PEACE EDUCATION

as a Tool for
Effective Conflict Management
in Secondary Schools

EDUCATIONAL FRAMEWORK

Based on needs assessment and literature review

CONTENTS

SECTION I
INTRODUCTION

About the project

PEACE Education - full title "*Peace Education as a Tool for Effective Conflict Management in Secondary Schools*" is a 24-month project launched in November 2021 and funded by the Erasmus+ programme through KA220-SCH - Cooperation partnerships in school education. The project focuses on 4 countries: France, Turkey, Portugal and Slovenia, and aims to create an inclusive learning environment and to reduce violence by providing the necessary skills and knowledge to teachers and other educators to integrate Peace Education into their respective teaching experiences, providing students with the appropriate vocabulary, opportunities for practice and peaceful problem solving-skills.

Meet the partners

In order to meet the objectives of the project, a consortium was carefully selected, composed of 3 associative partners and 3 school partners (1 of each in Turkey, Portugal and Slovenia), in addition to the French lead partner.

▍ **ALDA - The European Association for Local Democracy**   `FRANCE`

ALDA is a non-governmental organization dedicated to the promotion of good local governance, namely through the empowerment of civil society and the promotion of active citizenship. It works across Europe the Balkans, South Caucasus, Middle East and Africa. In the framework of promoting good governance and citizens participation at local level, ALDA focuses on various themes, such as European integration, civic initiatives, youth involvement, human rights, immigration, equal opportunities, sustainable economic development and volunteering. ALDA is a membership based organization gathering more than 350 members (including Local Authorities, CSOs, youth associations, Universities) from more than 30 countries.

Paydaş Eğitim Kültür Ve Sanat Derneği

Paydaş is a non-profit educational institution founded by educators. The members are mainly the teaching staff at different types of organisations in the field education.The main aim is to include innovation into formal,non formal and informal education.In this respect the association's regular activities include organizing training which support the development of supportive educational activities for coaches,educators,facilitators in formal and non formal education.The activities cover the three main areas: education for personal and professional development ,innovation and digitalization.Running organizations to nurture reciprocal education between teaching staff and educational interaction is also one of the aims of the association.

Hacettepe Universitesi

Hacettepe is a research university committed to the promotion of excellence in education in line with universal values. Its mission is to educate and nurture students as individuals equipped with quality and depth of provision in all fields of science, technology and arts; to inspire intellectual curiosity and critical minds; and to contribute to society through research, technology, and public services. The vision of Hacettepe University is to become a leading university in the national and international arena, leading the change and development. Hacettepe University is one of the leading universities in the country and is constituted of 16 Faculties, 15 Graduate Schools and Institutes, 2 Applied Schools, 1 Conservatory, 4 Vocational Schools, 94 Research and Application Centers, 3 Libraries. Ultimately, Hacettepe University serves over 56000 registered students with over 3600 Academic Personnel. Hacettepe University was designated as one of the ten "Research Universities" in Turkey in 2017.

Rightchallenge Associação

The Rightchallenge Association is a NGO aiming to promote vocational education and training as a means of social inclusion and equal opportunities. It believes that education must focus on the integral development of all people, independently of social status, age, or gender. One of the organisation's pillars is quality and access to lifelong learning and non-formal education. Rightchallenge works with specialists who have a wide range of expertise in youth work, adult education, vocational education and training. They create resources and curriculum to support teachers, community educators and VET professionals to address the needs of their target

groups. It also works with policy makers and stakeholders to improve the skills of everyone that participates in non-formal education. Rightchallenge is also part of networks of research groups, universities and other educational institutions.

Ângulos e Argumentos LDA (Colégio São José de Bairros)   PORTUGAL

The Colégio São José de Bairros is a private school from kindergarten until secondary school with a total of 280 children, among which about 10 are disabled. They offer music courses, Yoga, Karate, Tenis, Ballet, Sports, Football and Arts and promote sport as a healthy way of life, as an integration tool and as a form of physical, psychic and social development of students.The Colégio São José de Bairros developed projects of solidarity, environmental responsibility and promotion of humanistic value and develops every year an educational project that aims at the integral training of students, focusing on Education for Citizenship. The Colégio São José de Bairros is situated in a semi-rural area; and therefore aims to enlarge its students' views of Europe and make them discover other cultures.

Zavod Boter   SLOVENIA

The Boter Institute operates primarily in the field of culture, but also deals with all youth, adults, seniors and involves vulnerable populations in its activities. It is committed to providing sports, cultural, artistic, educational and research activities for young people, so that they can spend quality leisure time and lead a healthy lifestyle. The Boter Institute's actions prevent and solve the distress of excluded groups (Roma, migrants, NEETs...), help raise funds for humanitarian purposes and promote intercultural dialogue. The topics covered are in the fields of IT, ICT, E Skills, digitalisation, digital literacy, programming, social entrepreneurship... Activities are organised to empower youth, adults, learners.

GRM Novo Mesto   SLOVENIA

GRM Novo Mesto is a Slovenian school with 1,200 students at secondary level and grades 6 and 7 in Bologna and 170 employees. Through profitable activities (agricultural production Through profitable activities (agricultural production, food production, animal husbandry, marketing, tourism, recreation, landscape management, environmental protection, school shops and restaurant), students receive theoretical training and practical skills. GRM Novo Mesto

directs the students towards finding solutions for their own business activity in rural areas or for self-employment. The centre's objective is also to promote the development of rural areas in the broadest sense, the progress of agriculture, the improvement of competitiveness, the protection of the environment and the preservation of cultural and natural heritage. GRM Novo Mesto also develops study programmes for lifelong learning.

Project Objectives

Through its implementation, the project aims to achieve the following objectives:

- Provide teachers and students with a conceptual understanding of peace education;
- Acquire a holistic and critical understanding of the theory and practice of peace education;
- Search for and identify the best ways to teach peace;
- Review evaluation studies on the impact and effectiveness of peace education;
- Model, experience and practice peaceful classrooms and healthy group dynamics;
- Become critical learners and reflective peace practitioners;
- Gain an appreciation of the foundations of just and peaceful societies;
- Encourage positive action and non-violent conflict resolution in society;
- Enhance students' intellectual flexibility, creativity & problem-solving capacities.

Expected outputs of the project

In order to achieve the above-mentioned objectives, the project aims at developing 3 main exclusive and innovative outputs, all of them directly dedicated to teachers, school staff and youth workers who are the primary target and direct beneficiaries of the project:

- **A framework for peace education** to help teachers integrate Peace Education into their respective teaching experiences (*PR 1 - Education Framework*)
- **An open online course** for middle and secondary school teachers (*PR 2 - Open Online Course*)
- **An online teacher community** to share good practices and expertise *(PR 3 - Online Teacher Community*).

This handbook is the first output of the project, and aims to provide an overview of the current state of practice of peace education at school level, particularly in partner countries. It allows both partner organisations to understand the obstacles, gaps and opportunities related to peace education in order to develop the second and third outputs in an effective way, but also

aims to provide teachers — and any other stakeholders working in the education sector — with key data on peace education and to promote the capacity building offer that will be available as a result of the project to them.

Over the long term, the project intends to increase the capacities of teachers in addressing peace with their students, and the valorization of learners. By providing the outputs to teachers and allowing them to individually and collectively reflect and exchange on their practices, the project aims increase their motivation, which is likely to affect more generally the middle and secondary schools their work at and support innovation of the entire school institutions involved. Furthermore at a local level the acquisition of methodological elements, operational tools and the knowledge of a new reality will help to support the path of redefining and improving the training system for conflict management. The skills acquired by the teachers will help improving services quality provided by the institutions and therefore responding more efficiently to learners' needs.

The final impact intended by the project is to strengthen the students' problem solving skills, tolerance, flexibility and creativity in dealing with conflict, making them more conducive to a more inclusive and peaceful society.

SECTION II
PURPOSE

What is Peace Education?

▌Definition of "conflict management"

To fully understand the concept of conflict resolution, it is necessary to understand the concept of conflict management.

Conflict management is the practice of being able to identify and handle conflicts sensibly, fairly, and efficiently. It is also the process of limiting the negative aspects of conflict while increasing its positive aspects. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in an organizational setting. Properly managed conflict can improve group outcomes[1].

Conflict management could also be defined as a process of making decisions and acting on them, in order to produce the best possible outcome under conditions of uncertainty[2].

It can therefore be seen that the concepts of conflict management and conflict resolution are intrinsically linked.

▌Definition of "conflict resolution"

Conflict resolution is a way for two or more parties to find a peaceful solution to a disagreement among them. The disagreement may be personal, financial, political, or emotional. Conflict resolution is therefore the process by which two or more parties reach a peaceful resolution to a dispute[3]. Conflict resolution processes are many and varied and can be seen on a continuum

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[1] Alpert, Tjosvaldo, & Law, 2000; Bodtker & Jameson, 2001; Rahim & Bonoma, 1979; Kuhn & Poole, 2000; DeChurch & Marks, 2001

[2] Ospina Avendano, D., 2021. Conflict Management. Retrieved Feb. 2022 from Toolshero: https://www.toolshero.com/management/conflict-management/

[3] Shonk 2022, Harvard Law School Daily Blog. What is Conflict Resolution, and How Does It Work

ranging from collaborative, participatory, informal, non-binding processes (such as mediation, conciliation, third party negotiation) to adversarial, fact-oriented, legally binding and imposed decisions that arise from institutions such as the courts and tribunals (Boulle, 1996)[4].

▌ Definition of "peace education"

Peace education is often defined as the process of acquiring values, knowledge, attitudes, skills, and behaviors to live in harmony with oneself, others, and the natural environment. It is therefore the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level[5].

How does this concept work in practice? Peace education students learn how to resolve disputes nonviolently. Peace educators address the sources of immediate conflicts and give their students knowledge about strategies they can use to stop the violence. In the long term they hope to build in students' minds a commitment to nonviolence and provide knowledge about nonviolent alternatives, so that when faced with conflicts they will choose to behave peacefully. In this way peace education tries to build peace into the minds of its students[6]. In addition to providing knowledge about how to achieve peace, peace educators promote a pedagogy based upon modeling peaceful democratic classroom practices. They share a hope that through education people can develop certain thoughts and dispositions that will lead to peaceful behavior[7].

In order to achieve these ideals, peace education programmes across the world address a wide range of themes. These include nonviolence, conflict resolution techniques, democracy, disarmament, gender equality, human rights, environmental responsibility, history, communication skills, coexistence, and international understanding and tolerance of diversity.

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[4] Manning, Caroyn, Defining Conflict Resolution, Retrieved Feb. 2022 from Dialmformediation: https://www.dialmformediation.com.au/Defining%20Conflict%20Resolution.pdf
[5] UNICEF, Peace Education in UNICEF, Working Paper. Education Section, Programme Division, UNICEF New York, 1999
[6] Harris, Ian, Peace, Literature, and Art– Vol. I - Peace Education: Definition, Approaches, and Future Directions
[7] Ibid.

Why is Peace Education important?

▍ The peace education training in the current context

COVID-19 has further aggravated and impacted the educational environment of millions of students, thereby increasing stress, fragility and conflict. As a result, students and teachers do face enormous psychosocial challenges, that are rooted in social and technological isolation and learning disruption. Teachers are indeed faced with the difficult task of managing students' mental health while seeking to restore effective study habits by focusing on students' well-being and developing a positive climate for learning. This environment affected by COVID, in addition to stress, are obviously triggers for conflict, and even aggravating factors, which can lead to violence and injustice. It is therefore during this particular and unprecedented period that it is all the more necessary to act and continue to teach conflict resolution and peace education, which appears in this particular context even more necessary and fundamental for students, as well as for educators/teachers, to be able to evolve in a healthy school/work environment conducive to teaching and learning.

Peace education is taught through curricula that explore principles and values dedicated to achieving more peaceful, inclusive, sustainable and just societies. Peace education approaches are typically student-centred, participatory and collaborative in which knowledge, skills and capabilities for listening, empathy and compassion are developed. As a result of peace education, students gain a better understanding of the cause and effect of harmful social interactions, as well as the skills to intervene to break the cycle of conflict and violence such as bullying. Educators who are trained in peace education can create and sustain cooperative, tolerant and constructive classroom climates.

In many countries around the world, peace education and conflict resolution programmes have been introduced into the school curriculum. Most peace education and conflict resolution programmes embrace the virtues that underpin citizenship and tolerance. Programme objectives are proposed in the hope that they will help students learn alternatives to violence, and adults and students learn to create a peaceful school and home environment that is conducive to non-violent attitudes and behaviour. These programmes also aim to ensure that students learn skills such as identifying prejudice, problem solving, sharing and cooperation, shared decision making, analysis and critical thinking. Finally, these programmes are designed to help students understand the nature of violence, so that they can examine the causes of conflict, recognise the benefits of non-violence and how to manage conflict[8].

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[8] DeRoche, What is Peace Education, 2022, Global Ed Leadership

▌The importance and the need of peace education training

The need for peace education and its teaching has never been greater than today. Peace education often includes an appreciation of diversity in a broad context of conflict analysis and resolution. The teaching of peace education in schools is a multi-faceted and multi-disciplinary perspective that therefore includes the teaching of peace, non-violence, conflict resolution and social justice that human rights take into account to preserve the natural environment (Smith 2004). Emphasizing peace education and conflict resolution in schools is necessary and its development is vital. It begins with an honest commitment to engage educators in the learning process, which is an essential and effective means of individual and collective change. Students must then be competent to form and maintain peace. The peace education system needs to be further developed, as it is fundamental in preparing students to resolve conflicts, act peacefully and find alternatives to the violent outcome of conflict[9].

