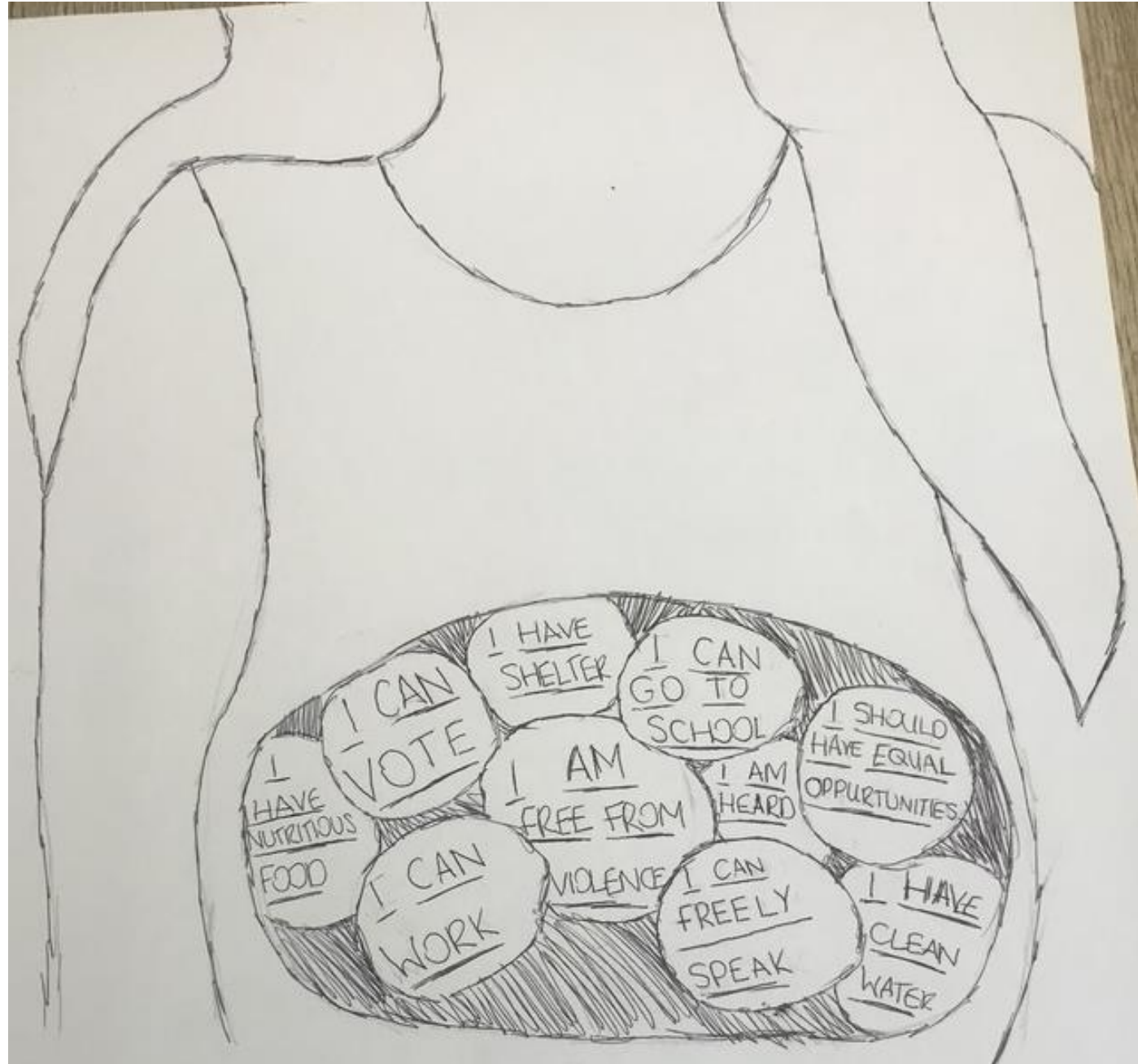
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Cooper HS 16 years



