



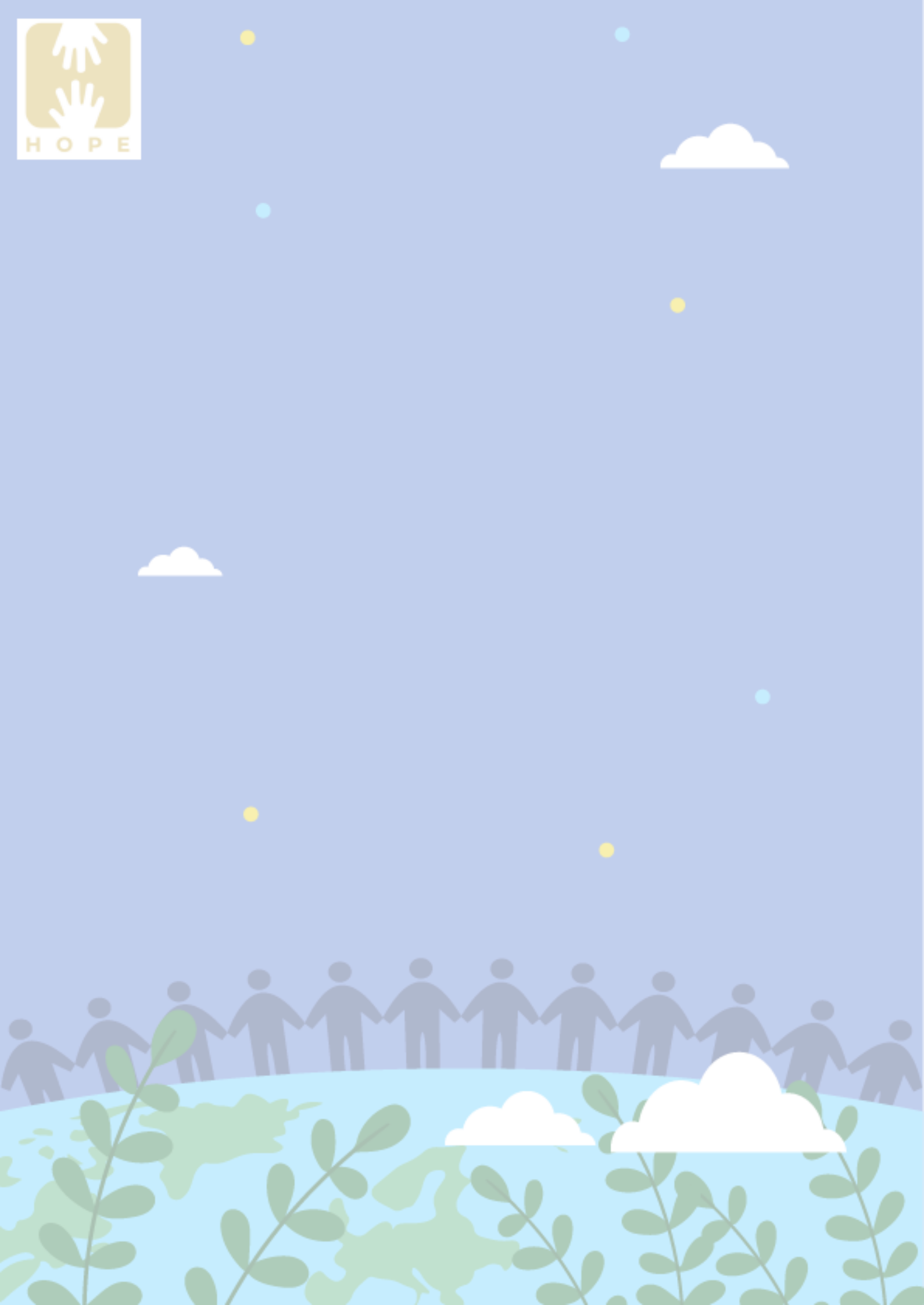
HOPE

MANUAL ON PEACE EDUCATION



Bratislava 2023





**HOPE MANUAL ON PEACE
EDUCATION**

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EXECUTIVE SUMMARY

The report examines initiatives in peace education that aim to promote nonviolence, social justice, and intercultural understanding. It focuses on the adoption of these initiatives in Europe. It is discovered that while there has been growth, the implementation varies across countries. Slovakia has incorporated some principles. Needs to focus on skill development. Romania includes concepts related to civics. Their application needs to be more consistent. Greece does not have a curriculum for peace education, so nongovernmental organizations (NGOs) fill in the gaps. Ukraine has shown increased interest. Their efforts could be more cohesive.

To enhance collaboration and create a curriculum, it is suggested to use Erasmus exchanges to develop it. It is recommended to tailor activities and program structures to age groups and settings. Emphasizing learning, technology integration, and gamification for native learners is also advised. To expand the impact of these initiatives, teacher training programs and partnerships are necessary. Despite adoption rates, there are foundations and frameworks in place. By adopting an approach that shares practices, we can make quality peace literacy more widely known.

Country partner's perspectives highlight goals: countering xenophobia in Slovakia, providing support for refugees in Greece, strengthening democratic participation in Romania, and reconciling post-conflict divisions in Ukraine. It's crucial for input to adapt strategies that resonate with needs across different communities. Collaborating with experts on the ground and involving communities can significantly enhance the impact of these initiatives. The study presents an overview of the peace education landscape along with recommendations for implementation that take into account contexts—ultimately equipping youth as active citizens.

INTRODUCTION

Global peacebuilding education refers to initiatives and programs that foster a culture of peace, social justice, nonviolence, and environmental sustainability. The primary objectives are to reduce violence, prejudice, and armed conflicts while promoting understanding among individuals and nations.

Critical components of peacebuilding education include:

1. They are teaching conflict resolution skills, emotional intelligence, empathy, and active listening. These skills help individuals effectively resolve conflicts.
2. It promotes human rights education and values such as equality, dignity, and compassion. This helps combat prejudices, racism, and intolerance.
3. Civic education that focuses on understanding governance systems, democracy, and encouraging citizenship. This addresses apathy.
4. Multicultural and interfaith education that fosters appreciation for diversity while countering xenophobia.
5. Environmental. Sustainable development to encourage responsibility.

In Europe, over the decades, there has been a wider adoption of peacebuilding education with several examples, including

1. Many European schools now incorporate subjects like human rights education, democracy studies, and conflict resolution.
2. Exchange programs like Erasmus bring together students with the goal of cultivating understanding.
3. Initiatives such as the Peace Education Network actively promote peace education across Europe.
4. Northern Ireland has implemented peace education in schools to heal divides.

However, it is essential to note that the adoption of peacebuilding education still needs to be consistent across Europe; further efforts are required to make it more widespread and effective throughout the continent.

WHAT TO READ (BOOKS)

- "Peace Education" by Ian Harris - Provides frameworks and best practices for teaching peace studies.
- "Teaching for Peace" by Rebecca L. Oxford - Practical guidance on incorporating peace education into existing curricula.
- "Nonviolent Communication: A Language of Life" by Marshall Rosenberg - Teaches communication skills for resolving conflicts peacefully.
- "Difficult Conversations: How to Discuss What Matters Most" by Douglas Stone - Tools for navigating challenging conversations.

WHAT TO USE (TOOLKIT):

- Peace First Educator Toolkit - Lesson plans, activity guides, and projects focused on social justice.
- Milwaukee Peace Curriculum - K-12 curriculum modules on conflict resolution, diversity, justice, etc.
- Stanford Peace Innovation Lab Toolkit - Hands-on peacebuilding activities and simulations.
- United Nations Cyberschoolbus Resources - Database of educational materials on global issues and peace.
- Peace Partners Toolkit by U.S. Institute of Peace - For building community peacebuilding skills.

What is the overall approach when educating on the peace-building process:

1. to learn by using real-life examples, engaging in discussions, simulations, and projects rather than just focusing on theoretical concepts,
2. to develop values, mindsets, skills, and behaviors that can be applied in real-world situations.

3. To focus on events more beneficial to the learning structure, focus on broader themes such as conflict transformation, nonviolence, and human rights.
4. To create a learning environment that encourages trust, empathy and collaboration is essential.

Curriculum Focus Areas:

- Communication Skills: Active listening, nonviolent communication, rhetorical analysis, etc. Build understanding and dialogue.
- Conflict Resolution: Negotiation, mediation, principled negotiation, etc. Develop de-escalation and compromise.
- Bias Literacy: Recognizing implicit bias, microaggressions, privilege, etc. Build self-awareness and sensitivity.
- Global Awareness: Interconnectedness, inequality, interdependence, sustainability. Foster global citizenship.
- Justice and Activism: Social movements, civil resistance, human rights, advocacy. Encourage active participation.
- Emotional Intelligence: Self-reflection, trauma awareness, growth mindset, forgiveness. Promote healing.
- Cooperation Skills: Team building, leadership, consensus building. Strengthen relationship abilities.