Peace education has limitations and faces many challenges, such as conflicting collective narratives, historical memories, conflicting beliefs, severe inequalities, etc., that may transcend its content and methods. Schools are often sites of violence — including direct, cultural and structural violence — and it is not clear that schools provide an enabling environment in which the goals of peace education can take root. However, formal schools do help to shape social and cultural values, norms and attitudes. Thus, peace education can help children and young people build positive relationships and create safe learning environments where children thrive. There is therefore a need to advance the understanding and practice of peace education in formal schools, and to highlight the crucial role that schools can play in promoting peace objectives[10].

Fundamentally, peace education aims to counter a culture of war by promoting a culture of peace. It challenges the assumption that violence is innate to the human condition and seeks to equip students with the ability to resolve conflicts without violence. Peace education, therefore, aspires to enable students to become responsible citizens, open to differences, capable of empathy and solidarity, both within and across borders and social groups, and able to deconstruct the foundations of violence and act to advance the prospects for peace, hence the importance and necessity of its teaching. Furthermore, as we have seen, peace education includes a wide range of approaches and its content is adapted to the needs of the country and context in which it is taught. Some focus on promoting individual and interpersonal skills such as emotional awareness, anger management, empathy, cooperation and kindness, while others focus more on the social, cultural and political aspects of peace, including environmental education, human rights, development, intercultural studies and social justice. All these

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[9] Ojha, The Necessities of Peace Education in the Era of 21st Century A Descriptive Study, International Journal of Innovative Science and Research Technology, Volume 3, Issue 8, August – 2018, retrived Feb. 2022 from Ijisrt: https://ijisrt.com/wp-content/uploads/2018/09/The-Necessities-of-Peace-Education-in-the-Era-of-21st-Century-A-Descriptive-Study.pdf

[10] Harris, Ian, Peace, Literature, and Art– Vol. I - Peace Education: Definition, Approaches, and Future Directions

different forms of peace education have in common the teaching and learning of the roots of violence and strategies for peace.

SECTION III
CURRENT CONTEXT

SUB-SECTION I. NEEDS ASSESSMENT

Introduction

This needs assessment has been entirely written following the conclusions and data gathered by all of the project partners through the interviews they conducted with teachers and students. Among these informations, the following part is also using the data coming from the surveys that were disseminated by the partners and filled out by teachers and students as well.

Target numbers

Our target numbers reached a total of 50 teachers and 100 students, all partners and represented countries together.

Survey teacher respondents' country of living

France
3.23%

Slovenia
24.19%

Turkey
46.77%

Portugal
25.81%

Survey student respondents' country of living

France
0.47%

Norway
0.47%

Slovenia
45.97%

Turkey
52.91%

Portugal
0.47%
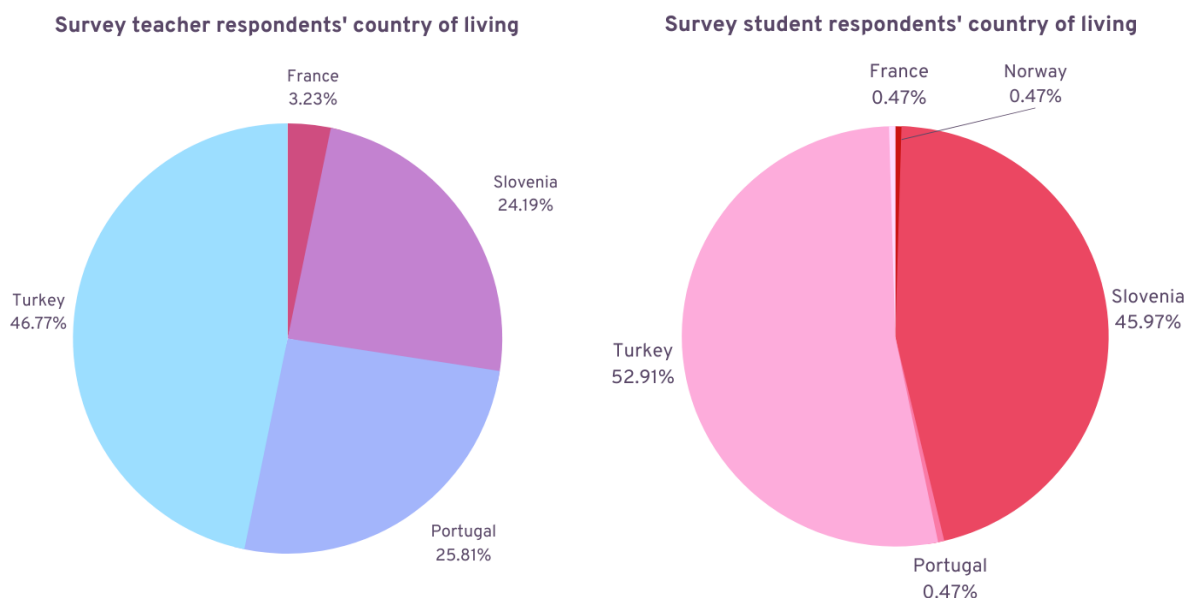
These targets were fully reached and exceeded, as all partners approached, through **surveys** only, **62 teachers** and **210 students**. Through **interviews**, partners reached **31 teachers** and **49 students**.

The mixed methodology chosen by the partners, that consisted in both disseminating surveys and conducting interviews, was intended to diversify the means of data collection, ensuring qualitative feedback, while guaranteeing confidentiality for minor respondents.

Assessments of teachers' needs

▌Teaching context - background information

    ▌*Teaching context in schools*

The context differs a lot according to the interviewed teacher, from very peaceful to highly conflictual. Private schools enjoy a more peaceful and creative atmosphere than public ones. The more diversity there is in a classroom, the more challenging it is in terms of conflicts and conflict resolution.

As for the private school, it is mostly believed that students take advantage of very supportive families willing to provide "differentiated academic and personal education" by doing extra efforts for their children. Overall, "the profile of the students where the teacher works determine the level of conflicts", so that the more diversity there is in a classroom, the more probable conflicts are. Diversity can be understood here as very large, such as gender or cultural diversity.

I have seen a growing normalization of violence as a way to solve conflicts.

Mainly, conflicts are **rather light** but **constant**. This is expressed first of all through **harassment, strong language and disputes**. **Bullying and cyberbullying** are also extremely common, though their levels of seriality differ a lot as well according to the context. When the latter finds itself in a sensitive area with social difficulties and low standards of living, conflict is a huge concern for the school involved.

Interrogated teachers stated that occasional conflicts that may occur are mostly related to the expected behavior of teenagers, creating sporadic situations which are essentially because of **differences of opinion**.

How often do you encounter a conflict leading to physical, verbal or emotional/psychological violence?
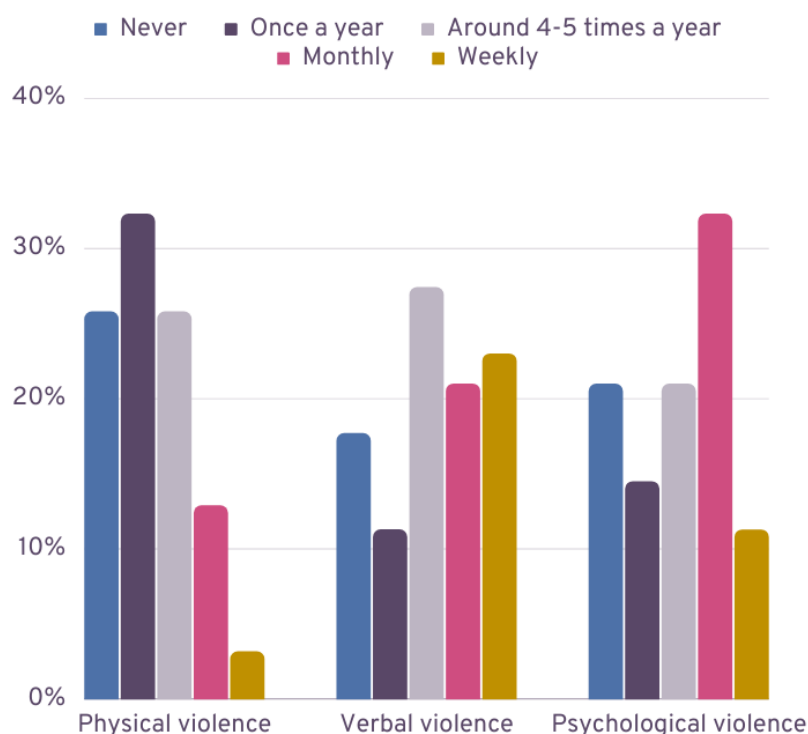
Only 16,1% of interrogated teachers declared that they never encountered a conflict at school leading them to take action at their level.

Knowledge of peace education

By compiling all the data and testimonies received from the four countries, **it is clear that teachers' knowledge of peace education theories is very partial or non-existent.** This indicates that the course should include a careful and complete theoretical part.

Data collected:

4,8% of the respondents are **totally familiar** with the concept. Interviews show that some teachers were able to follow courses on this topic, though most need further explanatory approach on the topic.

Though the number of teachers having followed a course about conflict management is extremely rare, most of them have a consummate experience of such notions, mainly due to their almost daily exposure to various forms of conflict at school. **There is a clear lack of theoretical approach** on the notion itself. Several teachers consider it as being an autonomous learning, whose values should be transmitted by family members, fundamentally. It is common that teachers limit conflict management to reprimanding students. Overall, teachers mostly learn about this notion from scratch, adapting their approach to themselves and the type of conflict they face. **Implementing a sustainable peaceful context at school with these methods tends to be very challenging.**

▌ **Previous experience in peace education and conflict management**

▌ *Situation in the school about conflicts and polarization*

"Sometimes a person doesn't know where to turn, or which is the best path to follow".

The situation about conflict at school is highly influenced by the social-economical conditions of the students. In schools attended by children from working-class and diverse backgrounds, conflicts are much more common. As for the diversity and tense debates on culture and religion, it reflects the polarized context of the society. The fact that students are copying parents and adults is seen by most teachers as the main explanation of aggressive behavior towards difference: "in schools with **socio-economically disadvantaged backgrounds**, [...] **physical and psychological violence** [is] the only way used to solve conflicts".

It is common to see students constantly refusing to follow basic rules in the classroom. This type of behavior is particularly difficult to handle, as the student strictly refuses dialogue and injunctions. When the head of the classroom assesses the situation and concludes that he/she cannot solve it alone, or that his/her colleagues cannot help him/her either, extra support is needed.

This support can be the **school directorate** or the **pedagogical and guidance service** that can take different forms and names according to the country and system. This type of professional educator can provide clues on how to deal with certain situations at the very moment they happen.

From your own experience, which actors are often involved to resolve conflicts faced by student?
The respondents could choose more than one item

Actor	Percentage
School directorate/leadership (headmasters, coordinators)	56.5%
School staff	30.6%
School infirmary and school psychologists	25.8%
Teachers	72.6%
Peer students	33.9%
Parents	25.8%
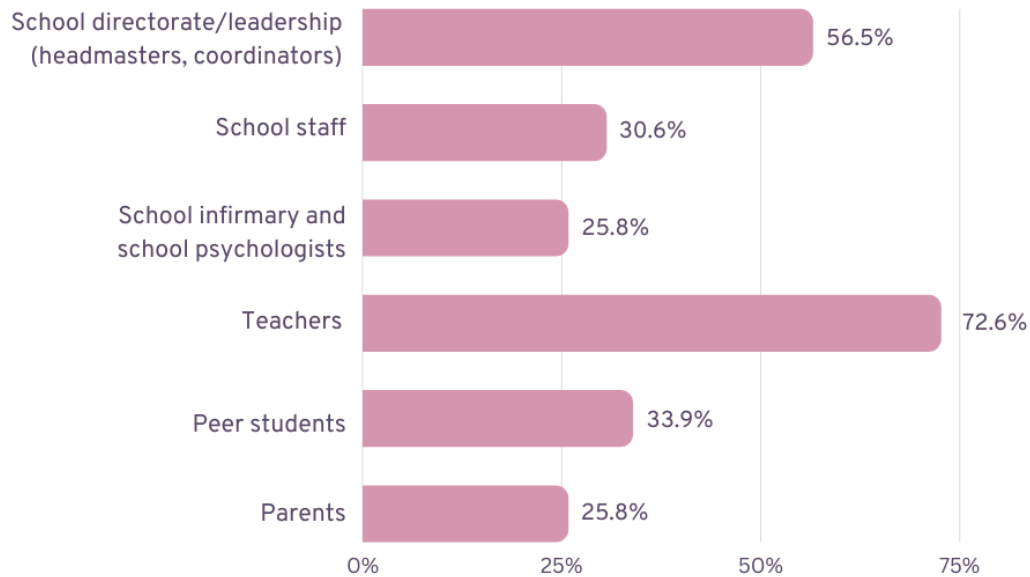
On cultural barriers

Conflicts arising from misunderstandings and **lack of cultural knowledge** on the cultural backgrounds of other students represent a challenge for the teachers, as it is a rather sensitive topic often related to **exclusion and discrimination** among students. Facilitating **dialogue** through in-class activities would be a great asset to create a more peaceful environment.

For those conflicts based on different cultural customs, the technique adopted by a teacher was *a long "lecture" on how wrong it is not to respect the culture of others*. However, this teacher noticed that the desired effect was missed, as the students stopped getting into conflict with the victim but *they refused to interact with him at all.*

How often do you identify the following factors as being at the origin of these conflicts?