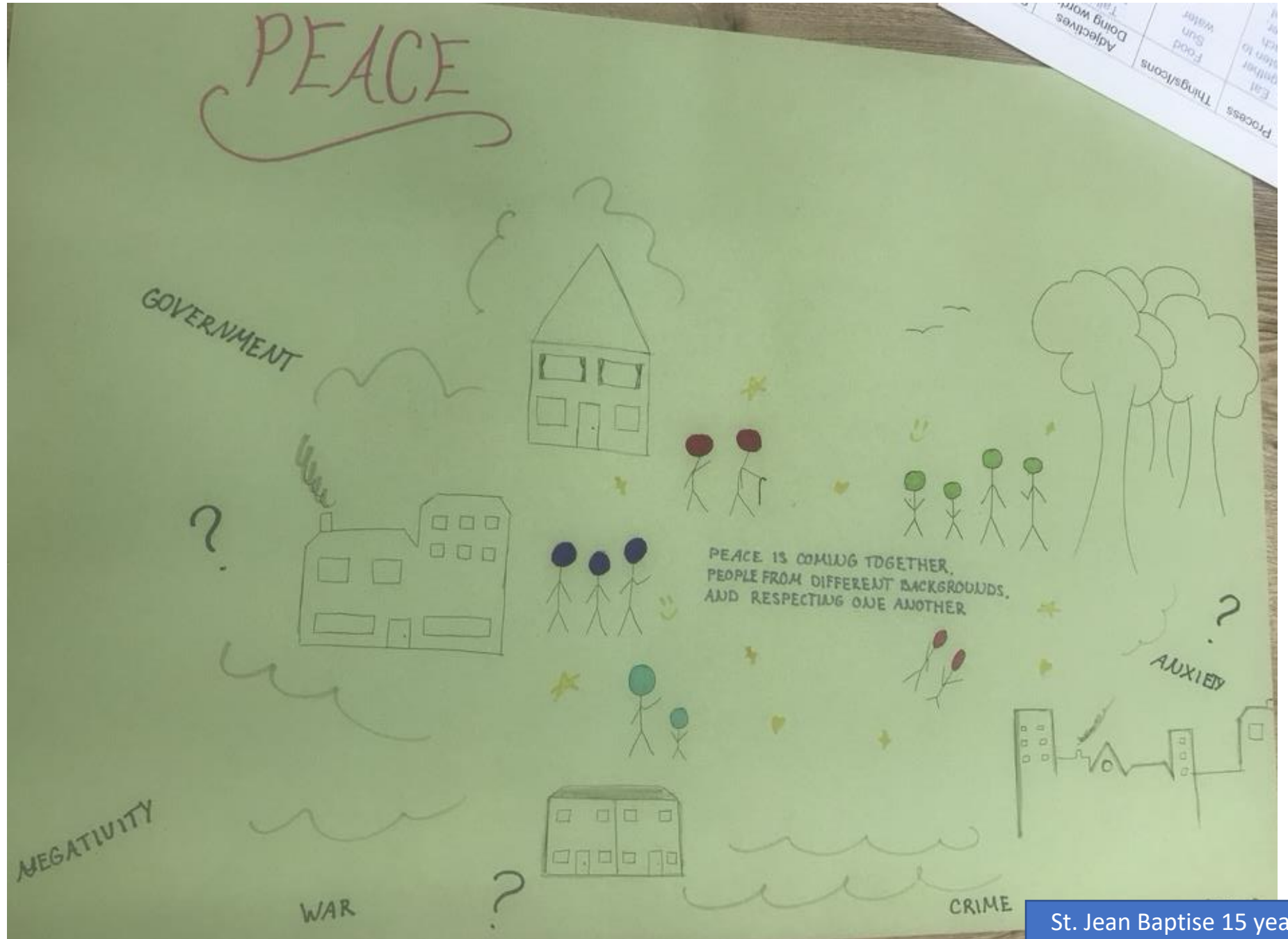
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St. Jean Baptise 13 years