STATE OF ART: Global peace-building education in CEE Countries

Slovakia:

- Peace education needs to be firmly integrated into the national curriculum. Some schools participate in UNESCO's Associated Schools Project Network to promote peace education.
- Civics curricula cover topics like human rights, multiculturalism, and democratic citizenship. But, explicit peace-building skills are limited.
- A few NGOs, like Partners for Democratic Change in Slovakia, offer peace-building programs for youth. But overall, the reach is limited.

Greece:

- Formal peace education is limited, but some schools teach mediation skills and multicultural understanding.
- NGOs like the Peace Education Institute promote peacebuilding training for educators.
- The Greek refugee crisis has highlighted the need for more peace and human rights education.

Romania:

- Peace education principles have been integrated into the civics curriculum, including non-violence, equality, and social justice.
- Romania participates in the EU's Peace Education Network to promote best practices.
- Peace clubs and informal programs are present but have yet to be widespread.

Ukraine:

- The ongoing conflict with Russia has increased interest in peace and conflict resolution education.

- UNICEF and other NGOs offer peacebuilding programs primarily focused on eastern Ukraine.
- The rest of the national curriculum has limited explicit peace studies content.
- Teacher training in peace education and mediation skills still needs to be improved.

SLOVAKIA

Peace education principles have been integrated into the curriculum, primarily civics, ethics, and religious education. There needs to be more emphasis on developing peacebuilding skills. Some specific schools have implemented peace programs, including elective courses that focus on conflict resolution and mediation.

Specific nonprofit youth organizations offer workshops or summer camps centered around peace skills. These opportunities are only available to a select group of individuals. The Slovak National Commission for UNESCO has developed teaching resources related to peace and justice, although their adoption by teachers has been relatively modest. While there have been some small-scale pilot projects that integrate peace studies into education, these initiatives have yet to expand significantly in scope. In general, although there have been promising efforts in years, the systematic implementation of peace education in schools and youth programs throughout Slovakia still needs to be improved.

While the principles and concepts may be sporadically discussed within the curriculum, there is a need for long-term peace education initiatives that teach tangible skills. To ensure comprehensive and high-quality peace studies are accessible to all students nationwide, additional teacher training and curriculum development are necessary. Although some groundwork has been laid down already, there is still a distance to cover before peace education becomes a part of schooling and youth work in Slovakia.

Books:

- "Teaching for Peace" textbook published by Milan Šurka - Includes lesson plans for teachers on topics like nonviolent communication, human rights, and diversity.

- "Konflikty a ich riešenia" by Miron Zelina - A conflict resolution workbook for high school students.
- Slovak translation of "Peace Counts" by Peace Counts Initiative - Stories and exercises about peacemakers for elementary students.

Projects:

- UNESCO Associated Schools Project Network - Over 90 Slovak schools incorporate UNESCO peace education materials into the curriculum.
- International Peace Youth Group - Workshops on peer mediation and nonviolent activism for teenagers.
- Peace Camps by Ladislav Nádaši-Jégé - Summer camps teaching conflict management skills through games.
- Lions Quest "Zručnosti pre život" - Teacher training on incorporating social-emotional learning and anti-bullying education.
- Peace Pal project by Children of Slovakia Foundation - Pen pal exchanges between Slovak and refugee youth.

ROMANIA

In Romania, the national curriculum for civics incorporates peace education concepts to some extent. However, the implementation of these concepts varies among schools and teachers. The civics curriculum covers nonviolence, human rights, equality, conflict resolution, and social justice. It is worth noting that the focus of instruction is often more theoretical than

Here are a few specific examples;

- In Bucharest, some model schools have introduced programs like peer mediation and "peace clubs" to teach students how to manage conflicts.
- Various NGOs like PATRIR and the Intercultural Institute of Timisoara offer seminars and workshops on peace education for high school students.

- The University of Bucharest has established the UNESCO Chair for Peace Education, which develops university courses and provides teacher training emphasizing nonviolence and reconciliation.
- Save the Children Romania has conducted training sessions for teachers in Moldova on child rights, tolerance, and nondiscrimination education.
- The Center Education 2000+ has published a high school textbook called "Education for Nonviolence," which includes lesson plans designed for teachers.
- Programs like "Youthbuild for Peace" by Friedenskreis Halle/Saale organize summer camps focused on developing peacebuilding skills aimed explicitly at German youth.

Although peace education has been included in the Romanian curriculum, its implementation tends to be inconsistent due to varying efforts from schools and individual teachers. Currently, it is optional or standardized across all institutions. Nongovernmental organizations (NGOs) have played a role in filling gaps in the curriculum. Their impact is limited. In general, Romania is still at a nascent stage when it comes to incorporating peace studies into skill development rather than just having a theoretical understanding of it.

Books:

- "Educație pentru nonviolență" by Elena Zamfir - Lesson plans and activities for teaching nonviolence in high schools.
- "Rezolvarea nonviolentă a conflictelor" by George Bondor - A handbook for teaching conflict resolution skills.
- "101 de jocuri cooperante" by Mihai-Viorel Zamfir - Cooperative games for elementary students to build teamwork.
- "Compasito" - Romanian translation of child-friendly peace education manual by Council of Europe.

Projects:

- Active School Pilot Program - Training for teachers in experiential peace pedagogy.
- Peace Education Project by PATRIR - Workshops and summer camps for youth focused on non-discrimination and mediation.
- Fighting School Violence Program - Teacher training on preventing bullying and youth aggression in schools.
- Media Literacy for Democracy - Curriculum developed by the University of Bucharest to counter disinformation.
- Youthbianca - Online peace education resources and global citizenship classes for teenagers.
- Peace Pal Romania - Pen pal exchanges between Romanian and refugee youth to build empathy.

GREECE

Peace education still needs to be fully integrated into the curriculum of Greece. While certain related concepts may be occasionally discussed in civics or religion classes, it largely depends on teachers taking the initiative. However, there needs to be a dedicated focus on peace studies across schools. Some nongovernmental organizations (NGOs) have organized tolerance education workshops in response to the influx of refugees into Greece. These tend to target refugee populations rather than native Greek students. Formal peace education primarily occurs through workshops and camps organized voluntarily by NGOs and community centers outside schools. Although there have been some promising small-scale pilot programs and training initiatives led by organizations like the Peace Education Institute and university researchers, they have yet to be widely implemented. The Greek Ministry of Education has shared some materials on peace education from UNESCO and

the Council of Europe. There needs to be follow-through or mandates for implementing these materials in classrooms.

In summary, Greece currently needs an approach to incorporating peace studies into mainstream education. It remains at the fringes, mainly driven by grassroots efforts. Implementing national curriculum reforms and providing teacher training would be necessary to standardize and prioritize peace education within schools. While sporadic discussions touch upon related concepts, there needs to be cultivation of skills across schools.

Books:

- "Ειρηνική Επίλυση Συγκρούσεων" (Peaceful Conflict Resolution) textbook by Eleni Stamouli - Used in some high schools for elective peace courses.
- Greek translation of "Teaching for Peace" by Ian Harris - Reference for teachers looking to incorporate peace studies into lessons.
- "Εγχειρίδιο Παιχνιδιών για Δάσκαλους" (Handbook of Games for Teachers) by Peace Education Institute - Classroom cooperative games for elementary students.

Projects:

- School Mediation program by AKOE - Trains student mediators in 10 secondary schools in Athens.
- Peace Clubs by United Societies of Balkans - After-school program on conflict resolution skills for teens.
- Anti-Bullying Education program by Medical School of Athens - Teacher training workshops on preventing youth aggression.
- Youth Peace Ambassadors Academy - Online intercultural exchange program between Greek and refugee youth.
- "All Together Now" diversity summer camps by Soma Hellinikou Center.

- Development Education Centres - Provide educational resources and workshops aligned with UN Sustainable Development Goals of peace and justice.

UKRAINE

The war with Russia in Ukraine has sparked interest in promoting peace and resolving disputes. The implementation of peace education still needs to be improved. Although some concepts may be touched upon during civics lessons, there needs to be more focus on skills for building peace. A few individual teachers have taken the initiative to offer courses on dialogue, mediation, and human rights. These instances are rare. Organizations like UNICEF and other NGOs have organized workshops and training sessions on peacebuilding, mainly targeting people in regions directly affected by the conflict. However, teacher training in peace studies methodology must be improved nationwide. At an education level, there are a few programs that specialize in conflict analysis; there needs to be a centralized effort to expand peace studies. Grassroots organizations play a role by providing peace education through workshops and camps, but their reach is limited. Despite growing awareness of the importance of incorporating peace education into Ukraine's education system due to conflicts, it remains marginalized on the outskirts. While principles related to this field are gaining attention lately in eastern regions, there currently needs to be a systematic effort to integrate comprehensive peace studies into the national curriculum or teacher training programs. Achieving this would require reforms in education policies and curricula to ensure that youth across Ukraine have access to peace education.