■ Never   ■ Once or twice a year   ■ Around 4-5 times a year   ■ Monthly   ■ Weekly
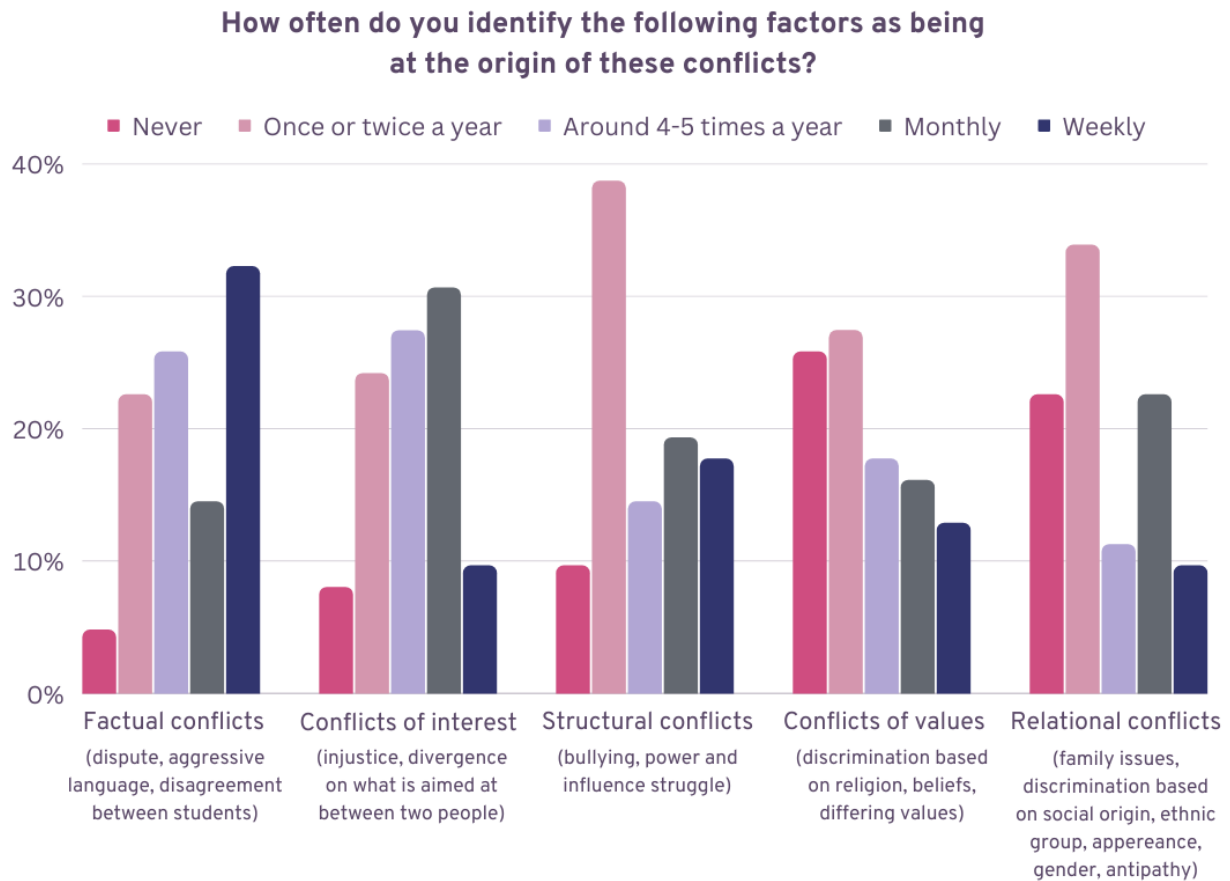
By far, **the most common and recurring type of conflict is factual**. Thus, 32% of interrogated teachers declared that **disputes, aggressive language, disagreements between students** are the origins of weekly conflicts at school, often escalating quickly into violence. Only 4,8% of interrogated teachers declared that such conflicts never happen. This type of small conflict is mostly expressed through insults and robbery. Teachers have to constantly face such things.

Other types are equally recognized as often occurring, such as **conflicts of interest** (injustice, divergence on what is aimed at between two people), **structural conflicts** (bullying, power and influence struggle) and **relational conflicts** (family issues, discrimination based on social origin, ethnic group, appearance, gender, antipathy).

However, **conflicts of values** (discrimination based on religion, beliefs, differing values) are much less stated as happening on a regular basis, as 40% of respondents declared they occur maximum twice a year only, or never at all.

Overall, respondents teachers stated that they mostly try to resolve the conflict by inviting involved students to talk about their behavior and explain themselves. If the teacher is not

satisfied, it is common to ask the school management or a relevant person in charge. High scale or **very serious conflict is extremely rare**.

Differences have to be made between teachers and **other educators** as the latter are more likely to have a close relationship with students based on **mutual respect and trust, rather than a hierarchical relationship**. *Giving advice to students, creating a safe space and building a close relation of trust* was stated as a way to help students avoid violent behavior.

An interviewed teacher shared a particular experience: t*he student explicitly wished to irritate me, as if it were his goal in life. Initially, I adopted the typical methodology to try to resolve the conflict, namely scolding, mild punishment, contact with parents... However, not only did it not work, but it seemed to get worse. So, I began to adopt a more aggressive posture towards the student, both verbally and physically.*

Challenges encountered

About a provided training and/or course by the school

Do the students of the school in which you are teaching have access to a peace education course?
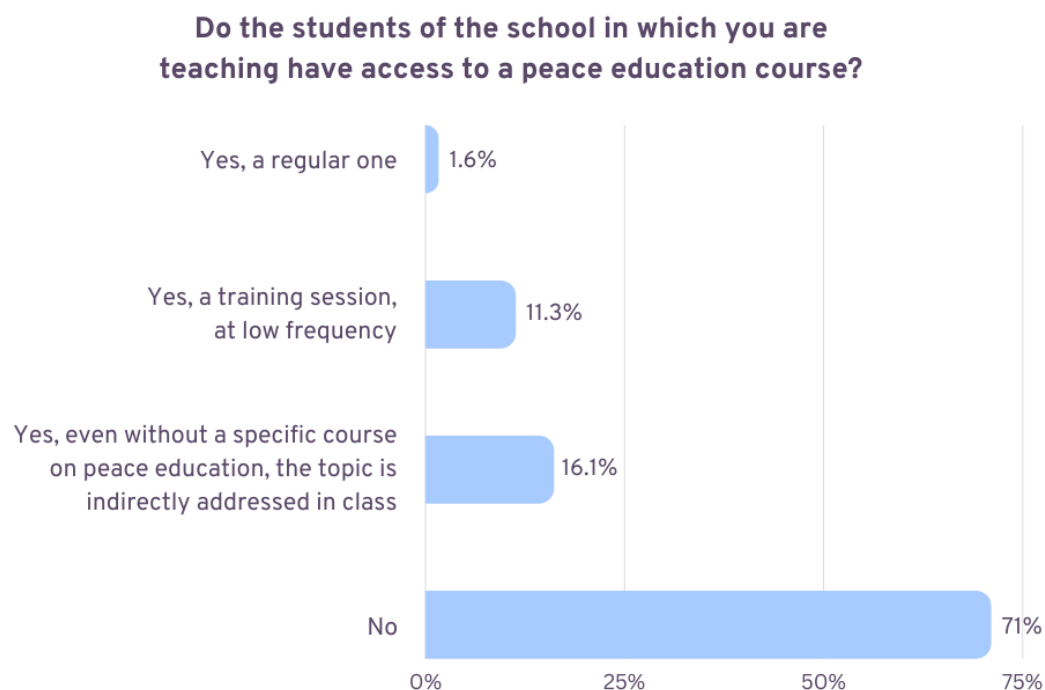
As for the existing course teaching peace education, **half of the respondents stated it was from very to extremely useful.**

The protocol

Interrogated teachers gave details on the protocol their schools were using. Overall, the procedures were quite similar, and can be summarized as follows:

When a situation occurs, schools implementing protocols mostly ask the teacher to provide a **report**, used afterwards to conduct investigation, analysis and measures of conclusion on the conflict. It can be done orally, but a written form is seen as the best way to register and follow the events. All individuals involved are invited to **share their version of the situation** and then a **person in charge**, like the establishment coordinator or the class director, analyse the situation using his/her knowledge about the students involved. And then, according to the type of problem and the degree of seriousness, certain **conclusions** can be drawn involving certain **consequences** for the actors.

▌ *Difficulties regarding teaching peace education to students*

The most important challenge that can be identified is to *get students involved in conflict resolution at school*, as nearly 70% of respondents indicated.

Arouse students' curiosity about peace education and *fulfill the role of mediator in the classroom* collected each around 40% of answers. Several teachers stated that **fighting harassment** was also crucial.

71% of respondents declared that their school does not provide any protocol for conflict management. For those who have one, **only 10,3% declared it was very useful** and half of them think it is rather useful and relevant, though **it tends to be too superficial.**

Overall, teachers' lack of a certain curriculum and the wide variety of topics implied within the term of peace education lead teachers to *face difficulties on how to include them into their teaching.*

Interestingly, the big challenge I find is the [...] gender of the students.

One particular point is to be noticed on this topic: several teachers observed that from their own experience, male students are more likely to adopt aggressive behavior than female students. According to the interviewed teachers, this posture can be explained by a strategic attempt of a "preservation of masculinity" and status of "leader". Female students appeared to be generally eager to listen and understand the *advantages and necessity of a peace environment inclusive to almost all types of beliefs and values.*

As for the difficulties encountered by students to get acquainted with peaceful practices, the lack of vocabulary and the struggle to understand concepts and definitions is one of the common explanations given by respondents. According to an interrogated teacher, *these conflicts are born out of ignorance and the students' inability to deal with cultures and values that are different from their own.*

▍Needs expression

▍*Kind of help needed to better understand and teach peace education*

To the question "in your opinion, to deal with conflicts, teachers would need more of the following", all options below were equally voted for, making it difficult to identity a tendency:

- Compassion
- Empathy
- Precise guidelines
- Ability to remain neutral
- Cooperation with / support from fellow teachers
- Cooperation with / support from parents
- Cooperation with / support from school management

Among all proposed principles that need to be conveyed to students through a potential course on peace education, the following three gathered more than 50% of responses each:

- Equality of all
- Human rights values
- Respect for others

All respondents stated that it is crucial for students to have more knowledge about peace education. By making students aware of conflict resolution techniques such as dialogue, negotiation, mediation, teaching and encouraging **social and soft skills** […], we would be contributing to a more productive school environment, to the development of empathy, and to empowering conflict resolution that does not resort to violence.

Teaching peace education and conflict management would help students to develop habits on how to act while facing a conflict. About the specific topic that should be approached by the future online course, the interviews showed several times the necessity of making students aware of the difference it makes in human behaviour acting **as a group or as an individual**. Indeed, most teachers observed that surrounded by friends, a student will be much more eager to participate in a conflict, while the same student taken on his/her own would be much aware of the unnecessary aspect of showing off to others.

Some consider also that if the teacher plays an important role in the civic education of students, working together with families is a way to ensure that the eventual deficit of education will be fought in the longer term.

▎ *Preferred format and type of content for an online course on peace education*

As for the tools to teach peace education and conflict management, a **protocol** is seen as "relevant" for 45% of respondents. **Group exercises of simulation** and **case studies** are "extremely relevant" respectively for 32% and 37% of respondents. Other proposed options below are less but equally stated as rather relevant by a majority:

- A yearly curriculum program detailing for teachers detailing the steps and process to implement peace Education courses
- List of good practices on conflict management with students
- Language elements and relevant vocabulary to be used by students for conflict management
- Content on peace education theories for teachers and students

Which online course format seems the most relevant to you?
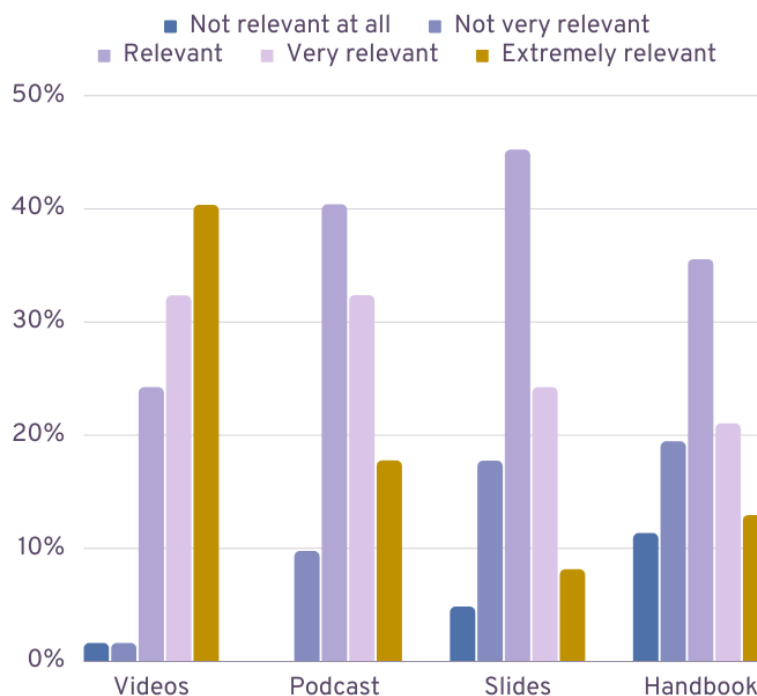
Which type of exercise would suit you the best to learn about peace education theories and practices?