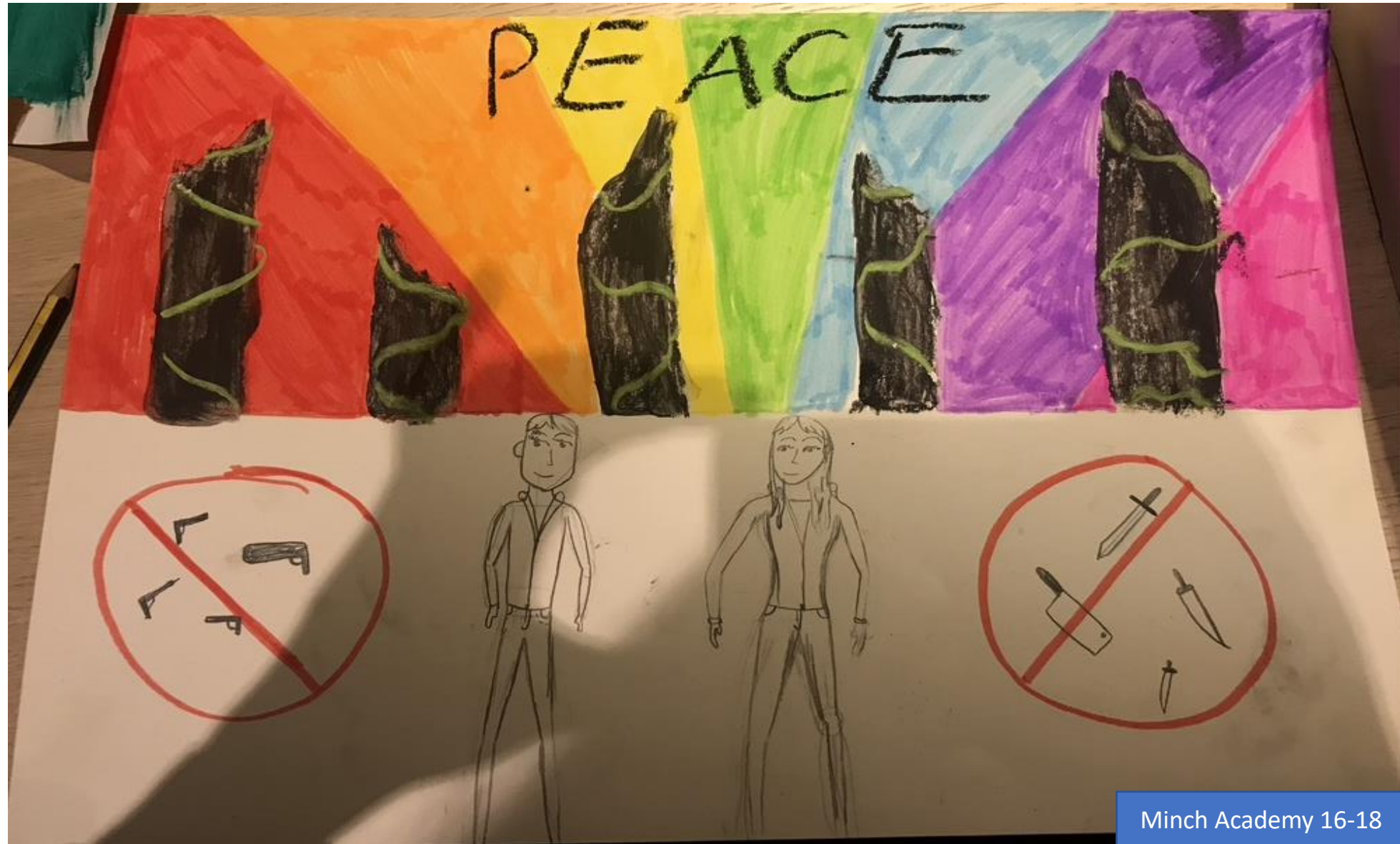
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