Books:

- "ABC of Nonviolence" textbook by Yuriy Rakytskyi - Introduces concepts like conflict resolution, empathy, and active listening. I used ad-hoc by some teachers.
- "Values Lessons" by Olena Pometun - Collection of ethics and values-based lesson plans for elementary school teachers.
- Ukrainian translation of "Teaching Controversial Issues" by the Council of Europe - Guide for teachers on facilitating sensitive discussions.

Projects:

- Peaceful School project by Ukrainian Mennonite Church - Trains teachers in conflict transformation and peer mediation.
- Learn to Discern online game by IREX - Helps improve media literacy skills for high school students.
- Inclusive Education initiatives by Save the Children - Training workshops on diversity, human rights, and preventing school discrimination.
- Youth Peace Camps by Proliska NGO - Summer programs focused on reconciliation for youth from eastern and western regions.
- Sheptytsky Center - Provides conflict resolution and dialogue facilitation training for university students and educators.
- Social Inclusion Theater workshops - Uses theater and arts to reduce radicalization among Ukrainian youth.

HOW ERASMUS CAN HELP

Promoting peace, human rights, and intercultural understanding has become increasingly crucial in today's world, which is often divided. Educational institutions play a role in nurturing nonviolence, empathy, and global citizenship among people. However, as the overview highlights, integrating peace education principles in school systems must be more consistent. While

some individual efforts do exist, there needs to be a more structured and high-quality peace studies curriculum for all students.

To address this gap effectively, the Erasmus academic exchange program offered by the European Union presents an opportunity for collaborative curriculum development. Bringing together educators and researchers from across EU member states, an Erasmus project could create a peace education syllabus that can be implemented in participating schools. Participants would contribute their practices from their contexts while aligning on common learning objectives and skills.

The cross-cultural nature of Erasmus exchanges would reflect the goals of diversity and global awareness in peace education itself. An interdisciplinary team could integrate conflict resolution techniques, human rights concepts, mediation skills, and appreciation for cultures into engaging learning modules for students from diverse backgrounds. Once these curriculum materials are piloted and refined successfully, they can be widely distributed to ensure peace studies become a part of European education.

Erasmus plays a role in fostering collaboration and empowering young people. It offers an opportunity to develop a framework for peace education that can be adapted to different languages and environments. By involving policymakers and practitioners, we can ensure its integration into education policies. Given the times, it is essential to prioritize equipping students with the necessary knowledge and skills for peacebuilding.

The structure of a new educational program

The importance of incorporating peace education in schools is more apparent now than ever, given the climate we live in. Despite existing efforts, introducing peace studies into systems remains a challenge. To make an impact, it is crucial to plan and design the implementation.

When approaching peace education as a program, educators should address questions that will lead to valuable learning outcomes; defining core competencies will help shape the scope and sequence of the curriculum. Interactive teaching methods can be customized to focus on peacebuilding concepts and skills. Assessment models should evaluate proficiency beyond knowledge retention. The ability to adapt across contexts through localization and flexibility is also essential.

Investing in teacher training and ongoing professional development plays a role in building capabilities. Gaining support from policymakers and forming partnerships with communities can enhance sustainability and scalability. Leveraging technology and networks expands teaching resources. By paying attention to these elements, we can develop models of peace education that engage students, yield positive results, and gain wider recognition.

The goal is to integrate peace literacy into education systems by limiting it to isolated pockets of knowledge or interest. By taking an approach to program design through collaboration, innovative ideas can emerge. With efforts, young generations from different backgrounds can acquire empowering knowledge and skills for promoting peace. This will enable them to navigate differences and counter-violence and foster fairer, inclusive communities.

Here are some key questions to consider in designing a peace education program based on the overview of existing initiatives:

Learning Objectives

- What core competencies around conflict resolution, empathy, bias reduction, and global citizenship can be cultivated in students of diverse backgrounds?

Curriculum Design

- How can we integrate theoretical foundations, case studies, and hands-on skill-building exercises into structured lesson plans?

Pedagogy

- What interactive teaching methods like roleplay, simulations, and group projects can best enable experiential learning?

Assessment

- How can we evaluate competencies like communication, critical thinking, collaboration, and social awareness?

Contextualization

- How can the curriculum incorporate local issues and examples relevant to different communities? What flexibility is needed?

Training and Development

- What professional development can give teachers the confidence and capacity to deliver peace education?

Scalability and Sustainability

- How can the program expand beyond small-scale pilots? What policy and stakeholder buy-in is required?

Resources

- What classroom resources, expert networks, technologies and partnerships can support effective implementation?

The new program in different environments (formal and informal education)

Peace education initiatives focus on developing knowledge, skills, and values among learners. Designing programs requires adapting to the contexts in which they will be implemented. School systems need to consider curriculum standards and time limitations. Vocational institutions can incorporate career-oriented skills. NGOs provide flexibility for community-based programming. These different environments influence program structure, activities,

instructors, and learners. Schools require formal lesson planning that aligns with existing frameworks. Nonformal settings allow for customized content and schedules. While all programs should prioritize peace, literacy activities, and examples can be tailored accordingly. With design considerations, peace education can impact diverse institutional contexts. The program structure should be aligned with the environment while emphasizing teaching methods. By taking these factors into account, peacebuilding education can thrive in schools, training programs, or community organizations.

There can be some crucial differences to consider when designing a peace education program for schools versus non-formal educational settings like vocational institutions or NGOs:

Schools:

- Need to align with set curriculum standards and frameworks
- Require more structured lesson planning and assessments
- Have limitations on class durations and schedules
- Need administrative/government approval

Vocational Training:

- Can focus on skill-building aligned to careers
- Can incorporate peacebuilding into workplace contexts
- Flexible scheduling and ability to modularize
- Certification may be required

NGOs:

- Programs tend to be more informal
- Can customize based on community needs
- Not confined to set classrooms or schedules
- Reliant on variable funding sources

Key Differences:

- Schools need more standardized and formal programming
- Non-formal settings allow more flexibility in content and delivery

- Schools have constraints on time and need to integrate into existing systems
- Non-formal settings can involve mixed age groups and voluntary participation

Gamification in peace-building education

Adding game elements to game contexts, gamification is an exciting way to enhance peace education initiatives. Designed games and simulations can reinforce the knowledge, skills, behaviors, and values essential for peace literacy. Interactive role-playing activities promote empathy and conflict management abilities. Digital badges are incentives for developing competencies such as bias awareness and ethical reasoning. Games foster—collective action towards shared goals. Branching scenarios demonstrate how choices impact conflict escalation and resolution.

Integrating gamification into peace lessons thoughtfully makes learning experiential, provides spaces for experimentation, and encourages attitudes and behavior—simulations students in dilemmas that challenge their peacebuilding mindset. Creative competitions allow self-expression on topics related to peace and justice. A reward system centered around peace values acknowledges collaboration and compassion among classmates. Games go beyond listening by enabling hands-on practice and problem-solving. Gamification also aligns with principles of learning, student motivation, and engagement. Peace education seeks transformative outcomes based on values and skills. Game elements ignite inspiration in students while giving them a sense of ownership over their learning journey. Educators can leverage gamification to bring concepts of peace literacy to life in memorable ways. With design considerations, gamification can complement formal peace studies by enhancing student engagement.

- Roleplaying simulations - Students take on roles of different stakeholders in a fictional conflict scenario and must negotiate a resolution.
- Badge systems - Students earn digital badges for demonstrating competencies like perspective-taking, creative problem-solving, etc.
- Debates - Structured debates around issues like justice, diversity, war, and peace, where students must present different viewpoints.
- Board games - Cooperative board games where players work together towards shared goals like sustainable development.
- Interactive stories - Branching scenario stories that allow students to see how choices impact conflict escalation/resolution.
- Peacemaker puzzles - Logic puzzles, riddles, and ethical dilemmas that require creative, nonviolent solutions.
- PeacePoints incentive - A points/rewards system for collaborative and compassionate actions in the classroom community.
- Alternate reality challenges - Immersive experiences like escape rooms focused on peace-related challenges and tasks.
- Creative competitions - Contests to create art, writing, music, or media conveying messages of peace.

Go digital in peace-building education

Emerging technologies present opportunities to enhance peace education and empower students as citizens. Through virtual reality experiences, individuals can gain insights by virtually experiencing life in conflict zones or understanding the challenges marginalized populations face. Augmented reality overlays offer a representation of events or the impact of weapons, which are relevant to the study of peace. Interactive maps facilitate an

understanding of issues such as forced displacement, inequality, and arms trafficking.