Legend:
- Not relevant at all
- Not very relevant
- Relevant
- Very relevant
- Extremely relevant

Categories (x-axis): Simulations / practical exercises, Case studies, Text analysis, Quiz

Y-axis: 0% to 40%
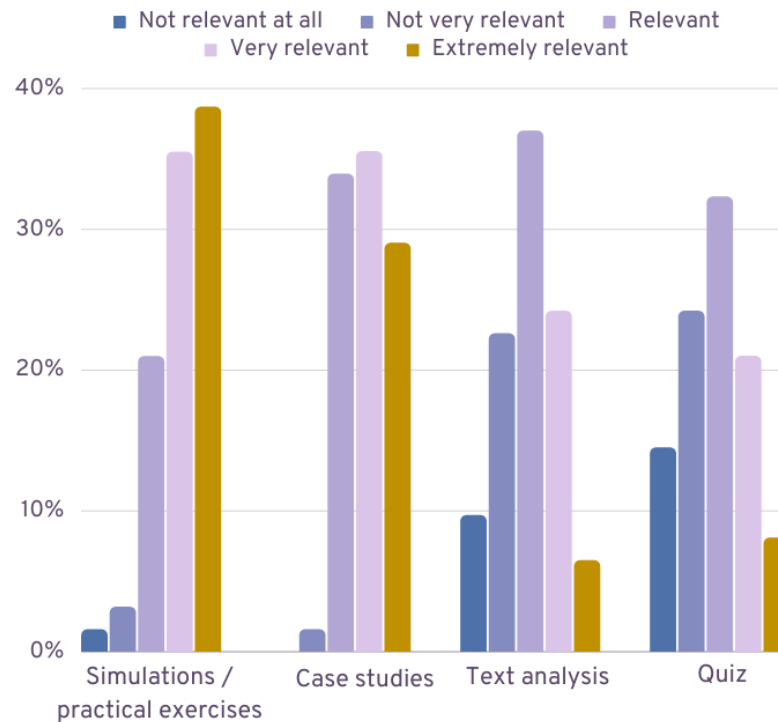
Recommendations

All the following recommendations were given by interviewed teachers

Activities	Sessions	Courses	Projects	Deliverables
Workshops, preferably in-person	Speeches given by external speakers	A training course with practical examples detailing to teachers and educators the best way to act according to the situation	Exposition on specific cases	A folder with theory and tools that can be implemented very easily with downloadable resources, tool kits ready to be used in class
Role play with various stakeholders included in the scenario	Practical examples of cases that are to be solved through mediation by the students	Course to teach theories of peace education	Cross-curricular project, across all subjects	Catchy videos and questionning sessions to students with open questions such as "what would authorise you to insult someone?"
Theater expression and simulations	Meetings between teachers to agree on standardising their method of action on conflict resolution		Interdisciplinary class project	Reference, guidelines, small powerpoints that can give tips and suggestions on strategies.

Asked about the key vectors that the pedagogical tools of the PEACE project's course should follow, interrogated teachers identified several:

The first one coming out of the pack is **student involvement**. It is seen as absolutely crucial to catch the attention of students, for example with special sessions and activities **different from the ordinary**. Giving more **responsibilities** to the students would help them to take a greater part in the activities related to this topic. The latter is particularly relevant to deepening the students' knowledge of other stakeholders concerned with the matter of conflict management in schools. Through role play, the students could take up roles in a scenario where they would face, as grown-up adults, basic situations in a professional context where they would need to act with reserve. Also, it would make the student putting him/herself into someone else's shoes to take a look back at common conflictual situations. The general idea is to explain that conflict management is crucial in their future professional life where they will not be able to make mistakes they do at school. In order to ensure the success of such activities, only very concrete examples should be used, according to the interviewed teachers.

About the format, we can hereby identify the preferences of the respondents: to **repeat sessions** helps students understand the topics. The more **regular** the sessions can take place, the better it is to ensure that students assimilate the content in the long term. Moreover, to organise at least two sessions to invite students to open-up between the first and the second, is seen as particularly efficient. **Small groups** are a must: a group of around 30 students is too much for the shy ones. Around 14 students is a maximum, 8-10 is ideal.

At last, the format should be **accessible, short and frequent,** to fit into the school's schedule.

> **Possibility of organising training sessions on peace education to students**

About the possibility of organising training sessions on peace education to students, all the teachers answered by the affirmative, although some limits are to be considered, according to the school program:

- Teachers suffer from a lack of time to build and develop tools. The content left at their disposal must be ones particularly appropriate in this matter, providing ready-to-use materials would ensure their ability to properly implement the activities
- Depending on the subject they teach, some teachers find it more difficult than others to carry out such activities
- It is crucial to choose the right moment to address a topic. For example, *during or just after a conflict, leading angry or shocked students to a session on conflict resolution might not work*

Few observations:

- Teachers can include peace education to extra classes that can be found in most secondary schools
- Peace education can be taught as a cross curricular subject
- Getting support from existing and available schools clubs might facilitate student's involvement
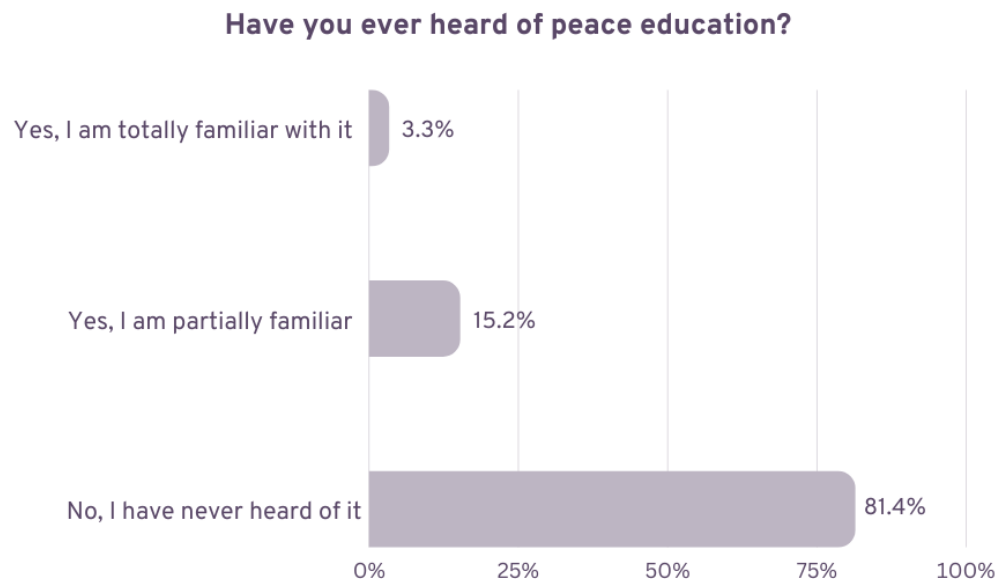
Assessments of students' needs

Teaching context - background information

Teaching context in schools

Again in this part, the teaching context differs a lot from one school to another. When seen as rather calm, students explain this atmosphere as a result of **strict rules** implemented by the school board and a **respectful mutual relation** with teachers. Even when there is a general impression of peace, harassment and conflicts linked to work and everyday activities can be found. Schools hosting students with diverse cultural backgrounds seem to be more exposed to conflict. **Exclusion of students due to their differences** is very common.

Knowledge of peace education

Have you ever heard of peace education?

Yes, I am totally familiar with it	3.3%
Yes, I am partially familiar	15.2%
No, I have never heard of it	81.4%

0%   25%   50%   75%   100%

Again, **knowledge of peace education is very low among students.**

In some classes teaching civic education, whose name differs according to the education system in force, some closely related topics can be taught, but rather **quickly and superficially**, that is to say no more than one hour a week. Activities outside of the school such as various youth exchanges are generally addressing these topics as well.

Knowledge of conflict management

Knowledge of conflict management is **not inexistent** amid interviewed students, yet it derives mostly from their **personal experience**.

"Conflict management for me, is for example, when we are in a conflict with someone and we need help to resolve that conflict. So we turn to an adult [...] to help us resolve that conflict. Usually these conflicts are serious".

Overall, students seem aware that it is about hearing both parties and then reaching a consensus, an agreement. Some schools already implemented activities such as simulated bullying to address this kind of issues with students. Some students approached psychologists and shared that **being supported by a specialist** greatly helped to resolve issues they might have had concerning conflict management.

"I try first to describe [the problem], I have a notebook to write down what happened, then I try to abstract myself from the problem by doing things I like, i.e. listening to music, even watching series which is one of my favourite hobbies."

Previous experience in peace education and conflict management

Situation in the school about conflicts and polarization

Conflicts between a student and a teacher are extremely rare. Most of the conflicts happen **between the students themselves**. Any kind of **differentiating feature** a student can carry in regards to the others is very likely to be a source of conflict. **Social status, personality, look, style, religion, diet, physical appearance, social background** are all factors that can drive a student away from society standards considered by the surrounding majority of students.

Discrimination, bullying and cyber bullying are frequent problems.

Several students pointed out that a conflictual atmosphere can result from the influence of a single student, playing on others' sensitive topics and features. This can create a spoilt

environment where a **group dynamic generates bullying and constant aggressivity** in class. Overall, **physical violence is extremely rare**:

How often do you encounter a conflict at school leading to physical, verbal or emotional/psychological violence?

■ Never ■ Once a year ■ Around 4-5 times a year
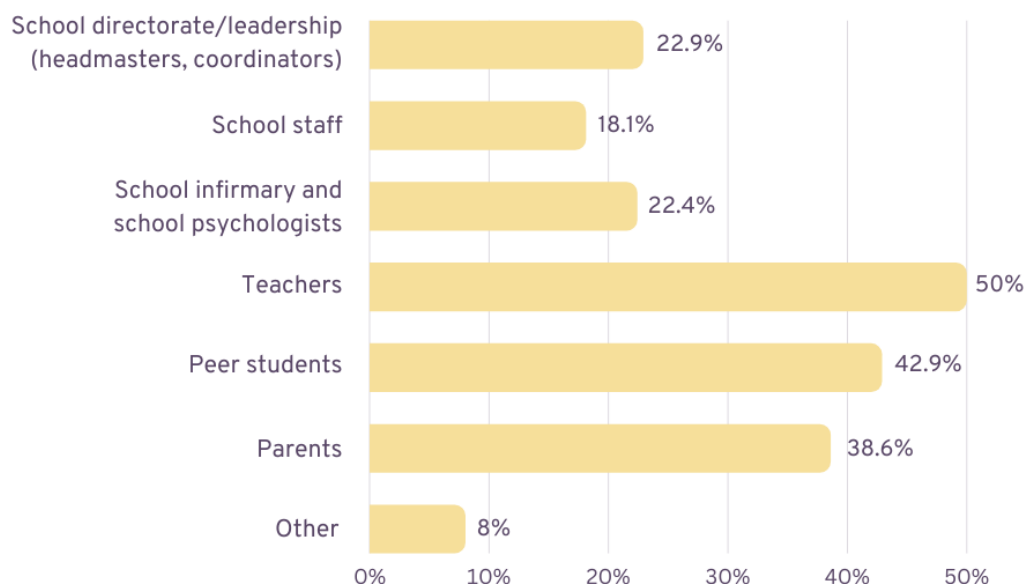■ Monthly ■ Weekly
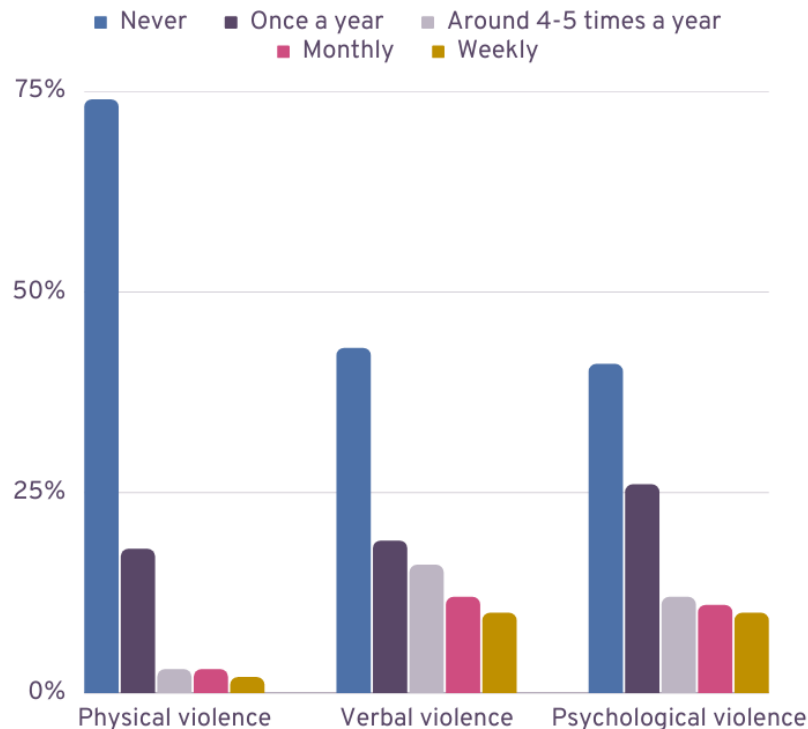
Just like the results collected from the teacher surveys, **the most common factor of conflicts that the students voted for was the factual type,** that is to say aggressive language and dispute. 23% of the respondents declared it is happening at least monthly. **Relational type of conflict** (family issues, discrimination based on social origin, ethnic group, appearance, gender, antipathy) **is the rarest,** as nearly half of the respondents stated it never happens.

From the students' perspective, actors oftenly involved in conflict resolution are teachers, peer students and parents.

From your own experience, which actors are often involved to resolve conflicts faced by students?

The respondents could choose more than one item

Actor	Percentage
School directorate/leadership (headmasters, coordinators)	22.9%
School staff	18.1%
School infirmary and school psychologists	22.4%
Teachers	50%
Peer students	42.9%
Parents	38.6%
Other	8%

▌*Experiences about discrimination, school bullying, cyber bullying*

Interestingly, several students shared their analysis on the root causes of bullying, stating for example that the origin of these conflicts may be the fact that the bully has no self-love and feels the need to put others down in order to feel better. **Lack of empathy, insecurities and family disorders** are seen by students as the main factors that explain a bully's behaviour.