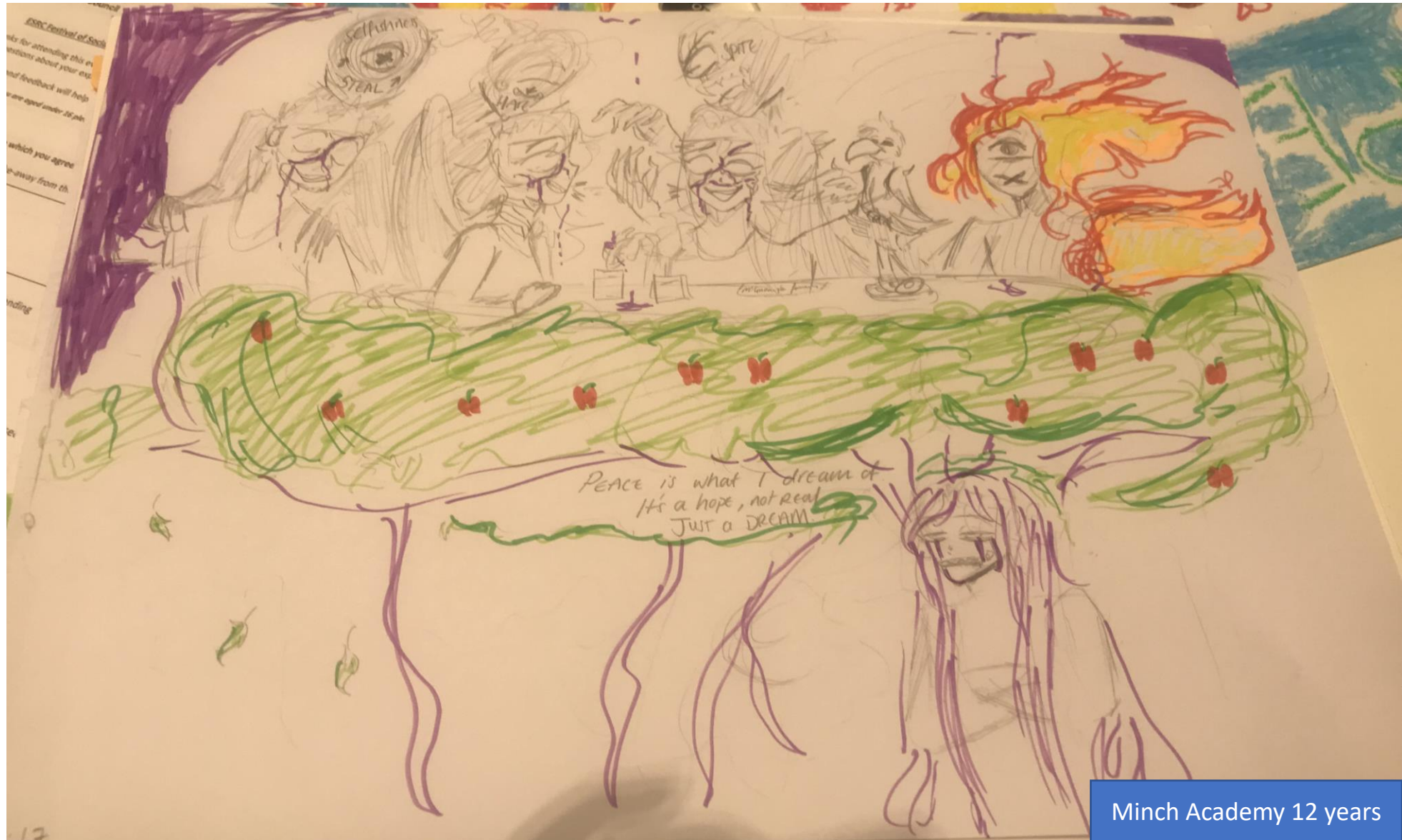