Mobile applications provide a platform for practicing intelligence and nonviolent communication techniques in real-world scenarios. Social networks enable connections between advocates for peace from around the world. Online databases offer educators a range of multimedia teaching resources. Additionally, video conferencing and webinars provide opportunities to access expert speakers and engage in cultural dialogues. Through student-led podcasting and media creation, knowledge sharing and skill development are further enhanced.

When integrated thoughtfully, technology tools can increase student engagement, motivation, and ownership over concepts related to peace literacy. Digital platforms that encourage participatory involvement mirror the efforts for creating a more just world. Immersive simulations contribute to a shift in mindset essential for building peace. Ultimately, emerging digital capabilities enable peace education to become interactive, practical, and globally interconnected. By leveraging these technologies, programs can equip students with skills while inspiring them toward positive change.

- Augmented reality - AR overlays to visualize historical events, prohibited weapons, and impacts of conflicts.
- Geospatial tools - Interactive maps showing global arms flows, conflicts, refugee movements, and inequality.
- Mobile apps - Apps to practice skills like bias interruption, mindfulness, and nonviolent communication.
- Social media - platforms to connect with youth peace advocates worldwide.
- Online databases - Rich repositories like the Peace Education Digital Library offer lesson plans.

- Webinars - Virtual sessions to hear guest speakers on peace activism, justice, etc.
- Video conferencing - Platforms enabling students to dialogue face-to-face with diverse cultures.
- Peace podcasts - Student-created podcasts interviewing experts sharing stories.
- Coding/game design - Students are coding or building apps that address social justice issues.
- Digital citizenship lessons - Instruction on ethical online behavior and identifying misinformation.

Age in peace-building education.

For peace education among young people, it is crucial to tailor the instruction according to their specific developmental stages. For elementary school students, interactive activities such as games, art, and storytelling are ideal for building skills like empathy, teamwork, and emotional management. It is essential to relate the concepts of peace to their lives and friendships.

As for middle school students, discussions can expand to include issues and media analysis while addressing dilemmas. Simulations and project-based learning provide opportunities for applied practice as their abstract reasoning skills develop.

For high school students, activities can involve critical thinking exercises, debates, and research assignments that allow them to explore peace theories, historical movements, and global systems nuancedly. Considering their expanding worldviews and social awareness, the curriculum can focus explicitly on power dynamics, inequality issues, and policy reform.

Throughout all these stages of education, it is essential to empower students as agents of change by encouraging them to design initiatives that promote a community.

While tailoring activities according to age groups are important in peace literacy programs for youth development, it is equally essential that all youth programming promotes core competencies such as communication skills, understanding bias, in information sources (bias literacy), and responsible digital citizenship. Models based on learning than traditional lecturing methods help build critical capacities among young learners. By considering the needs of students while creating engaging learning environments, educators can sow seeds of peace literacy that will flourish into meaningful actions taken by today's youth.

Challenges:

- Age-appropriate content and activities to match the developmental level
- Tailoring instructional time and structure to limited attention spans
- Ensuring comprehension of complex global concepts
- Building foundational skills like critical thinking, communication
- Competing with other interests/distractions of young people

Approach:

- Focus on experiential, interactive methods - roleplays, games, art, etc.
- Incorporate relevant pop culture, media, technology, and current events
- Validate perspectives and guide on ethical issues
- Collaborative projects focused on community or global problem-solving
- Cultivate intrinsic motivation and engagement
- Scaffold concepts, starting from personal experiences to broader systems
- Recognize accomplishments and growth with encouragement and small incentives#

Media Literacy in Peace-building Education.

In today's interconnected world of information, it is becoming increasingly crucial for peacebuilders to develop media literacy skills to navigate narratives and foster understanding. Peace education provides an opportunity to equip students with the knowledge and abilities to analyze media influence, identify bias and propaganda, and responsibly engage as digital citizens. This goes beyond concepts. Focuses on practical skill building. By examining real-life examples of reporting, misinformation, and divisive language, learners can sharpen their thinking abilities. Verifying sources, recognizing narratives, and fact-checking help develop evaluation skills. Moreover, students can be empowered to create their media content that promotes peace perspectives while practicing inclusive engagement.

By facilitating discussions on social media algorithms, filter bubbles, and persuasive techniques employed by technology platforms, educational programs can encourage digital literacy. Collaborating with journalism and technology experts can provide insights into understanding the workings of our media systems. Assessments such as policy briefs, debates, and media campaigns enable learners to apply their enhanced literacy skills in ways that have an impact. With a focus on analysis and ethical digital participation, peace education has the potential to combat hatred, radicalization, and global conflicts. Media literacy opens avenues for spreading truth, strengthening unity, and nurturing cultures of nonviolence.

Books:

- "Media Literacy" by W. James Potter - Practical textbook exploring key concepts and frameworks.

- "Mind Over Media: Propaganda Education for a Digital Age" by Renee Hobbs - Lesson plans and activities for media analysis.
- "Web Literacy for Student Fact-Checkers" by Michael A. Caulfield - Teaches online verification skills.
- "The New School: How the Information Age Will Save American Education from Itself" by Glenn Harlan Reynolds - Argues for media literacy in K-12.

Resources:

- Media Education Lab - Curricular resources like documentary films and lesson guides.
- Project Look Sharp - Media literacy kits on war, peace, and global issues.
- Media Bias Chart by Ad Fontes - Interactive tool categorizing news by bias and reliability.
- News Literacy Project Checkology Virtual Classroom - Interactive exercises and simulations.
- MediaBreaker app - Gamified app to analyze and identify disinformation techniques.
- Reality Defender game - Browser game for spotting fake news and manipulation.
- Credibility Coalition - Tips and workshops on verifying online information.

FINAL REMARKS

Promoting cultures that embrace peace, human rights, and intercultural understanding has become increasingly crucial in our paced and ever-changing world. Although there have been advancements in peace education initiatives over the years, there is still room for growth. Looking at contexts in Europe, it's evident that adopting these initiatives needs to be more consistent and cohesive than being uniform and systematic.

Nevertheless, the groundwork has been laid as a foundation for the development phase. Pioneers from around the globe have worked hard to establish frameworks, curricula, and teaching methods. Continuous innovation can further enhance these approaches, increase their impact, and extend their reach. The objectives and competencies are clearly defined.

Now comes the crucial part: effectively implementing these ideas through program design, empowering teachers, making policy adjustments, and fostering connections within communities. Through efforts like these, peace literacy can become a part of education across diverse cultural settings. The ultimate aspiration is to nurture peacebuilding capabilities within societies so that future generations can create a fairer, just, and free from violence.

Progress requires unwavering commitment, but pursuing this cause is undoubtedly worthwhile. The progress made far instills optimism that we're on track towards a future where peace education is universally embraced. This vision should motivate educators, activists, and leaders to continue dedicating themselves to this endeavor. Our collective actions today will shape the world we all share tomorrow.

YOUTH STRATEGY FOR PEACE AND SOLIDARITY IN EU

It is crucial to instill cultures of peace, inclusion, and active citizenship among people in Europe to create a forward-thinking future. To achieve this, we need to provide the generations with learning experiences, skills, and platforms that promote social unity. An EU strategy focused on youth involvement in peace, and solidarity should include initiatives that empower individuals to become agents of change. One practical approach would be to establish a European Peace Education Network. This network would facilitate efforts in developing high-quality peace education curricula and providing training for teachers across member states schools. Additionally, launching a platform could connect young people from different cultures, helping to overcome divisions and foster understanding. Another essential aspect would be funding large-scale exchanges that focus on rights and global citizenship, as this would encourage interconnectedness and empathy among youth. Supporting youth-led peace projects through microgrants is also vital for sustaining community action. Lastly, amplifying diverse voices through communication campaigns can effectively combat prejudice.

To further encourage youth leadership, establishing a European Peace Corps dedicated to volunteering opportunities and research fellowships would be beneficial. Advisory forums could inform EU institutions on how to harness people's energy for a positive impact. It is also essential to forge partnerships aimed at enhancing literacy and media skills as a means of countering harm. The strategy should prioritize innovation while providing the infrastructure and resources for individuals to drive social transformation in Europe. By investing in people's capacities to promote peacebuilding and solidarity, we can shape a future where they are actively engaged in shaping Europe's future. Here are the main points that should be reflected in the strategy, according to the interviews with relevant stakeholders:

- Establish a European Peace Education Network to develop curriculum, share best practices, and provide educator training across member states.
- Launch an interactive digital platform for youth to foster dialogue, collaboration, and community service across cultures.
- Fund large-scale exchange programs focused on peacebuilding, human rights, and global citizenship for youth across the EU.
- Support grassroots youth-led peace and solidarity initiatives through an EU microgrant program.
- Develop a communication campaign to counter hate speech, racism, and prejudices by amplifying youth voices.
- Create a European Peace Corps where youth can volunteer for projects promoting inclusion, human rights, and conflict resolution.
- Host forums and workshops bringing together young peace leaders to advise EU institutions on policy issues.
- Partner with experts in online radicalization, extremism, and disinformation to equip youth with digital literacy skills.
- Issue EU peace fellowships for research and education projects that cultivate cultures of nonviolence and solidarity.
- Promote peace journalism, reporting, and media production by youth across Europe.