Noticing and fighting harassment is particularly hard because of the **victim's silence** on these issues. As soon as there is a visible conflict, teachers intervene, students do it less because of the fear of consequences. Students observe that teachers or the school board members intervene quite often through disciplinary meetings and exclusion procedures, that is to say mostly via **punitive procedures**. The latters are often seen as **counterproductive**, making things worse by **increasing the gap and misunderstandings** between teachers and students and by punishing a student already subject to personal troubles.

For some other students, bullying often gets worse because of a lack of reaction from the school board despite efforts from parents of victims. Teachers taking warning to the competent school authorities to solve these situations as a civic duty are seen by several students as examples of positive conflict management.

As cyberbullying became a mainstream practice in children's lives, many students addressed this topic in their interviews. Through fake or real accounts on social media, bullies keep the

pressure on their victims even **after school**. Cyberbullying is, of course, harder to detect, as it takes place mostly outside the school, and on the student's personal phone devices.

▌Challenges encountered

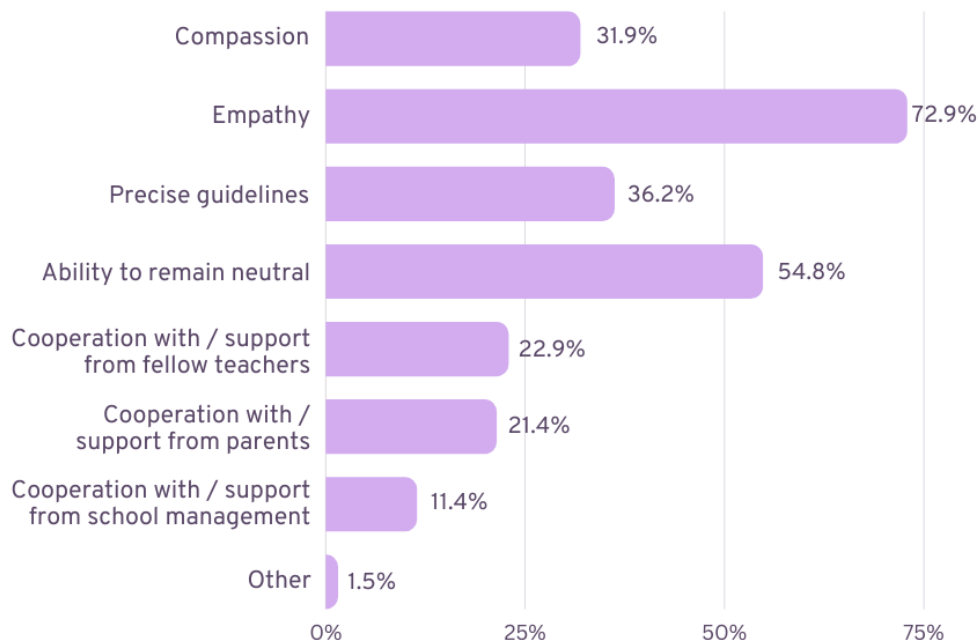### ▌*About a provided training and/or course by the school*

According to the majority of interrogated students, **training or courses on peace education** are extremely **rare or non-existent**. Classes such as moral education, civic education, citizenship classes are often used by responsible teachers to include students in activities like peer-to-peer support, intervention of external advisers, etc.

Some students shared that they had several lectures on bullying and cyberbullying although the management of such situations was **never addressed in detail**.

On cyberbullying, several campaigns were implemented in some schools, spreading leaflets and posters on how to surf the Internet safely.

Does the school in which you are studying provides you with a peace education course (for example: a course about how to deal with conflicts in your everyday life)?

Yes, a regular one	6.2%
Yes, a training session, at low frequency	9%
Yes, even without a specific course on peace education, the topic is indirectly addressed in class	12.4%
No	72.4%

0%   25%   50%   75%

In your opinion to deal with students' conflicts, teachers would need more:
The respondents could choose more than one item

Category	Percentage
Compassion	31.9%
Empathy	72.9%
Precise guidelines	36.2%
Ability to remain neutral	54.8%
Cooperation with / support from fellow teachers	22.9%
Cooperation with / support from parents	21.4%
Cooperation with / support from school management	11.4%
Other	1.5%

▌ *Is it useful for students to have more knowledge about conflict management?*

Every interrogated student found it extremely useful to have more knowledge and training on this issue. Discussion on peace education and conflict management is seen as a very easy way to **break silence** around bullying and personal struggles, to help students to control themselves while facing a conflict and to encourage dialogue among peer students. Getting used to such behaviour would be also very beneficial for students using social media, as these tools are mostly directed towards communication and children are using them at ever younger age.

Several students pointed out that a course on conflict management should absolutely be directed to the use of **practical tools and activities**, to avoid what is seen as meaningless speeches on *making a school a better place*, too often superficial and cosmetic, never marking students.

▌ *Values to be taught more at school*

Students listed values that were, in their opinion, underrated in the school context.

- Diversity: how to embrace difference, to accept it

- Tolerance
- Solidarity
- Democracy and equality: to listen to others and take all opinion into account
- mutual understanding: through listening, mutual support, open-mindedness, empathy, trust
- Mutual respect
- how to take a step back from the situation

These values are very well understood by students, though most of them declare that deepening this very knowledge would help everyone to understand their importance and to avoid turning them into hollow notions.

▌ Needs expression

▌ *Kind of help needed to better understand peace education*

Among favourite proposed tools to prevent and react to conflicts in the school, results are pretty equal, making it difficult to identify a tendency. However, it can be noted that 25% of respondents think that **a yearly course on peace education** would be "extremely relevant and useful"

Among all proposed principles that need to be conveyed to students through a potential course on peace education, the following four gathered more than 50% of responses each:

- Equality of all
- Justice
- Human rights values
- Respect for others

The best suited type of exercise, in descending order of votes, are "group work", "case studies of existing conflicts", "class projects", "self-expression sessions", "board games", "simulations and role-play". The least favorite is "quizz in group/class" and "written exercises".

Class projects would be the best way to involve students as much as possible and increase dialogue and mutual understanding among the class. Teaching the **role of conflict mediator** to students is seen as an interesting training for them, both useful in their current daily life and future professional one. **Inviting trainers and mediators** giving sessions on conflict

"Games, situational settings would help everyone to be in everyone else's feet, like the bully or the victim."

management is pointed out by respondents as particularly engaging and potentially interactive, as it differs from classic courses with regular teachers.

In addition to solving ongoing conflicts, **class meetings** are seen as an innovative way to implement free communication on conflict issues between students. Activities about ongoing conflicts in the world could also help students understand how useful peace education is, at a larger scale, and thus take this topic outside of the classroom.

Eventual participation in training sessions

Nearly all students stated that they would likely join such sessions although most of them said a rather short activity would be the best, for example around one hour a week.

Expectations from the school institution

According to some students, the school would be welcomed to encourage mutual relations of trust between teachers and students. To help teachers to understand students' own skills and particularity would be very useful, in order to better analyze their discomfort.

To give training to teachers, especially in psychology, would be a great asset to create a more peaceful environment at school and help teachers to have a proper level of empathy towards students.

SUB-SECTION II. ANALYSIS OF THE CURRENT STATE OF PEACE EDUCATION

Introduction

In order to fully understand the current context of the teaching of peace education into schools, a litteracy review has been carried out, primarily in the countries where the project was implemented, but also at the global level, to collect established practices and to complement the inputs provided by the needs analysis.

Good practices in partner countries

Slovenia

School and Peer mediation project in Slovenia and Bosnia and HerzegovinaITF and ECDR project of Training for School Mediators

The ITF Enhancing Human Security (ITF) and European Center for Dispute Resolution (ECDR) project of Training for School Mediators, implemented in both Slovenia and Bosnia and Herzegovina (BiH) is a notable example of peace education programmes in schools. The aim of this programme was to familiarise school staff with the role of mediation and peace education in the school system, while introducing examples of good practices and exchange of opinions between interlocutors from Slovenia and BiH. Thus, the "School and Peer Mediation Project in BiH" started with a pilot phase in the school year 2017/2018 with the support of the Ministry of Foreign Affairs of the Republic of Slovenia with three schools involved, while in the school year 2018/2019 it continued with a second phase involving nine schools.

In concrete terms, the project was divided into two distinct phases:

In the first phase of the project, elementary schools from the participating municipalities of Brčko, Gračanica and Doboj involved 90 children who took part in mediation workshops in their schools, and nine teachers who took on the role of school mediators. In the 2018/2019 school year, nine schools were included in the project (in Brčko, Gračanica, Doboj, Bukovica Velika, Kotorsko). Together 27 teachers/school mediators and 90 children participated.

In the second phase of the project, the two-day programme containing workshops and seminars for school peace mediators in Ljubljana, supported by Canada and its Canada Fund for Local Initiatives (CFLI), was carried out by ITF with the expert support and coordination of ECDR. The

participants, together with ECDR's mediation expert, evaluated mediation and peace education activities in partner schools in BiH, and exchanged examples of good and bad practice.

The expected outcome of the project was therefore to teach teachers and students mediation and peace education techniques and tools to resolve conflict situations independently and mutually, while the expected impact was to strengthen tolerance, dialogue and equality in the school environment as well as in other areas of daily life. The project activities also focused on peer mediation, which promotes conflict resolution among students, allowing to improve the school atmosphere and prevent the emergence of major conflicts in the future[11].
This is one of the most notable cases of courses, process exchanges and workshops related to conflict resolution and peace education in Slovenia, for students aged 13 to 18.

▌ Turkey

In Turkey, several studies have been conducted on conflict resolution in schools:

▌ *Primary School Students' Conflict Resolution Strategies in Turkey*

This study, conducted in 2007, examined the conflict resolution and conflict management strategies (CRS) used by sixth, seventh and eighth grade primary school students in Turkey and identified gender differences in the resolution strategies they generally used. In addition, the study aimed to find out the actual conflicts for which students sought help from teachers and the strategies that students thought teachers used to manage their conflicts. The data for this research was collected through a questionnaire with mainly open-ended questions. Problem-solving strategies were found to be the most frequently used by the participants. This study concluded that girls were more likely to use problem-solving strategies than boys. The majority of participants tended not to seek help from teachers to resolve their conflicts. However, students from low SES schools were still more likely to seek help from teachers than students from middle and high SES schools[12].

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[11] ITF Enhancing Human Security, ITF and ECDR Providing Training for School Mediators from Bosnia and Herzegovina, 2019, retrieved Feb. 2022 from IFT: https://www.itf.si/news/itf-and-ecdr-providing-training-for-school-mediators-from-bosnia-and-herzegovina
[12] Atici, Meral, 2007, Primary School Students' Conflict Resolution Strategies in Turkey. International Journal for the Advancement of Counselling. 29. 83-95. 10.1007/s10447-007-9033-x.

The effects of conflict resolution education on conflict resolution skills, social competence, and aggression in Turkish elementary school (Mersin) students

The aim of the study, conducted in 2013, was to implement a conflict resolution training programme called "We Can Resolve Our Conflicts" with primary school students and to evaluate the effectiveness of this school-based conflict resolution training programme, which is designed to improve students' social and conflict resolution skills and, consequently, reduce aggression. Three hundred and ninety-four primary school students participated in the study. The training group consisted of 327 students and the control group of 67 students. Students in the training group received conflict resolution training twice a week in 40-minute sessions over a 10-week period. The conflict resolution training programme included skills in empathy, anger management, social problem solving and cooperative conflict resolution. Before and after the training, the groups were assessed in terms of conflict resolution skills, social skills and levels of reactive and proactive aggression. The results indicate that the conflict resolution training improved the students' social skills and constructive conflict resolution skills and, as a result, reduced levels of reactive and proactive aggression[13].

The Conflictus consultancy

Conflictus is a training and education consultancy based in Istanbul that was established in 2014, and develops and implements projects and training programmes in the field of conflict analysis and resolution, peace education, social cohesion and peace journalism in Turkish, English and Arabic[14]. The agency implements trainings on conflict analysis and resolution for NGOs, local authorities and public services, but also on topics such as peace education, transformative mediation through social cohesion (refugee context), social media and peace, negotiation and mediation, participation and social cohesion, constructive communication and peer mediation for youth. It also carries out research and programme development on conflict analysis and resolution methods and peace education.

The Center for conflict resolution studies and research of the Istanbul Bilgi University

The Centre for Conflict Resolution Studies and Research (CCR)[15] at Istanbul Bilgi University was established in accordance with the above principles, in order to provide a comparative approach to theoretical and practical knowledge in the field of conflict resolution, conflict management for the use of policy makers, academics, researchers, media and civil society actors, mainly in Turkey and the MENA region. The CCR aims to break down the barriers

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[13] Akgun & Araz, Journal of Peace Education, Volume 11, 2014, The effects of conflict resolution education on conflict resolution skills, social competence, and aggression in Turkish elementary school students
[14] Conflictus Conflict Resolution Training and Consultancy presentation, from https://www.peacetraining.eu/
[15] Centre for Conflict Resolution Studies and Research (CCR) website: https://ccr.bilgi.edu.tr/

between theory and practice in order to understand and contribute to the resolution of social and political conflicts. The objective of the RCC is therefore to contribute to a just and lasting peace in Turkey and the MENA region. However, the Centre is not limited to the study of the MENA region and aims to be an international source of knowledge, research and study, as the cases and topics covered by the Centre's work adopt a comparative approach and draw on international examples. Thus, it aims to provide comparative theoretical and practical knowledge in the field of conflict resolution for the use of policy makers, academics, researchers, journalists and civil society actors, but also to contribute to a just and sustainable peace in Turkey and the MENA region by combining theory and practice to gain an in-depth understanding of social and political conflicts.