Minch Academy 12-15





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Minch Academy 12 years





# How young people in Glasgow define peace: Elements of positive peace

Positive peace elements
Peace Zone: 45
Eco Mind: 41
Wellbeing: 26
Peace Bond: 24
Social Justice: 21
Link Mind: 15
Prevention: 8
Resilience: 7
Gender Mind: 5

	St. Jean-Baptiste and Cooper High School		Minch Academy	
	12-15 year olds (n = 19)	16-18 year olds (n = 5)	12-15 year olds (n = 16)	16-18 year olds (n = 19)
<b>Peace Zone</b>	17	4	8	16
<b>Peace Bond</b>	7	4	5	7
<b>Social Justice</b>	6	2	4	9
<b>Eco Mind</b>	19	4	5	13
<b>Link Mind</b>	4	1	3	7
<b>Gender Mind</b>	1	1	2	1
<b>Resilience</b>	1	2	3	1
<b>Wellbeing</b>	12	3	4	7
<b>Prevention</b>	3	1	1	3



# Contributions to peace: Peace wall reflections

(Workshops 1-4)

Peace Zone	N = 29	Rights-Based	N = 20	Diversity	N = 13	Interpersonal	N = 11	Prevention	N = 6
Culture of non-violence	10	Equality	10	Respect for all	9	Inner peace	5	Importance of peace	4
Happiness and tranquillity	8	Freedom of expression	4	Of contributions	2	Responsibility	3	Peace is not enough	2
Freedom from harm	5	Freedom of speech	3	Of views and experiences	1	Inspirations	2		
A good life	3	Justice	2	Potential in everyone	1	Art/music	1	Consequences	1
Calm and quiet environment	3	Environmental sustainability	1						

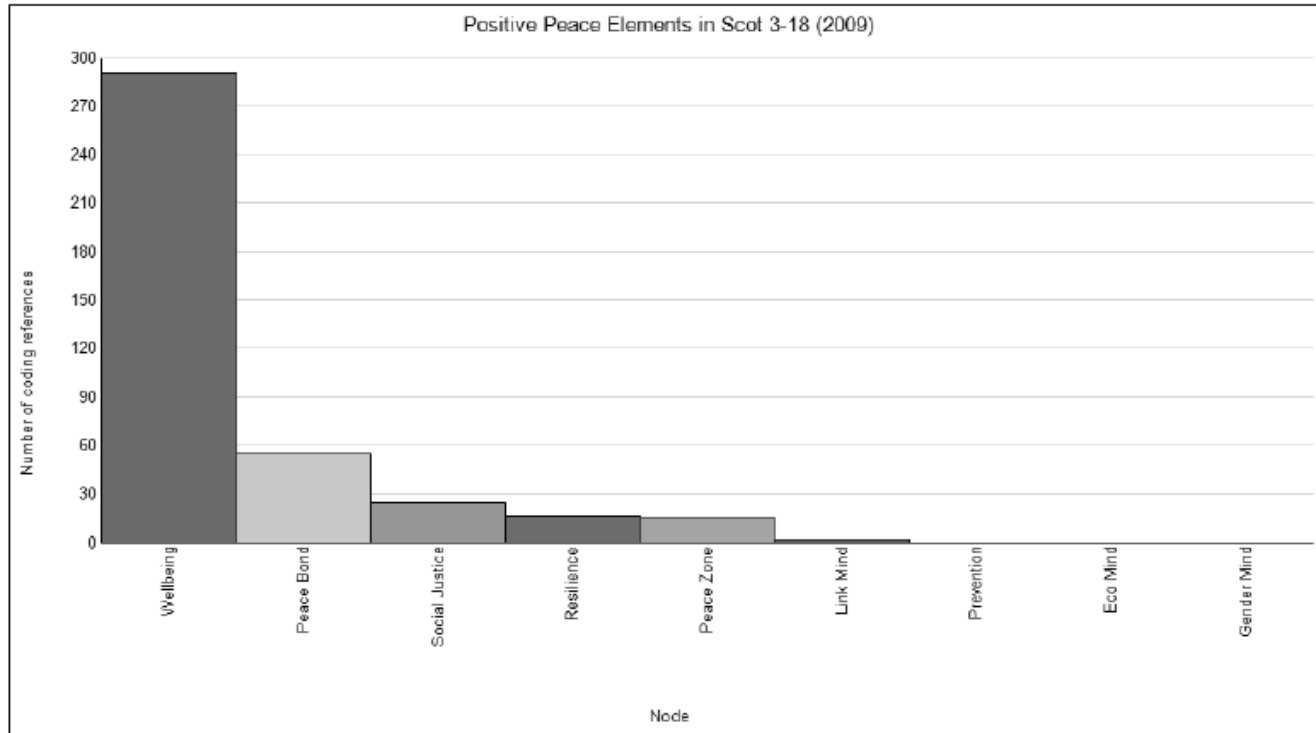
## Themes

1. Young people can contribute to peace in their environment by establishing safe spaces where violence is absent through equitable and harmonious relationships characterized by kindness and empathy.
2. Young people can commit to personal responsibility for their own attitudes, behaviours, and wellbeing, as well as the wellbeing of others, that encourages peaceful coexistence.