European Peace Education Network

Promoting a culture of peace and nurturing a sense of citizenship among people is crucial in shaping a progressive future for Europe. However, there is a disparity in the implementation of peace education among member states, making it challenging to establish a high-quality approach. To address this, creating a European Peace Education Network could play a role. This network

would bring together experts such as scholars, teachers, curriculum developers, school leaders, and policymakers to collaborate on designing models of peace education that cater to the specific needs of different European communities. It would facilitate working groups focused on teaching methods for age groups. Additionally, the network could create a database of teaching resources that can be shared across borders while organizing conferences and workshops to enhance capacity building.

Notably, the network would guide ministries of education in integrating peace studies into school systems and offer training programs for aspiring teachers. Through research and exchange initiatives, it would foster curriculum innovation and professional development within the field. By doing this, the network has the potential to significantly enhance both the adoption and quality of peace education throughout Europe—ensuring peace literacy becomes an attainable reality continent-wide. Investing in such a network would empower youth to champion justice and social cohesion effectively.

Digital Platform

A digital platform designed explicitly for people could be a tool for bringing together individuals from different cultures to promote unity and service. This platform would enable peers from different backgrounds and countries to converse about common challenges and work together to find collaborative solutions. It would host forums dedicated to addressing prejudices, healing divisions, and embracing diversity. The platform's features, such as language translations and messaging capabilities, would facilitate direct user communication. Additionally, the platform could connect individuals interested in volunteering for community service projects internationally with flexible short-term opportunities at grassroots organizations across Europe. By allowing young people to work alongside each other on shared goals like

sustainability, human rights, and social inclusion, this platform has the potential to enhance empathy among its users significantly. Moreover, it would provide access to perspectives by enabling youth to share their stories, art, videos, and inspirational ideas. With moderation in place, this digital space would foster respect, teamwork, and active citizenship. By combining dialogue, collaborative efforts, and uplifting media content, this platform can empower youth as agents of change dedicated to creating a just society.

European Youth Peace Force

Establishing a European Youth Peace Corps would allow young individuals throughout the EU to make changes while broadening their understanding of different cultures actively. The Peace Corps would enable people aged 18 to 30 to volunteer with community organizations in various European countries for 1 to 2 years. The placements would primarily focus on initiatives and campaigns that promote inclusivity, human rights, conflict resolution, environmental justice, and intercultural dialogue.

By residing and working in communities, volunteers of the Peace Corps would develop a sense of empathy while simultaneously bolstering society. Their projects could encompass a range of activities, such as educating youth, advocating for refugee rights, or mediating community disputes. The practical skills gained during their volunteer work would also enhance their career prospects as activists and leaders within the profit sector. The connections formed across borders would foster lasting bonds and networks. With training, mentorship opportunities, language learning support, and a living stipend provided to them, the Peace Corps would empower generations to fully immerse themselves in serving the cause of peace. By allowing terms and embracing feasible options, we can ensure greater accessibility for all interested individuals. The establishment of a European Peace Corps holds

immense potential to profoundly shape both the young volunteers themselves and the communities they serve through meaningful cultural exchange and impactful contributions.

WHAT TO FOCUS ON IN PARTNERS COUNTRIES

While the goals of promoting peacebuilding, inclusivity, and active citizenship are universally significant, effectively nurturing these values requires tailored approaches that address the circumstances and challenges of each community. As the European Union (EU) endeavors to empower people as catalysts for change through a strategy, it is crucial to allow flexibility in implementing initiatives based on the specific context of each member state. According to the interviews in all participating countries, the experts and members of different educational institutions, including nongovernmental organizations, told us, that there are some challenges and obstacles that need to be addressed and reflected in the Youth strategy for peace education when adopted in their countries.

For example, in Slovakia, the focus should be on bridging divides faced by marginalized groups such as the Roma and refugees to counter xenophobia. Greece must prioritize sustaining support systems for refugees and promoting acceptance of diversity in their recovery from crises. In Romania, encouraging increased youth engagement in life is essential for strengthening democracy alongside efforts to combat discrimination. In Ukraine, paramount importance should be placed on healing war wounds through dialogue and exchange to mend divisions.

- In Slovakia, it is essential to enhance the inclusion of Roma youth and address the increase in rhetoric. We can achieve this by amplifying voices and sharing experiences through exchanges and collaborative projects between Slovak youth and marginalized groups. It will help break down prejudices. Additionally, we need to support organizations

that educate people about tolerance, multiculturalism, and human rights. This is to bridge gaps. Reach rural areas effectively. Furthermore, initiatives aimed at promoting citizenship and combating disinformation are of utmost importance.

- In Greece, our priorities should revolve around sustaining support networks led by people for refugees and migrants in the aftermath of crises. To counter the rise of nationalism, we need discrimination campaigns that focus on changing attitudes towards racial diversity and religious differences while promoting human rights education. Implementing media literacy programs is also necessary to combat radicalization.
- In Romania, it is crucial to encourage the participation of people in civic life and policymaking processes to strengthen democracy. We must provide support for initiatives that promote Roma inclusion to fight against marginalization effectively. Grassroots efforts aimed at justice and teaching conflict mediation between Romania and Moldova/Hungary deserve funding well.
- For Ukraine, our primary focus should be on reconciliation efforts within communities affected by the war. Facilitated dialogue, joint community service projects, and healing retreats specifically designed for youth from both western regions can contribute significantly towards this goal. Moreover, supporting volunteer teachers who provide human rights education as peace education in conflict areas is essential.

The approach should be adjusted to harness the enthusiasm and optimism of individuals in tackling the circumstances of each country. This can be achieved through hands-on initiatives that foster comprehension.

TRAINING SESSION

Welcome to the training curriculum for peace education of youth workers. This program aims to provide you with the necessary knowledge and skills to effectively promote peace, nonviolence, conflict resolution, and social justice among young people.

Throughout this curriculum, you will delve into the principles and practices of peace education, gaining insight into the root causes of conflict and violence. You will also learn how to implement strategies that create inclusive and peaceful environments for youth. By the conclusion of the training, you will have a deeper understanding of your role in promoting peace and will be better equipped to support young people in building a more harmonious world.

We firmly believe that youth workers play a pivotal role in nurturing peace and driving positive change within their communities. Through this training, our aim is to empower you to become effective agents of change and advocates for peace. We appreciate your dedication to fostering a culture of peace and nonviolence among young people. Let's embark on this journey together towards a more peaceful world.

TRAINING 01

The process of acquiring the values and knowledge and developing the attitudes, skills, and behavior to live in harmony with oneself, with others, and with the natural environment. It aims to reduce violence, support the transformation of conflicts, and advance the peace capabilities of individuals, groups, societies, and institutions. (Berghof Foundation)

In order to achieve these ideals, peace education programs 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. Peace education can be delivered to people of all ages, in both formal and informal settings. Programs exist at local, national, and international levels, and in times of peace, conflict, and post-conflict periods. In order to create a public dialogue in peace education programs, different factions of society are often brought together – these typically include civil society groups, schools, tribal leaders, and media. Yet, due to the many areas covered by peace education, initiatives are primarily determined by culture and context, as well as by the project scopes and objectives. **Peace education and peacebuilding are therefore intrinsically linked.** The UN's actions for peacebuilding include education as one of its principal components. For peacebuilding initiatives, in order to remain sustainable, it is vital that attitudes towards war and violence are transformed and translated into long-term behavioral change which seeks alternative solutions to armed conflicts. (Peace Insight)

The structure of some curricula includes Peace and Human Right Education in the 21st Century; interdisciplinary peace and conflict research as the basis for human rights-oriented transformative educational work; intercultural, intersectional, and international dimensions of peacebuilding and peace promotion; Basics and concepts of civil conflict management and violence prevention; Mediation in education and theological and philosophical community interpretation of reality of a target group.

Training programs include Conflict Resolution, Peer Mediation Stop Bullying, Creating Caring Children, Peacemaking Skills for kids, Resolving Family Conflicts, and Resolving Issues Drivers Encounter (R.I.D.E)

DAY 1:

Objective: To introduce youth workers to peace education principles and strategies and empower them to promote peace through campaigning activities.

Materials Needed:

Whiteboard and markers

Handouts with peace education principles and strategies

Laptop and projector for presentations

Campaign planning templates

Introduction to Peace Education and Campaigning

Icebreakers and warm ups : Begin the session with an icebreaker activity to help participants get to know each other and feel comfortable sharing their thoughts and ideas.