Portugal

Negotiation Efficacy in Conflicts between Students: Results from a Portuguese Study

This survey, conducted most recently in 2021, considers personal and school variables that may influence the effectiveness of negotiation in conflict resolution among primary school students, namely gender, grade level, number of failures, study time, school goals and evaluation. Following a quantitative approach, the sample was composed of 874 Portuguese primary school students, 452 boys and 422 girls, ranging in age from 10 to 18 years. The instruments used were a personal questionnaire and the School Conflicts Negotiation Efficacy Questionnaire (SCNEQ). The results show that gender, number of failures and time in school influence students' negotiation effectiveness, as well as students' evaluations. Limitations of the study and practical implications for conflict management in schools are also presented, namely that the development of students' negotiation skills is relevant[16].

France

Aroéven Federation

Aroéven federation coordinates and runs a European seminar on "Educating young people in non-violent conflict resolution". Supported by the European Commission, this seminar resulted in the writing of a European Charter in partnership with four European associations "Educating young people in non-violent conflict resolution". In 2015, the Aroéven Federation became a

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[16] Cunha, Pedro; Paiva, Maria Olímpia; Monteiro, Ana Paula International Journal of Research in Education and Science, v7 n4 p1076-1089 2021, Negotiation Efficacy in Conflicts between Students: Results from a Portuguese Study

founding member of the Fédération des Maisons des Lycéens. Since then, it has been actively involved in supporting high school students in the training and implementation of the Federation's actions[17].

> **▍** *Mediation and Mediation Training Centre*

The Centre de Médiation et de Formation à la Médiation (CMFM) is an association that has been developing mediation in France since 1984, first in the criminal context for the Paris Public Prosecutor's Office, then in a social and school context. The CMFM is very involved in the development of mediation as a tool for peace, particularly for young people. In this respect, it has participated in the inter-regional programme for "A culture of peace and non-violence in educational institutions" of UNESCO, to which the programme of the Collège Edouard Vaillant in Gennevilliers is linked[18].

Other good practices from around the globe

Around the world, there are different examples of how these subjects - peace education and conflict resolution - are addressed and taught to students. The following is a non-exhaustive, but significant list of other practices around the world.

▍Canada

In Canada, a particularly significant example is the initiative of La Maison des jeunes de l'Azymut Est-Ouest in Saint-Nicolas, Quebec, which has produced a Peace Education Guide created by high school students for primary school students. The project involves older students coming into primary schools to teach peace education, conflict resolution and peaceful behaviour through stories, drawings and other workshops.

▍South Africa

In South Africa, the Independent Projects Trust (IPT) has initiated a peace education teaching method project. This teaching method was born out of a partnership between two South African non-governmental organisations (NGOs), the Independent Projects Trust (IPT) and the Media in Education Trust (MIET). IPT works actively to promote human rights and democracy in South

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[17] Aéroven, Handbook: La médiation par les pairs, Eduquer à la résolution non violente des conflits en collège et en lycée, retirved Feb. 2022 from Aéroven: https://www.aroeven-creteil.fr/sites/default/files/lyon/upload/vacances/2016/talent_educatif_mediation.pdf
[18] Mediation and Mediation Training Centre (CMFM) website: https://cmfm.fr/

Africa by developing individual and institutional training in conflict management. The project has had a wide reach, particularly in schools, but also in communities, in the private sector and with the police. Over the past ten years, the IPT has focused on skills training through numerous interventions with educators and students, introducing, among others, peer mediation and peace education programmes. The IPT supported the transition process in South Africa by trying to bring about positive changes in school activities and practices. Through training courses and materials provided to teachers, MIET has created model classrooms for democracy and peace[19].

▌Argentina

In Argentina, an NGO has set up a pedagogical team of educational mediators. Indeed, this team, which comes from the NGO EICame (Equipo Interdisciplinario Capacitador en Mediación Educativa), has been providing training since 1998 and has launched its own school mediation programme (which was a unique initiative in Argentina). Its objectives are to disseminate peace education and conflict resolution techniques, including mediation and negotiation, in schools[20].

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[19] Independent Projects Trust website: http://www.ipt.co.za/
[20] Equipo Interdisciplinario Capacitador en Mediación Educativa website: https://mediacioneducativa.com.ar/

SECTION IV
METHODOLOGY

Course Overview

The aim of this Educational Framework is to gather information on the needs of teachers and students in the field of peace education, as well as on existing successful practices, in order to be able to further design an online course for teachers, youth workers, school staff and other professionals to reinforce their capacities in fostering peace education among their students.

This course will contribute to:

➔ Develop innovative ways for teachers to teach Peace to their students;
➔ Provide teachers and students with a conceptual understanding of peace education;
➔ Encourage positive action and non-violent conflict resolution;
➔ Enhance students' intellectual flexibility, creativity and critical thinking.

The course has therefore been developed to meet the needs and integrate the good practices found through the research conducted, applying the methodologies listed below.

The course is divided into several modules (detailed in section V. Modules & Content Topics). The duration of each submodule is approximately an hour and could reflect at some time, the blended learning time which takes into account the necessary time for the teachers to implement the courses for their students. The whole course will be available on an online platform, free of charge and accessible to all. The course can be followed at one's own pace and modules can be completed individually.

Types of Teaching methodology that can be used to teach Peace Education

This section details all the key elements and methodologies to consider when designing a peace education programme for students in schools.

▌Teaching format

The following formats have been identified as the most effective for teaching peace education to students:

- Size of the group: small scale group (around 10 students)
- Length of the teaching programme: favor long-term programmes that allow for repeatability, on a good frequency, assimilation and confidence building within the group
- Duration of sessions: sessions should be short enough in general to be dynamic and fit into the school's schedule
- Approach during the sessions: the approach delivered to the students should be more practical than theoretical (albeit theory needs to be addressed), to allow for students more to solve conflicts in a technical way
- Setting of session: sessions should take place as class meetings. They can also be organised as class projects, and include the intervention of external trainers, mediators, people proving testimonies. They can also be organised as training students as mediators.
- Learning objectives and timeframe: The time frame and syllabus of the programme, as well as the learning objectives, should be provided to students at the beginning of the programme.

▌Teaching activities

The following activities have been identified as the most effective for teaching peace education to students:

- Group work
- Case studies of existing conflicts
- Self-expression sessions
- Board games
- Simulations and role-play

▌Teaching topics

 The following topics/values have been identified as the most effective for teaching peace education to students:

- Equality of all
- Justice
- Human rights values
- Respect for others

The students expressed that the following values should be further addressed in school:

- Diversity: how to embrace difference, to accept it
- Tolerance
- Solidarity
- Democracy and equality: to listen to others and take all opinion into account
- Mutual understanding: through listening, mutual support, open-mindedness, empathy, trust
- Mutual respect
- How to take a step back from the situation

Types of Teaching methodology that can be used for PEACE project online course

This section details all the information and methodologies that will be used in the online course for teachers to strengthen their skills on peace education for their students.

▌Teaching material & content

The open online course should provide teachers with the following in order to enable them in turn to develop peace education activities in schools:

- A yearly curriculum program for teachers detailing the steps and process to implement peace Education courses
- List of good practices on conflict management with students
- Language elements and relevant vocabulary to be used by students for conflict management
- Content on peace education theories for teachers and students

- Ready-to-use activity toolkits (simulation documents, quizzes with questions and answers) with detailed instructions on how to implement them

▎Teaching activities

The following activities have been identified as the most effective for teaching peace education to teachers through the open online course:

- Slides
- Videos
- Podcasts
- Handbooks

The following type of exercises has been identified as the most effective for teachers to learn about peace education through the open online course:

- Simulation/practical exercices
- Case studies
- Quizzes

▎Teaching topics

The following thematic areas should be addressed in the online course to enable teachers to improve their practice:

- Developing compassion and empathy skills among teachers & students
- Developing ability to remain neutral among teachers & students
- Cooperation with / support from fellow teachers
- Cooperation with / support from parents
- Cooperation with / support from school management

The following topics/values have been identified as the most effective for teaching peace education to students, and should therefore be addressed in the online course for teachers:

- Equality of all
- Human rights values
- Respect for others

Pedagogical principles

▌ Active pedagogy - Student involvement

Thanks to active pedagogy, the student, as an actor in his or her own learning, becomes more aware of his or her interest to learn. Active pedagogy starts from the student's questioning. From the student's interrogations, from the awakening to the desire to learn, the teacher "builds" his or her lesson up to the learning leading to knowledge and skills. To emphasise "learning by doing", activities that can be implemented to the project's teaching methodology is of great importance.

▌ Learning sequences -Short and regular sessions

In order to manage differences in learning pace, the curriculum can be structured in clearly defined learning sequences. This segmentation also helps to make learning expectations more explicit. For activities on peace education, carried out in parallel with the compulsory school curriculum, these sequences can be short, of the order of one hour per week maximum, in order to best fit in with the timetable. Because of their limited duration, these sequences can be repeated to form a coherent set of learning activities carried out during a given period.

▌ Compassion

There are many issues at stake in an education for 'rational compassion'. Accompanying the student in his or her rational and emotional development and fighting against indifference are at the heart of the philosophy of our project. We see education as a means of combating the universal tendency to reject the other that Jean-Jacques Rousseau already mentioned and of developing and maintaining fraternal links between young people.

▌ Active listening

Active listening is a communication technique that involves an approach based on empathy and a positive outlook. It involves a non-judgmental attitude that frees children's speech and emotions. It also helps them to clarify what is going on inside them and what they need. It is a valuable means of authentic connection that is beneficial to the development of a sense of being loved for oneself.

SECTION V
MODULES & CONTENT TOPICS

Having now defined the stakes, the problematics and the methodology of the courses that will be presented, the themes of the modules were thought out with the expertise of each partner and with regard to the most necessary needs that appeared in the research conducted. Thus, they are presented as such:

- ☐ Module 1: Peace and Peace Education
- ☐ Module 2: Inner Peace- Personal Alienation and its effects
- ☐ Module 3: Challenging Cyberviolence
- ☐ Module 4: Challenging Prejudice, Stereotyping and Discrimination
- ☐ Module 5: Teaching Peace

The following module overviews aims to give a general idea of the elements that will be presented in the online course. Each module is itself divided into submodules within which are presented the learning goals of its content, the concepts and concrete stakes at play. You can also already find an idea of the knowledge, skills and attitudes that are aimed to be acquired by the teachers and educators. The theoretical concepts presented are punctuated by activity suggestions for the students. The duration of each submodule is approximative and could reflect at some time, the blended learning time which takes into account the necessary time for the teachers to implement the courses for their students.

Submodule

1.1 Getting to Know Each Other : introduction to the module

Duration

1 academic hour

Submodule overview

The first part of this module will offer participants a reflection on the importance of investing in the development of relationships within the group and reinforcing positive dynamics which are of the utmost importance when dealing with sensitive issues and personal views and experiences, even more so since it is focused on peace and peace education. Thus, it will be mostly composed of activities that aim to foster sharing within the group and group cohesion.

Activity The Fair: this activity is based on a set of statements regarding personal experiences or preferences in which participants must find one member of the group that has had that experience or has that personal characteristic of preference. The list of statements will be developed based on teachers' experiences.

Activity The Broken Phone: this activity aims to introduce the theme of peace through a common game.

The introduction of the module can be adapted to eLearning by presenting these activities and the importance of working on the development of the group and its cohesion so that participants are prepared to reflect and work on sensitive issues.

Learning goals

- To facilitate participants' personal presentation and getting to know each other.
- To promote the development of group dynamics and cohesion.
- To provide teachers with experiences of dynamic activities that they can adapt to their classes to work on peace and peace education.

Learning outcomes

knowledge
- To develop knowledge on other participants' personal and professional experiences.
- To develop knowledge on the impact of communication in conflicts and peacebuilding.
- To be able to identify various types of conflicts and develop strategies to cope with them through peacebuilding strategies.

Skills
- To be able to question the other on their life and experiences in a respectful and sensitive manner.
- To be able to critically reflect on communication, conflict, and peace.
- To develop critical thinking skills to identify innovative strategies to build peace.

Attitudes
- To develop curiosity and openness to other people's experiences.
- To become aware of the role of communication in peace issues.
- To develop awareness on the potential of conflict for peacebuilding.

Peace and Peace Education

Submodule

1.2 Definition of Peace

Duration

1 academic hour

Submodule overview

This part of the module will be focused on the theoretical presentation of the concept of peace, studies on peace and its role for social justice and human rights. For that it will include lecture learning, case studies and debates for problem solving, and role-playing activities based on active learning strategies. Reading materials, practical resources, and best/good practices examples will also be offered,

Peace: Concept and Studies

Activity Perceptions of Peace: this activity aims to understand and explore the definition of peace at a personal, local, national, and international context.

Learning goals

- To define and understand the concept of peace and peace education.
- To explore studies on peace.
- To introduce the concept of peace through interactive activities that explore participants' perception and meaning attributed to peace.
- To be able to give examples of everyday life of peace and the role of conflict.

Learning outcomes

knowledge

- To develop knowledge of the definition of peace.
- To be able to identify everyday life examples of peace.
- To understand that there may be various potential definitions, meanings, and perceptions of peace and how to achieve it.
- To understand the importance of respect for human dignity, coping with conflicts and negotiating disagreements to build respectful and positive relationships

Skills

- To be able to express and understand different points of view and to discuss the concept of peace and how to overcome situations of social injustice based on cooperation and equity.
- To be able to roleplay everyday life examples of peace.
- To be able to discuss peacebuilding with others through positive communication and interaction.
- To be able to critically reflect on one's own perspective(s) of the world, as well as others.

Attitudes

- To develop curiosity on the theme.
- To be able to value respect for human dignity, the enjoyment of full citizenship, solidarity with others and cultural diversity.
- To become more open to other worldviews.
- To develop the capacity to maintain a flexible attitude by embracing multiple points-of-view, reflecting on their own assumptions, and remaining sensitive to the thoughts and actions of others.