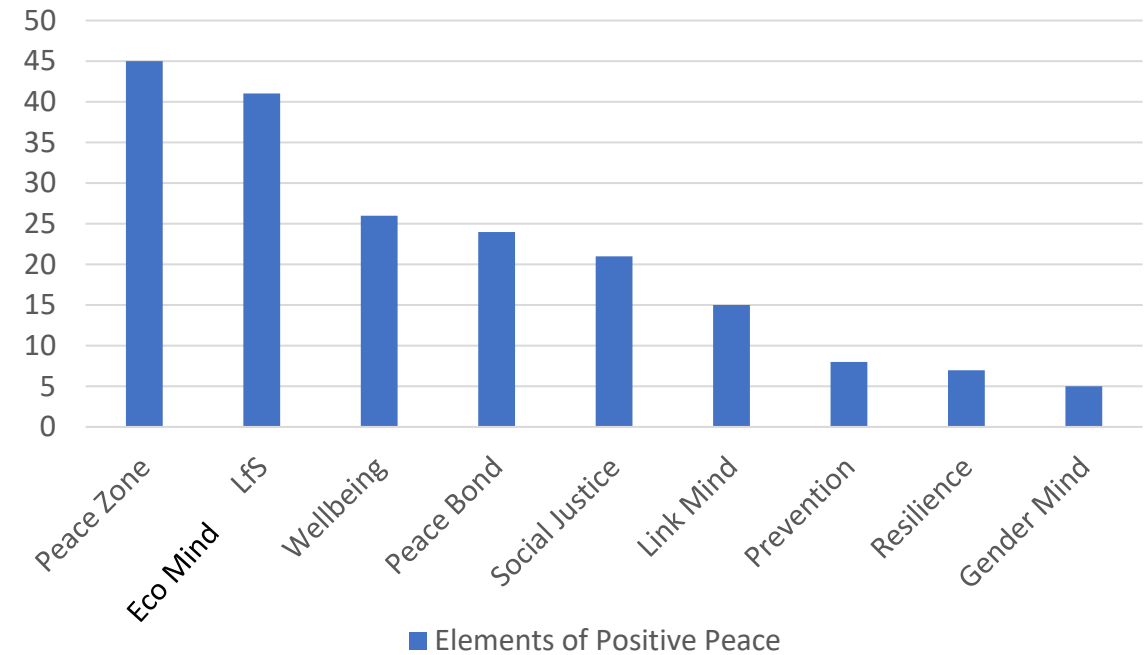
# PECA Project Comparison

Positive Peace Elements in Scot 3-18 (2009)



(Standish & Joyce, 2016, p. 77)

Elements of Positive Peace



(Nesterova & Anderson, 2023)





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# Summary of Overall Findings

- 57/59 participants included an element of positive peace
- Similarities were found in conceptualisations and actions amongst young people from the different schools, despite different SES
- Peace zone is more present for youth 12-15 from area of deprivation
- The predominance of nature in images was clear
- Differences in the written curriculum and pupil's experiences



<https://www.visitscotland.com/blog/attractions>



# Discussion

- Opportunity through peace reflection wall to aim towards commitments to social action in the space of positive peace – methods that have an impact on the lives of participants
- Many indicators of positive peace in the pupil's voice; challenge to leverage these to address those not as robust or absent
- Limitations of this type of engagement offers to “enhance transformative agency and participatory citizenship” of young people – activities followed by focus groups or interviews
- Learning for Sustainability is a predominate educational policy in Scotland (associated awards) – could a policy initiative likewise influence?
- National curriculum is disjointed - ongoing change of volume of policies that form a complex and overwhelming picture to practitioners and to young people alike – vital goals and aspirations become lost (Muir, 2022, p. 75)
- Invites participants to engage and tell their stories; creates space for the voice of young people



# Key References

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**Email:**

[Sarah.Anderson.3@glasgow.ac.uk](mailto:Sarah.Anderson.3@glasgow.ac.uk)

[Yulia.Nesterova@glasgow.ac.uk](mailto:Yulia.Nesterova@glasgow.ac.uk)

Thank you!