Overview of Peace Education Principles and Strategies: Present an overview of peace education principles and strategies, including conflict resolution, intercultural understanding, and human rights education. Use the whiteboard to illustrate key concepts and engage participants in discussions.

Understanding the Role of Youth Workers in Promoting Peace:

Discuss the important role that youth workers play in promoting peace and social change. Highlight the impact that youth can have on communities and the power of collective action in creating positive change.

Introduction to Campaign Planning and Goal Setting: Introduce participants to the concept of campaign planning and goal setting. Provide examples of successful peace campaigns and discuss the key steps involved in planning and implementing a campaign. Distribute campaign planning templates and encourage participants to start brainstorming ideas for their own campaigns.

Group Activity: Campaign Idea Generation: Divide participants into small groups and give them time to brainstorm and develop campaign ideas based on the principles and strategies discussed earlier in the session. Each group will present their campaign idea to the class for feedback and discussion.

Reflection and Wrap-Up: Conclude the session with a reflection on the importance of peace education and campaigning in promoting social change. Encourage participants to think about how they can apply these principles in their work as youth workers.

Time to think: Ask participants to finalize their campaign ideas and come prepared to present a more detailed plan in the next session.

Optional Extension Activity: Invite a guest speaker who has experience in peace education or campaigning to share their insights and experiences with the group.

Evaluation:

Monitor participants' engagement and understanding throughout the session. Encourage active participation and facilitate discussions to ensure all participants are actively involved in the learning process. Collect feedback at the end of the session to gauge participants' understanding and identify areas for improvement in future sessions.

DAY 2:

Objective: Youth workers will gain a solid understanding of different types of conflict and their root causes. Youth workers will explore the impact of conflict on individuals and communities. Youth workers will learn strategies for addressing and resolving conflicts peacefully.

Materials Needed:

- Whiteboard and markers

- Handouts on different types of conflict and their root causes

- Case studies of conflicts and their impact on individuals and communities

- Role-playing scenarios for practicing conflict resolution strategies

- Art supplies for creative expression activities

Introduction: Welcome the youth workers to the session and introduce the topic of conflict and peacebuilding. Discuss the importance of understanding conflict and the role of youth workers in promoting peace and reconciliation.

Understanding Different Types of Conflict: Divide the group into small teams and provide each team with a handout on different types of conflict (e.g., interpersonal, intergroup, international). Ask the teams to discuss and present the key characteristics and root causes of each type of conflict to the rest of the group.

Exploring the Impact of Conflict: Present case studies of conflicts from around the world and their impact on individuals and communities. Facilitate a group discussion on the emotional, social, and economic consequences of conflict on people's lives.

Strategies for Addressing and Resolving Conflicts Peacefully: Introduce the group to various conflict resolution strategies such as negotiation, mediation, dialogue, and nonviolent communication. Conduct role-playing scenarios where youth workers practice using these strategies to resolve conflicts in a peaceful manner. Encourage the youth workers to reflect on their experiences and share what they learned from the activity.

Conclusion: Summarize the key points discussed during the session. Invite the youth workers to share their thoughts and feelings about the importance of understanding conflict and promoting peace. Assign a creative expression activity for the youth workers to create artwork or write a poem reflecting on the impact of conflict on individuals and communities.

Time to think:

Encourage the youth workers to continue exploring the topic of conflict and peacebuilding through further reading, workshops, and community service projects.

Provide ongoing support and resources for youth workers to develop their skills in conflict resolution and peacebuilding.

Evaluation: Evaluate the session by collecting feedback from the youth workers on what they learned, what they enjoyed, and what could be improved for future sessions on conflict and peacebuilding.

DAY 3:

Objective: To equip youth workers with advocacy and communication skills for effective peacebuilding activities.

Materials Needed: Whiteboard, markers,

Handouts with communication techniques and campaign planning templates

Introduction: Welcome the participants and provide an overview of the day's topics: advocacy and communication skills. Explain the importance of effective communication in advancing peacebuilding initiatives.

Effective Communication Techniques for Advocacy: Discuss the key elements of effective communication, such as clarity, relevance, and audience engagement. Provide examples of successful advocacy campaigns that utilized strong communication strategies. Conduct a role-playing activity where participants practice using persuasive communication techniques.

Building a Strong Campaign Message and Narrative: Guide the participants through the process of developing a campaign message that resonates with the target audience. Show examples of powerful campaign narratives that have successfully mobilized support for peacebuilding efforts. Have the participants work in small groups to create their own campaign message and narrative based on a hypothetical peacebuilding scenario.

Engaging with Stakeholders and Building Partnerships: Discuss the importance of building relationships with key stakeholders in advocacy work. Provide tips on how to effectively engage with different groups, such as government officials, community leaders, and grassroots organizations. Have the participants brainstorm potential partnerships and develop a strategy for engaging with them in their peacebuilding activities.

Reflection and Feedback: Allow the participants to share their thoughts on the day's topics and what they have learned. Provide an opportunity for feedback on the session and gather suggestions for future training sessions.

Time to think: Summarize the key takeaways from the day's session on advocacy and communication skills. Encourage the participants to apply their newfound knowledge and skills in their peacebuilding efforts.

DAY 4

Objective: To equip youth workers with the necessary skills and knowledge to plan and implement effective peacebuilding campaigns.

Materials Needed:

- Flipchart paper and markers
- Laptop and projector for social media demonstration
- Handouts with campaign planning templates and resources

Introduction: Welcome the participants and explain the importance of peacebuilding campaigns, Discuss the goals of the training session and what they hope to achieve. Present an overview of the day's activities

Campaign Planning and Implementation: Explain the process of campaign planning and implementation, emphasizing the importance of setting clear objectives and timelines. Discuss the key elements of a successful campaign strategy, including identifying target audiences and messages, setting campaign goals, and creating a timeline for implementation. Provide examples of effective campaigns and discuss what made them successful.

Developing a Campaign Strategy and Timeline: Divide the participants into small groups and give them a hypothetical peacebuilding campaign scenario. Instruct the groups to develop a campaign strategy and timeline based on the scenario. Encourage creativity and collaboration among the groups. Have each group present their campaign strategy to the rest of the participants for feedback and discussion.

Utilizing Social Media and Other Tools for Campaign Outreach: Demonstrate how to use social media platforms for campaign outreach, including creating engaging content, using hashtags, and targeting specific audiences. Provide tips and best practices for utilizing other tools, such as email newsletters, posters, and flyers, for campaign outreach. Encourage participants to brainstorm ideas for using social media and other tools in their own campaigns.

Time to Think: Recap the key points covered in the training session. Invite participants to ask any questions or share their thoughts on the training. Encourage participants to apply what they have learned to their own peacebuilding initiatives

DAY 5

Objective: Youth workers will understand the importance of monitoring and evaluating peacebuilding campaigns to ensure effectiveness and make necessary adjustments for future initiatives.

Materials Needed:

- Whiteboard and markers
- Handouts with monitoring and evaluation tools and templates
- Laptop or projector for presentation

- Sticky notes

Introduction: Begin the session by asking the youth workers to share their understanding of monitoring and evaluation in the context of peacebuilding campaigns. Define monitoring as the continuous tracking of progress and evaluation as the assessment of effectiveness and impact. Explain the importance of monitoring and evaluation in ensuring that the campaign is reaching its goals and making a positive impact on the community.

Tracking Progress: Use the whiteboard to create a visual timeline of the peacebuilding campaign, including key events and milestones. Discuss with the youth workers how they can track progress by setting specific goals and objectives, collecting data, and documenting achievements. Share examples of monitoring tools such as progress charts, checklists, and feedback forms.

Evaluating Impact: Introduce the concept of impact evaluation and its significance in determining the effectiveness of the campaign on the target audience and community. Discuss different evaluation methods such as surveys, focus groups, interviews, and observation. Present case studies of successful peace education campaigns and how they evaluated their impact on promoting peace and conflict resolution.

Reflection and Planning: Lead a group discussion on the importance of reflection and planning for future peace education campaigns. Invite the youth workers to reflect on the strengths and weaknesses of the current campaign and identify areas for improvement. Encourage brainstorming ideas for future initiatives based on the lessons learned from the monitoring and evaluation process.

Conclusion: Summarize the key points discussed in the session about monitoring and evaluation in peacebuilding campaigns. Encourage the youth

workers to apply the lessons learned to their work and actively engage in tracking progress, evaluating impact, and planning for future peace education initiatives. Provide handouts with monitoring and evaluation tools and templates for reference.

Assessment: The youth workers will be assessed based on their participation in the activities, understanding of monitoring and evaluation concepts, and ability to reflect and plan for future peacebuilding campaigns.