Submodule

1.3 Definition of Peace Education

Duration

1 academic hour

Submodule overview

This part of the module will be focused on the theoretical presentation of the concept of peace education and the exploration of educational strategies to implement it. For that it will include lecture learning, case studies and debates for problem solving, and role-playing activities based on active learning strategies. Reading materials, practical resources, and best/good practices examples will also be offered.

Peace Education Definition: Peace education is often defined as the process of acquiring values, knowledge, attitudes, skills, and behaviours to live in harmony with oneself, others, and the natural environment.

Learning goals

- To define and understand the concept of peace education.
- To be able to identify strategies to promote peace education.
- To be able to develop activities to implement with students.

Learning outcomes

knowledge

- To develop knowledge of the definition of peace-education.
- To develop knowledge on educational strategies and practices within peace education.
- To understand the necessary conditions to foster peace education through practical activities.

Skills

- To be able to discuss peace education and its wider role in education and social justice.
- To be able to roleplay everyday life examples of peace-education.
- To be able to develop practical activities to foster peace education.

Attitudes

- To recognize the importance of using peace education skills in the interaction with others.
- To be open to integrate the model of peace education in their educational practice.
- To become aware of the specificities of peace education in practice.

Peace and Peace Education

Submodule	Submodule overview 🔍	Learning goals 🎯	Learning outcomes 🏆

1.4 Core themes to be addressed within peace education

Submodule overview

This part of the module will be focused on the theoretical presentation of key concepts that are related with peace and that are crucial to address within peace education. Educational strategies will also be explored to prepare teachers to work on these concepts with students. For that the module will include lecture learning, case studies and debates for problem solving, and role-playing activities based on active learning strategies. Reading materials, practical resources, and best/good practices examples will also be offered.

Main concepts to explore and discuss their impact on peace and peace education:
1. Social, economic and environmental sustainable development
2. Human Rights
3. Multiculturality, Diversity Equality and Inclusion
4. Democratic Social and Political Participation
5. Social Justice and solidarity
6. International Peace

Duration ⏱
1 academic hour

Learning goals

- To explore the concepts of Social, economic and environmental sustainable development; Human Rights; Multiculturalism, Diversity Equality and Inclusion; Democratic Social and Political Participation; Social Justice and solidarity; International Peace.
- To explore the relationship of peace and peace education with the above-mentioned key social, economic, and political concepts and values
- To identify strategies to promote peace education by addressing these concepts.
- To develop activities to implement with students regarding these concepts and themes

Learning outcomes

knowledge
- To understand the relationship of peace and peace education with a set of key social, economic, and political concepts and values.
- To develop knowledge on these concepts.
- To be able to identify strategies to promote peace education by addressing these concepts.
- To be able to develop activities to implement with students regarding these concepts and themes.

Skills
- To be able to discuss these issues and their connection with peace.
- To be able to role-play everyday life examples of peace-education to address these key concepts.
- To be able to develop practical activities to foster peace education and foster learning on these concepts.

Attitudes
- To recognise the importance of these concepts and themes on peace.
- To become aware of the crucial relationship of these themes with peace and peace education.
- To be open to discuss these themes and work on them with students.

Submodule

1.5 Peace education training: challenges and limitations

| Duration ⏱

1 academic hour

Submodule overview 🔍

This part of the module will be focused on the theoretical challenges and limitations of peace education and the exploration of educational strategies to overcome these challenges. For that it will include lecture learning, case studies and debates for problem solving. Reading materials, practical resources, and final group activity.

Different approaches in peace education:
1. Promotion of individual and interpersonal skills: emotional awareness, anger management, empathy; co-operation; kindness
2. Focus on social, cultural and political aspects of peace: Environmental education; Human rights, etc.

The Peace education limitations and challenges:conflicting collective narratives; historical memories;conflicting beliefs; inequalities; violence in schools (direct, cultural, and structural violence); context of the country

Final activity: Based on what was learned in the previous sessions the teachers will be divided into groups and create a guideline to encourage students to *rethink and share the concept of peace in the 21st century* using a creative expressive approache

Final reflections: testimonial of the trainees of what was learned in the training, challenges and good practices based on their experiences.

Learning goals 🎯

- To identify and explore the different approaches of peace education training
- To critically reflect on the different skills that teachers must develop for peace education
- To identify peace education limitations and challenges
- To be able to develop activities to implement with students regarding peace education

Learning outcomes 🏆

knowledge
- To develop knowledge on the different approaches in peace education training.
- To be able to identify basic skills for peace education teaching.
- To develop knowledge on peace education's limitations and challenges.
- To be able to develop practical activities to implement with students regarding these concepts and themes.

Skills
- To be able to discuss teaching education approaches.
- To be able to critically reflect on teaching skills necessary for peace education.
- To be able to discuss peace education challenges and limitations.
- To be able to develop practical activities to foster peace education and foster learning on these concepts.

Attitudes
- To recognise different approaches and concepts in peace training.
- To become aware of the role of teachers in peace issues.
- To become aware of potential strategies to overcome peace education limitations and challenges.
- To be open to develop new teaching strategies and work on them with students.

Submodule

2.1
Introduction to the module and workshops

Duration

1 academic hour

Submodule overview

In this part of the module, participants will have opportunity to be involved in various workshops based on inner peace and develop knowledge on personal alienation and how face with it .The aim of these workshops is openly show and face with different expressions of inner peace of participants.

The main objectives for these workshops are:
- with practice identifying with own emotions
- decide what we're going to choose to feel

Workshops:
a)Peace with our feelings
b)Peace with our Contribution/Service
c)The Raisin Exercise

Final feedback/reflection
''Myself and I''

Learning goals

- To introduce participants with different activities
- To develop knowledge of using workshops in group
- To develop knowledge to recognize needs for express feelings

Learning outcomes

knowledge

- To develop awareness when others have their mental health impaired.
- To develop knowledge when inner peace is disturbed, and properly react.
- To be able to find and identify the causes of disturbed inner peace.

Skills

- To be capable of facing with different expressions.
- To be able boost capacity to access positive feelings.
- To be able to reconnecting with inner peace in yourself.
- To be able to recognize when others need to express their feelings.

Attitudes

- To become more confident and relaxed in classrooms.
- To be able reduce and release negative stress and fear.
- To be able to show others how they can reduce and release negative stress.
- To become more aware of other feelings.

Submodule

2.2 Definition of Inner peace and Personal alienation

Duration

1 academic hour

Submodule overview

The second part of the module is directed towards the theoretical part of inner peace and personal alienation.
It includes case studies, research, good practices, debates and literature such as advices, curriculum, articles,videos and activities to reach and solve difficulties, latest conferences and materials from the same where the theme is inner peace and personal alienation.

Learning goals

- Define Inner peace and personal alienation.
- To be able to show through a practical part what is personal alienation.

Learning outcomes

knowledge

- To develop knowledge on the definition of Inner peace and personal alienation.
- To develop knowledge on how to teach positive actions for mental area.
- Illustrate good/bad practices based on inner peace and personal alienation.

Skills

- To be able to express and understand different points.
- To be able to explain situations of personal alienation through examples.
- To be able to build constructive critic on other's point of view.

Attitudes

- Appraise when is adequate situations for questioning.
- To be able to support participants when they try to express their opinion.
- To be able to compare different situations and recognize differences.

Submodule

2.3 Type and Effects of Personal alienation

Duration

**1
academic hour**

Submodule overview

This part of the module will be focused on the presentation of the types of personal alienation and how personal alienation can affect us. It included different case studies, articles and techniques. Also the submodel will contain different good practices, examples for each type of Personal alienation and definitions.

Learning goals

- To understand types and effects of personal alienation.
- To be able to create their own workshops and implement it.
- To be able to represent personal alienation through different case studies.

Learning outcomes

knowledge

- To develop knowledge on types and effects of personal alienation.
- To develop knowledge on the effects of alienation.

Skills

- To be able to use examples to explain alienation.
- To be able to achieve goals.
- To use creative,collaborative and critical thinking to solve problems.

Attitudes

- To be able to value different opinions based on experience.
- To appreciate other people's contributions.
- To value relations between participants and the facilitator.

Inner Peace - Personal Alienation and its effects

Submodule

2.4 How to achieve Inner Peace and face with personal alienation

Duration

1 academic hour

Submodule overview

The aim of this part of the module is to offer various methods on how to face personal alienation. It will offer different worksheets, techniques, papers, curriculum, plan with steps of prevention or facing with it. Also, it will contain comparison techniques and effective techniques for each type of Inner Peace and personal alienation; how to reach which type.

Learning goals

- Understand the cause of personal alienation.
- Identify strategy to prevent alienation.
- To identify methods of prevention.
- To develop knowledge on using different worksheets and articles in the process of creating activities.

Learning outcomes

knowledge

- To be able to demonstrate and define techniques for different of personal alienation.
- To develop knowledge on these techniques and methods.
- To be able to identify strategies for different types of personal alienation.

Skills

- To be able to have debates on these concepts and give adequate advice.
- To be able to demonstrate examples; bad or good practices in each case.
- To be able to create workshops or activities to reach results.

Attitudes

- To be able to compare different techniques for facing with personal alienation.
- To be more confident during debates on these topics.

Submodule

2.5 Inner Peace course: issues, focus, opinions

Duration

1 academic hour

Submodule overview

This part of the module includes research, analysis and comparison with theme problems in everyday life. It also includes expert opinions on improvement in the individual and society in general.

In this section, the focus is on the skills of teachers and with what methods can be improved.

-Social skills
-Interpersonal skills
-Problem-solving skills

Skills and analysis can be achieved by connecting multiple areas of science:

- Psychology
- Sociology
- Art
- Philosophy

Evaluation: At the end, participants need to evaluate whole module and summarize what was achieved and learned in the training.

Learning goals

- To develop knowledge on using different research and compare them.
- To develop new skills or upgrade it.

Learning outcomes

knowledge

- To be able demonstrate newest search data connected with topic Inner Peace.
- To be able to identify necessary skills.

Skills

- To be able to demonstrate new methods and research data.
- To be able to demonstrate different opinions from the experts.

Attitudes

- To be more confident with presentation of methods.
- To appreciate debate with participants.

MODULE 3

Challenging Cyberviolence

Submodule

3.1 Introduction to Cyber violence

Duration

3 academic hours

Submodule overview

Cyberviolence is often misunderstood and not taken as seriously as it should be. Yet, it is important to remember that cyberviolence may start online, but it often ends offline with devastating consequences for the victims and their families. Moreover, in times of ongoing COVID-19 pandemic and continuing restrictions that increase reliance on the Internet, cyberviolence may be even more pervasive than before.

This module is designed for secondary schools and teachers to teach what cyber violence is, focusing mainly on the environmental features increase likelihood for violence in individuals and take a look at the associations with substance use and violence.

Learning goals

- Increase the knowledge and competence to raise the understanding of students on cyberviolence.
- Identify the meaning of cyberviolence and describe the impact it can have on a person.
- Enhance the knowledge and competence of teachers on how to introduce cyberviolence as a cross curricular activity.

Learning outcomes

knowledge

- to be able to define cyberviolence.

Skills

- To be able to explain what cyberviolence is.
- To be able to compare and contrast the meaning of bullying and cyberbullying, and the impact this can have on an individual and explore challenging scenarios and their appropriate responses.

Attitudes

- Demonstrate the positive and negative attitudes on online environments.
- Demonstrate teachers' role in preventing and reporting bullying.

Submodule

3.2 Types of Cyber violence

Duration

3 academic hours

Submodule overview

In practice, acts of cyberviolence may involve different types of harassment, violation of privacy, sexual abuse and sexual exploitation and bias offences against social groups or communities. Not all of forms or instances of cyberviolence are equally severe and not all of them necessarily require a criminal law solution but may be addressed by a graded approach and a combination of preventive, educational, protective and other measures.

This module is designed to provide teachers and schools with a range of practical teaching methods to empower them in the process of introducing the different types of cyber violence to secondary school students.

Learning goals

- To raise the competence of Identifying and discussing different forms of cyberviolence.
- To enhance student knowledge on types of cyberviolence.

Learning outcomes

knowledge

- To demonstrate different types of cyberviolence.
- To recognize types of cyberviolence.

Skills

- To be able to recognize the actions that can be considered as cyberviolence.
- To be able to explain different types of cyberviolence.
- To be able to lead students evaluate potentially unsafe, dangerous or risky online situations and behaviors

Attitudes

- to cite types of cyberviolence.
- To become familiar with specific types of violence, including intimate partner violence, suicide, sexual violence, youth violence including cyber-bullying, child maltreatment, elder maltreatment, and gang violence.

Submodule

**3.3
Consequences
of Cyberviolence**

| Duration ⏱

**3
academic hours**

Submodule overview

Cyberviolence is a significant online problem that results in offline consequences. It is important to remember that behind the screen there are real people with real lives, and the harm caused by cyberviolence is often predominantly psychological and emotional.

This module is designed for secondary schools and teachers to raise awareness on the effects of the cyberviolence.

Learning goals

- Equip teachers to implement practical teaching ideas to inform students on the possible effects of cyberviolence.
- Raise students' awareness of the consequences of criminal behaviour online .

Learning outcomes

knowledge
- To teach the threats of cyberviolence.
- To identify the consequences that may result from cyberviolence.

Skills
- To be able to explain the psychological effects of violence including PTSD, depression, and suicidality.
- To be able to evaluate the results that may come from online environment.

Attitudes
- To demonstrate the effects of cyberviolence in different parts of life.
- To raise awareness on online actions that may cause cyberviolence.

Submodule

3.5 Advice for parents

Duration

3 academic hours

Submodule overview

Changing the culture of how we both prevent and respond to cyberbullying can lead to powerful effects in the larger community. Rather than simply focusing on the consequences after the fact, we must guide students to understand that they have a choice in all their online relationships. They can say something positive or say something mean. They can create great community support around activities or interests, or they can misuse the public nature of online communities to tear others down.