CONCLUSION:

In conclusion, peace education plays a crucial role in promoting harmony, conflict resolution, and social change. It covers a wide range of themes and can be delivered in various settings to people of all ages. Training programs equip youth workers with the necessary skills and knowledge to engage in peacebuilding activities, including advocacy, communication, campaign planning, and monitoring and evaluation. By empowering youth workers to promote peace through campaigning activities, they can make a positive impact on individuals and communities, contributing to a more peaceful and harmonious society. Through ongoing support, resources, and reflection, youth workers can continue to grow and develop their peacebuilding skills to create lasting change. Peace education is a powerful tool for transforming attitudes towards war and violence, ultimately leading to a more peaceful world.

TRAINING 02

This training aims to bring together youth workers and young people with fewer opportunities to test and interact with the resources developed by the project. The training will focus on providing skills, knowledge, and attitudes to youth workers on activities to transform conflicts and work on peace with

youth. The learning process will be driven by the participants themselves, with opportunities for information exchange and practical exercises.

Professional trainers will guide the process, with a focus on utilizing the T-Kit 12: Youth transforming conflict, published by the Council of Europe. The objectives of the training include analyzing the effects of the crisis on everyday life, increasing competencies for peaceful crisis management, equipping youth workers with non-violent communication skills, and strengthening the EU network with new active members for engagement in crisis management for young people. During the training, youth workers will collaborate on creating a guideline on 'peaceful crises management for young people and youth workers' and will explore tools and methods to ensure well-being during situations requiring lack of human contact, such as self-isolation and quarantine.

DAY 1

Objective: To introduce youth workers to the peacebuilding activities and goals of the course. To help participants get to know each other and foster a sense of teamwork.

Introduction: Begin the session by welcoming all participants and providing a brief overview of the course objectives and goals. Share the importance of peacebuilding activities and the role of youth workers in promoting peace in their communities. Ask participants to briefly introduce themselves and share their experience working with youth and peacebuilding initiatives.

Ice breakers and team building activities: Divide participants into small groups of 4-5 people. Provide each group with a list of icebreaker questions to facilitate introductions and conversations. Some examples of questions include "What is your favorite hobby?" or "What is one thing you hope to learn

from this course?" After the icebreaker activity, facilitate a team building exercise such as a trust fall or a problem-solving activity that requires collaboration and communication. Debrief the activities by discussing how teamwork and communication are essential for successful peacebuilding initiatives.

By starting the course with a welcoming introduction and engaging icebreaker activities, youth workers will be better equipped to work together effectively towards promoting peace in their communities.

DAY 2

Objective: To equip youth workers with the necessary knowledge and skills to effectively advocate for peacebuilding initiatives within their communities.

Materials needed: markers, flipcharts, laptop for presentation

Introduction: Overview of the importance of advocacy and civic lobbying in promoting peacebuilding. Discussion on the role of youth workers in advancing peace efforts

Understanding Group Dynamics: Definition of group dynamics and its significance in advocacy work. Strategies for building strong and cohesive youth organizations

Foundations of Advocacy and Civic Lobbying: Explanation of key advocacy concepts and terms. Introduction to the principles of civic lobbying and its impact on policy change

Advocacy Strategies for Youth Organizations: Overview of different advocacy strategies, such as grassroots organizing, media outreach, and

coalition building. Interactive exercises to develop advocacy plans tailored to specific peacebuilding issues.

Mock Advocacy Exercises: Role-playing scenarios to simulate real-world advocacy situations. Feedback and discussion on effective advocacy tactics and strategies

Case Studies: Examination of successful youth-led advocacy campaigns for peacebuilding. Analysis of challenges and lessons learned from past advocacy efforts

Civic Lobbying for Youth Organizations: Overview of the legislative process and how youth organizations can engage with policymakers. Guidance on forming relationships with government officials and advocating for policy change

Evaluation and Participant Reflection: Assessment of learning outcomes and participant feedback on the training programme. Reflection on personal growth and development as advocacy and peacebuilding practitioners

Time to think: Encouragement for participants to continue advocating for peacebuilding in their communities

DAY 3

Objective: To equip youth workers with the necessary skills and competencies for peaceful crisis resolution and peacebuilding activities.

Materials needed: Whiteboard, markers, handouts on conflict transformation and peace building, materials for group activities, mock advocacy exercise materials

Introduction: Welcome participants and introduce the topic of conflict transformation and peace building. Discuss the importance of peaceful crisis resolution in youth work and peacebuilding activities.

Interactive Workshop: Analysing the Effects of Crisis on Everyday Life. Facilitate a discussion on the effects of crises on individuals and communities.. Encourage participants to share their experiences and insights.

Group Activity: Competencies for Peaceful Crisis Resolution: Divide participants into small groups and assign each group a specific crisis scenario. Ask them to identify the competencies needed for peaceful crisis resolution in their scenario. Encourage creativity and critical thinking.

Non-Violent Communication Skills Workshop: Provide a brief overview of non-violent communication skills. Conduct role-playing activities to practice effective communication in conflict situations.

Laboratory Workshop: Strengthening EU Network for Peaceful Crisis Management: Present a case study on a crisis situation and discuss the role of youth workers in peaceful crisis management. Encourage participants to brainstorm ideas and solutions on how to strengthen the EU network for peaceful crisis management.

Practical Application and Well-being Support : Discuss the importance of self-care and well-being for youth workers engaged in peacebuilding activities. Provide strategies and resources for self-care.

Group Activity: Youth Workers Creating a Guideline on Peaceful Crisis Management Ask participants to work together to create a guideline on peaceful crisis management based on the discussions and activities conducted during the workshop. Encourage collaboration and creativity.

Mock Advocacy Exercise: Divide participants into groups and assign them different advocacy roles related to peaceful crisis resolution. Conduct a mock advocacy exercise to practice advocacy skills and strategies.

Evaluation: Conclude the workshop with a brief evaluation session to gather feedback from participants on the effectiveness of the activities and discussions. Encourage participants to reflect on their learning and identify areas for improvement.

DAY 4

Objective: To equip youth workers with tools and methods for promoting well-being during crises and to engage in peacebuilding activities through advocacy, conflict analysis, and cultural competence.

Introduction: Recap of previous sessions on well-being and peacebuilding. Present the agenda for today's session focused on advocacy, conflict analysis, and cultural competence.

Real-world Advocacy Challenge: Divide participants into small groups and present them with a real-world advocacy challenge related to peacebuilding. Allow groups to brainstorm strategies for addressing the challenge and present their ideas to the larger group. Facilitate a discussion on the importance of advocacy in promoting peace and well-being during crises.

Conflict Analysis Tools & Cultural Competence in Conflict Resolution: Introduce participants to tools for analyzing conflicts and discussing the role of cultural competence in conflict resolution. Provide examples of how cultural differences can impact conflict resolution and well-being. Engage participants in a discussion on how to effectively navigate cultural differences in conflict resolution.

Advocacy Simulation & Role-playing Scenarios: Conduct an advocacy simulation where participants role-play different advocacy scenarios related to peacebuilding. Provide feedback and guidance on effective advocacy strategies. Reflect on the importance of empathy and understanding in advocacy efforts.

Film Making Workshop: Introduce participants to the concept of using film as a tool for peacebuilding. Discuss the importance of storytelling in conflict transformation. Guide participants in preparing for the film making workshop by brainstorming potential topics and story ideas.

Film Making Workshop –Participants Storytelling: Allow participants to share their personal insights and stories related to conflict transformation. Facilitate the creation of short films or documentaries based on these stories. Encourage participants to use film as a medium for advocating for peace and well-being.

Evaluation: Reflect on the day's activities and key takeaways regarding advocacy, conflict analysis, cultural competence, and peacebuilding. Encourage participants to continue using these tools and methods in their work with youth and community members.

Time to think: Participants are encouraged to continue practicing advocacy, conflict analysis, and cultural competence in their daily interactions and peacebuilding activities.

DAY 5

Objective: To equip youth workers with coping strategies and tools to build resilience in their work. To explore practical mediation strategies for conflict resolution. To promote inclusivity and diversity in training settings. To empower youth workers to initiate and lead crisis management initiatives. To

foster creativity and self-expression through art, music, and drama in peacebuilding efforts

Materials Needed:

- Whiteboard and markers
- Handouts on mindfulness exercises
- Arts and crafts supplies
- Musical instruments (optional)
- Drama props (optional)

Introduction: Start the day by introducing the topic of building resilience and coping strategies for youth workers. Discuss the importance of having effective communication skills and mediation strategies in conflict resolution. Emphasize the value of inclusivity and diversity in creating a peaceful and harmonious community.

Crafting Powerful Peaceful Messages : Conduct a workshop on how to craft powerful and peaceful messages for effective communication. Provide examples of positive and inclusive language that can help diffuse conflicts and promote understanding.