This module is designed to provide teachers and school leaders with a range of practical teaching methods to empower them in the process of engaging secondary school students on clues to prevent cyberviolence.

Learning goals

- Enhanced skills and competences of teachers to develop methods to apply different tips preventing cyberviolence.
- Acquire practices to explain how to find support and advice on cyberbullying.
- Identify rules for avoiding unsafe, dangerous or risky online situations and behaviors.

Learning outcomes

knowledge

- To provide clues and practices to students to prevent cyberviolence.
- To recognize the ways to fight against cyberviolence.

Skills

- To be able to raise ability strategize and develop a cyber risk mitigation strategy.
- To be able to acquire tips to hamper cyberviolence at school and at home.

Attitudes

- To provide possible atmosphere and the actions for parents/ to provide a safe atmosphere against cyberviolence at home.
- To provide possible and eligible atmosphere at home to prevent cyberviolence through the related strategies.

| Submodule | Submodule overview | Learning goals | Learning outcomes |

4.1 Introduction: definition and typology

This section intends to give clear definitions of discrimination, prejudice and stereotypes. It distinguishes clearly the three while explaining the way in which they communicate (through the effect of cause/consequences) between them. Each of these will be exemplified. The vectors of stereotypes like the media will be analysed just like how the asymmetric relations could give a fertile ground for dicrimination.

Learning goals

- To define the terms.
- To differentiate them.
- To understand the exact nature of the notions involved.
- To give examples of everyday life prejudice, stereotypes and discrimination, but also in History.

knowledge

- To be able for teachers to define, distinguish and explain the notions.
- To be able to explain them then to the students.

Skills

- Transmission skills: To be able to teach students who themselves will be able to give a proper definition of each term.

Attitudes

- To be more keen to discuss the notions with their students.
- To be more keen to recognize an example of one of these concepts.
- To be more keen then for the students to discuss those notions between themselves.

Duration

1 academic hour

Submodule

4.2 origins of stereotypes and prejudice

Duration

1 academic hour

Submodule overview

This section intends to:
- explain that raising awareness on stereotypes allow them to be disqualified
- through the notion of social imaginaries, show how a stereotype or a prejudice is made
- explain that a stereotype is a construct feeding a thought, a discourse, an ideology, a representation
- understand how a prejudice works: confirmation bias (to believe in something because it goes in the way you already think, and vice versa)
- explain how we could all be subjects to having stereotypes even unconsciously (the cognitive bias)

Learning goals

- Through different disciplines, such as philosophy, history, sociology or anthropology, this section aims at being able to identify why and how stereotypes and prejudices are made

Learning outcomes

knowledge
- To have knowledge on people's behaviour about stereotypes and prejudice.
- To know how to spot stereotypes and prejudice.
- To be able to transmit those tools to students.

Skills
- To be able to explain the construction processes around stereotypes.

Attitudes
- To be more keen to take active steps to deconstruct a stereotype.
- To feel more confident about explaining these processes to students/teenagers.
- To be more self-aware about our own possible unconscious bias.

Submodule

4.3 The different types of discriminations

Duration ⏱

1 academic hour

Submodule overview 🔍

- This section intends to explain the snowball effect that unequal treatment of stigmatised people/groups leads to all kinds of violence (verbal, physical, sexual, social, exclusion, ostracisation)
- It intends to differentiate between direct discrimination, undirect discrimination and systemic discrimination
- This section will detail the "education-based discrimination" falling into the indirect type.

Learning goals 🎯

- To understand how discrimination are directly related and based on stereotypes and prejudices.
- through various examples, this section aims at being able to distinguish the different type of discrimination.
- To understand how education based discrimination can be present, especially in schools and academic settings.

Learning outcomes 🏆

knowledge

- To have knowledge on people's behavior about stereotypes and prejudice.
- To know how to spot stereotypes and prejudice.
- To be able to transmit those tools to students.

Skills

- To be able to articulate and explain to the students the cycle created by discrimination.
- To be able to differentiate the different types of discrimination and especially the intricate working of 'education-based' discrimination.

Attitudes

- To be more 'alert' to this type of discrimination and the indirect unequal treatment that could emerge from it, especially on education based discrimination.

Submodule

4.4 How to challenge discriminations

1 academic hour

Submodule overview 🔍

- This section intends to:
- explore the notion of non-judgment / benevolence: this translates into active listening and an adapted response
- looking into the importance of relational qualities such as active listening and open communication which is a foundation to fight against the effects of discrimination on an individual level
- explain how the Respect for fundamental rights and freedoms is an important framework to have in fighting everyday against discrimination

Learning goals 🎯

- To raise teachers awareness in the importance of effective and open communication
- To raise teachers awareness in comprehending fundamental rights and freedoms

Learning outcomes 🏆

knowledge

- To be able to explain what constitutes effective and non-judgmental communication.
- To be able to recall the principles of fundamental rights and freedoms.

Skills

- To be able to put in place a non-judgmental environment for the students.
- To be able to explain how to have effective communication and transmit the notions of fundamental rights and freedoms.

Attitudes

- To be more keen to incorporate these principles when transmitting to the students.
- To be more aware of the way they communicate, discuss concepts such as human rights and fundamental freedoms.
- To be more keen to include students in proactive actions in challenging discrimination.

Submodule

4.5 Activities to actively challenge stereotypes and discrimination

Duration

1 academic hour

Submodule overview

This module aims at concretely engaging the teenagers/students in challenging prejudice, stereotypes and discrimination. the activities proposed to them will mainly be based upon the principle of open dialogue and communication, and active listening. These very simple principles are the most efficient way to get them engaged at an individual level, which is our main objective here. To have a long-term impact, it is necessary to have both punctual and regular activities.

Punctual activities:

1) The *Express Yourself* activity aims at encouraging the teens to express how they feel and pitpoint what action or discourse from another person has made them feel like that.

2) The *Theatrical activity:* will aim at enhancing self expression in each student which is a key element in discerning why they feel a certain way while facing a certain situation.

3) The *Description Game*: the aim is to be able to give examples and thus identify stereotypes, prejudices and discrimination

4) The *One Step Ahead*: the aim is to realise the consequences of prejudices and discriminations in essential parts of life

Regular activities:

1) The *discussion activity* aims at keeping the students interested and aware on the topic of discrimination by relating real life examples/ statistics.

2) The *"free-hand" activity* aims at putting to the front the general knowledge of each students, to demonstrate that education based discrimination can be countered by showcasing and enhancing different cultural backgrounds.

Learning goals

- To encourage active and frequent communication between the teachers and students, increasing thus their ability to communicate their emotions
- To enhance the importance of empathy and active listening in teaching
- To help teachers identifying how aware are their own students on these subjects
- To help teachers get aware of the own general knowledge of their students
- To understand the importance of regularity in efficiently countering stereotypes, prejudices and discriminations

Learning outcomes

knowledge

- To understand the importance to self-expression and transversal ways of communications.
- To understand the mechanisms that allow the students to articulate their thoughts and emotions, especially when it comes to those subjects.

Skills

- To develop the capacity to explain the principles of effective communication, active listening and empathy.

Attitudes

- To be more empowered and confident to create an anti-discrimination environment.
- To be able to have reflexes when put face to a situation where as an adult you think you should intervene.

Submodule

5.1 Teaching how to teach peace

Duration

2 academic hours

Submodule overview

The first part of this module will aim to convey to teachers how they can teach Peace Education in their educational settings. Taking into account the results obtained in the previous research, it seems clear that there is still a great lack of knowledge, on the part of teachers, regarding the concept of peace education.

It seems crucial, in the first instance, that we define with teachers the concept of peace and peace education, as well as explain its importance, so that they can be familiar with the concepts and become aware of its importance and impact, and then be able to mobilize measures to promote it.

Activity 1 Brainstorming:
The aim of this activity is to encourage each participant to reflect on the concepts of "peace", "absence of peace", "peaceful climates" and "non-peaceful climates".
Activity 2 Roleplaying:
In this activity, participants should be able, through acting, to take on different roles representing peaceful and non-peaceful environments. They should also be able to reflect orally on each of the experiences.

Learning goals

- Clarify the concept of peace and the distinction between peaceful and non-peaceful climates.
- Promote, among teachers, the discussion between peaceful and non-peaceful climates in a practical and interactive way.
- To provide teachers with experiences of dynamic activities that they can adapt to their classes to teach peace.

Learning outcomes

knowledge
- To develop knowledge on other participants' personal and professional experiences.
- To develop knowledge on the importance and impact of teaching peace.
- To understand how to mediate a non peaceful environment.

Skills
- To be able to distinguish between peaceful and non-peaceful environments.
- To be able to mobilize measures to promote peace educational.
- To be able to represent in a realistic way, attitudes consistent with peaceful environments and attitudes consistent with non-peaceful environment.

Attitudes
- Develop critical thinking in the observation of contexts as to the presence of peace-making factors or the presence of factors that cause a lack of peace.
- Develop active and dynamic strategies in the classroom context capable of forming students sensitive to the theme of peace.
- Develop skills of conflict resolution representation in educational settings.

Submodule

5.2 How to teach students how to be peaceful at school

Duration ⏱

2 academic hours

Submodule overview 🔍

This second part will provides teachers with a set of knowledge, skills, attitudes and values that can promote conflict prevention, peaceful conflict resolution and the creation of conditions conducive to peace at the intrapersonal, interpersonal, intergroup, national and international levels. Violence between students is something that cuts across all age groups, but emotional literacy and social skills training can have a very significant protective impact here. By teaching a child to recognize their emotions and the episodes that trigger them, we are facilitating the regulation processes that will allow them to use alternative coping strategies. By working on these children's social skills, we are also providing them with numerous communication, socialization, and empathy strategies that will allow them to adaptively deal with adverse situations in school and out-of-school settings.

Activity 1: "The Solar System of Emotions": This activity aims to promote teachers emotional literacy, so that later on, teachers will be able to promote their pupils' emotional literacy; Activity 2: "Communication Styles": In this activity, each teacher is expected to become familiar with different interpersonal communication styles. Then, they should be able to respond to the hypothetical situation, assuming the different communication style; Activity 3: "Socially Competent": In this activity, participants will be familiarized with different social skills that contribute to the creation of peaceful environments.

Learning goals 🎯

- Clarify the concept of peace and the distinction between peaceful and non-peaceful climates.
- Promote, among teachers, the discussion between peaceful and non-peaceful climates in a practical and interactive way.
- To provide teachers with experiences of dynamic activities that they can adapt to their classes to teach peace.

Learning outcomes 🏆

knowledge

- To develop knowledge on other participants' personal and professional experiences.
- To develop knowledge on the importance and impact of teaching peace.
- To understand how to mediate a non peaceful environment.

Skills

- To be able to distinguish between peaceful and non-peaceful environments.
- To be able to mobilize measures to promote peace educational.
- To be able to represent in a realistic way, attitudes consistent with peaceful environments and attitudes consistent with non-peaceful environment.

Attitudes

- Develop critical thinking in the observation of contexts as to the presence of peace-making factors or the presence of factors that cause a lack of peace.
- Develop active and dynamic strategies in the classroom context capable of forming students sensitive to the theme of peace.
- Develop skills of conflict resolution representation in educational settings.

Teaching Peace

Submodule

5.3 Recom-mendations teaching strategies

Duration

2 academic hours

Submodule overview

A key action in promoting peace is education. Teachers are more than educators in a certain sense; they are mentors, event coordinators, monitoring and evaluation experts, curriculum specialists, conflict negotiators, administrators, and social change makers. One of the role of teachers that may be overlooked is that of a peacebuilder. With ongoing global conflict, it is imperative for teachers to expose their students to those global issues and incite motivation in their students to be advocates for peace, both in their local communities and globally.

Learning goals

- Provide set of knowledge, skills, attitudes and values that can promote conflict prevention, peaceful conflict resolution and the creation of conditions conducive to peace.
- Teach teachers strategies for recognising emotions and the episodes that trigger them through activities that they can replicate with students in the classroom context.
- To gather teaching strategies about teaching peace.
- To use different teaching strategies about teaching peace.

Learning outcomes

knowledge

- To develop knowledge about teaching strategies.

Skills

- To use different teaching strategies for peace education.
- To be able to adapt different teaching strategies for peace education.

Attitudes

- To develop critical thinking.

Submodule

**5.4
How to implement peace education**

Duration

**2
academic hours**

Submodule overview

To develop children's peaceful living competences, a school can work in different ways. All come under the following of seven major levels: subject context; subject perspectives; teaching methods; co-curricular development; staff development; classroom management and school management.

Activity: Safe space
In this activity you will learn how to provide a safe space in the classroom.

Activity: Hunt the ring
Hunt the ring is activity to strengthen the connections and communication between the participants.

Learning goals

- To promote peace education in the school's subjects.
- To involve and implement peace education in the school's subjects.

Learning outcomes

knowledge

- To know different activities for implementing peace education.
- To be able to identify new activities for implementing peace education.

Skills

- To be able to use different activities for implementation of peace education.
- To develop new activities for implementation of peace education.

Attitudes

- To become aware of the importance of peace education.
- To become more open to the subject content.

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Authors

Pierre-Henri Jovignot
Sélim Hamrouni
Apolline Bonfils
Fedoua Bouderdaben

Contributors

ALDA - The European Association for Local Democracy (France)
Paydaş Eğitim Kültür Ve Sanat Derneği (Turkey)
Hacettepe Universitesi (Turkey)
Rightchallenge - Associação (Portugal)
Ângulos e Argumentos LDA (Portugal)
Zavod Boter (Slovenia)
GRM Novo mesto (Slovenia)