Guided Mindfulness Exercises: Lead the group in a series of guided mindfulness exercises to help youth workers build resilience and cope with stress. Encourage participants to practice deep breathing, progressive muscle relaxation, and visualization techniques.

Promoting Inclusivity and Diversity: Discuss the importance of promoting inclusivity and diversity in training settings. Share techniques for creating inclusive training facilitation techniques, such as active listening and empathy.

Youth-led Initiatives for Crisis Management: Brainstorm and discuss youth-led initiatives for crisis management in the community. Encourage participants to share their ideas and strategies for addressing conflicts and crises effectively.

Arts-based Approaches to Peace Building: Conduct a group interactive activity that promotes creative expression through art, music, and drama. Provide arts and crafts supplies, musical instruments, and drama props for participants to use. Encourage youth workers to express themselves creatively and explore different forms of expression in peacebuilding efforts.

Reflection and Discussion: Have a group discussion on the activities and lessons learned throughout the day. Encourage participants to reflect on their own experiences and share insights on building resilience and promoting peace in their work.

Evaluation: Wrap up the session by summarizing key takeaways and encouraging participants to continue practicing coping strategies and inclusive communication in their work. Thank the group for their participation and dedication to peacebuilding efforts.

CONCLUSION

In conclusion, this training program focused on providing youth workers with the skills, knowledge, and attitudes necessary to promote peace and effectively address crises within their communities. The program was designed to be participant-driven, with a focus on practical exercises, information exchange, and hands-on learning. Throughout the training, youth workers engaged in activities such as icebreakers, team building exercises, advocacy simulations, conflict analysis workshops, and arts-based approaches to peacebuilding. The program also emphasized the importance of self-care,

well-being, inclusivity, and resilience in the work of youth workers. By the end of the training, participants were equipped with a toolbox of strategies and methods to advocate for peace, manage conflicts peacefully, and promote harmony within their communities. The ultimate goal of the training was to empower youth workers to lead crisis management initiatives and foster creativity and self-expression in their peacebuilding efforts.

CONCLUSION

This report delves into the realm of peace education, which aims to foster nonviolence, social justice, and intercultural understanding. The fundamental frameworks concentrate on conflict resolution, human rights, empathy, civic engagement, and multiculturalism. In Europe peace studies are gaining traction; however, their integration is inconsistent, as grassroots initiatives outpace adoption. An overview of countries reveals some progress but persistent gaps in each specific context. Slovakia has incorporated principles. Lacks explicit focus on skill development within its curriculum. Romania integrates concepts into civics education. Lacks application. Greece does not have a curriculum in place. Relies on NGOs to fill the gaps. Ukraine shows growing interest in peace education but efforts remain fragmented. Collaborative efforts such as Erasmus can be proposed to develop a shared curriculum. It is recommended to tailor activities and program structures based on age groups and settings. Additionally utilizing experiential learning approaches along with technology and gamification can effectively engage learners. Teacher training programs and partnerships are crucial for scaling up these initiatives.

Although the adoption of peace education is unevenly distributed at present the groundwork has been laid for the phase. Innovation can enhance existing approaches while ensuring that the core objectives remain intact. Now is the time to shift focus towards implementation through designed programs, support, for educators, policy changes, and fostering networks within this field. With efforts peace literacy can be deeply embedded across cultures.

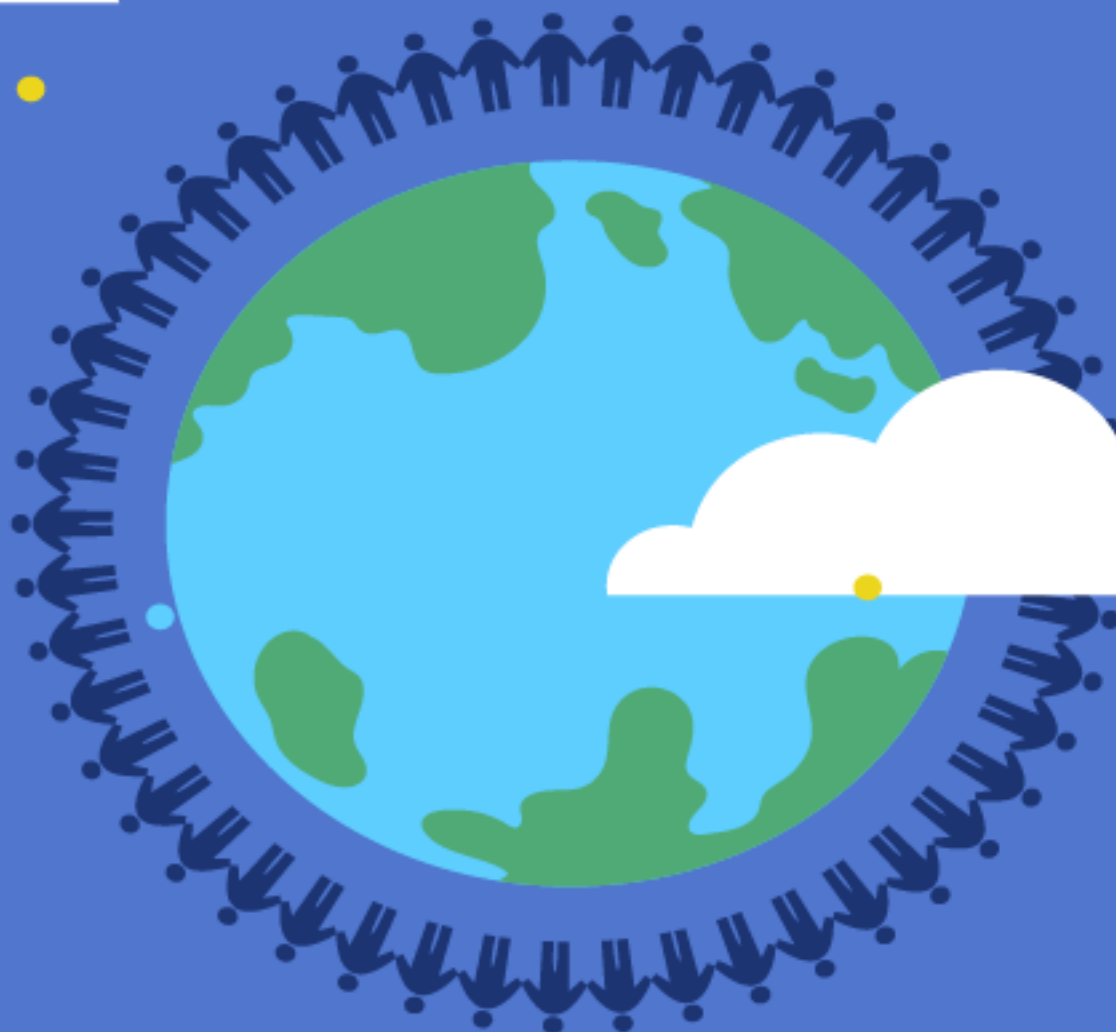
The ultimate goal is to empower generations with the skills to promote peace and create a world that's fair just and free, from violence. Achieving progress in

this endeavor demands unwavering dedication. The purpose behind it is truly worthwhile. The efforts made so far offer hope that with continued commitment we can make quality peace education accessible to all. This inspiring vision should serve as a catalyst, for educators, activists, and leaders to expand their endeavors in promoting peace education on a scale.

Throughout this report, it is clear that, in order to establish an adaptable EU Youth Strategy for peace and solidarity it is crucial to consider the input of voices from different member states. While we all share the goal of promoting peacebuilding, inclusion, and active citizenship, each country faces its distinct circumstances. For instance, Slovakia's partners emphasize the importance of Roma inclusion and refugee integration as a means to counter xenophobia. In Greece, stakeholders stress the need to sustain support systems for refugees while also promoting diversity amidst sentiments. Collaborators in Romania encourage strengthening participation and combatting discrimination. In Ukraine, cooperators prioritize healing the wounds of war through youth dialogue and exchange.

By tailoring the implementation of the strategy based on contexts, challenges, and recommendations, we can prioritize real-life situations over one-size-fits-all approaches. Each country brings its expertise; Slovakia in bridging marginalization; Greece in recovering from crises; Romania in reinforcing engagement; and Ukraine in reconciling after conflict. By incorporating perspectives we enrich the strategy by ensuring it resonates across the European Union.

Through this process, we can transform this strategy from a framework, into tangible change that is rooted in community needs. While we are united by our ideals taking action necessitates adapting to each country's situation. By embracing flexibility and local leadership we can ignite youth empowerment throughout Europe to advance inclusion, solidarity, and peace.



HOPE ERASMUS+

Bratislava Policy Institute, Slovakia
INSTITOYTO KOINONIKIS KAINOTOMIAS KAI SYNOXIS, Greece
ASOCIATIA A.S.E.L., Romania
Future WE, Ukraine

