

Peace education

making the case

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About QCEA

The Quaker Council for European Affairs was founded in 1979 to bring a vision of peace, justice and equality to Europe and its institutions. QCEA advocates for nonviolent approaches to conflict resolution, the intrinsic equality of all people everywhere, and a sustainable way of life for everyone so that the one Earth we share can support us all.

QCEA is a member of the advocacy networks EPLO (European Peacebuilding Liaison Office) and HRDN (Human Rights and Democracy Network) as well as a number of Quaker networks.

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Search for Common Ground

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AVP	AVP Alternatives to Violence Project		Instrument Contributing to Stability and Peace	
BiH	Bosnia-Herzegovina	INEE	Inter-Agency Network for	
ET2020 Education and Training 2020		INEE	Education in Emergencies	
CULT	European Parliament Committee for Culture and Education	IIPE	International Institute on Peace Education	
СоЕ	Council of Europe	IPRA	International Peace Research Association	
EACEA	Education, Audiovisual and Culture Executive Agency	NDC	Nansen Dialogue Centre	
DG EAC	EU Directorate General for Education, Youth, Sport and Culture	PRIO	Peace Research Institute Oslo	
		PSS	Psychosocial support	
EU	EU European Union		Organisation for Security and	
DG ECHO	EU Directorate General for Civil Protection and Humanitarian Aid		Cooperation in Europe	
	Operations	Search	Search for Common Ground	
DG NEAR	EU Directorate General for	SEL	Social and emotional learning	
	Neighbourhood Policy and Enlargement Negotiations	SDG	UN Sustainable Development Goals	
EEAS	European External Action Service	UN	United Nations (UN)	
DG DEVCO	EU Directorate General for International Cooperation and Development	UNESCO	United Nations Educational, Scientific and Cultural Organisation	
FPI	Foreign Policy Instrument	USAID	United States Agency for International Development	
GCPE	Global Campaign for Peace Education	ODO!**	·	
GPE	Global Partnership for Education	QPSW	Quaker Peace and Social Witness	
GPPAC	Global Partnership for a Prevention of Armed Conflict (GPPAC) working group on peace education			

Executive summary

Peace education is an efficient tool for peacebuilding and conflict prevention. It is globally recognised as a way to contribute to peace and development and is included in the Sustainable Development Goal (SDG) 4.7. The European Union (EU), as a leading international donor with mandates both within and outside Europe, is ideally placed to support and promote the use of peace education around the world.

The report makes the case for a multi-layered approach to peace education which requires a cohesive, coordinated strategy for peace education as a peacebuilding and conflict prevention tool across relevant EU internal and external policies and programmes.

Firstly, the report reviews **definitions of peace** education. Peace education includes both formal and non-formal learning and develops competences (knowledge, attitudes and skills) which enable learners to transform conflict and build peace. While peace education has a distinct history – as evidenced in the following section - some of its competences overlap with other forms of education, such as human rights and global citizenship education. Peace education can take place anywhere in the world, under many names and in many forms. As such, conflict analysis is essential to ensure that programming remains meaningful and relevant over time. In addition to conflict analysis, this section highlights other best practices such as training teachers so that their teaching methods embody peace education.

Next, the report provides a **brief history of peace education**. It shows how peace education has responded to difficult political contexts over the decades by providing peaceful alternatives to conflict. The history shows the relevance of peace education today as it is responsive to global issues such as violent conflict and climate change. This section also highlights challenges such as how to ensure support for peace education at both formal and non-formal levels.

Thirdly, the section on **Quaker work on peace education** shows a model for peace education in practice – both in Europe and beyond its borders.
The Quaker approach to formal education includes peace as a value to live by, and is focused on the holistic development of learners. Quakers have pioneered many non-formal peace education programmes.

The report then explores forms of peace education promoted by the EU today. Historically, the EU has promoted education through funding and programmes such as Erasmus+, as curricula are the prerogative of member states. Following the 2015 terror attacks in Paris and Copenhagen, the EU renewed its interest in education and has sought to promote common values and social inclusion. Furthermore, in 2018 the EU published a policy on education in emergencies that specified championing education for peace and protection as a priority. These developments provide starting points for further initiatives on peace education across EU institutions.

In chapter five, a **case study on Bosnia-Herzegovina** (BiH) gives an example of how the EU could implement a multi-layered approach in practice. As BiH is a candidate country for EU membership, the EU has leverage on educational issues in BiH through the *acquis*.

Finally, the report concludes with recommendations for EU institutions, EU member states and civil society organisations.



Introduction

"Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed."

UNESCO CONSTITUTION

Peace education has been at the heart of the global commitment to peace since the founding of UNESCO in 1945. Seventy years later, this is reconfirmed in the 2015 United Nations (UN) Sustainable Development Goals (SDGs). SDG 4.7 calls for assurances that "all learners acquire knowledge and skills needed to promote sustainable development," including education which promotes a culture of peace and nonviolence. This anchors what some UN frameworks and civil society organisations had been advocating for decades. SDG 4.7 calls on this form of education to be mainstreamed in national education policies, curricula, teacher education and student assessment.

SDG 4.7 provides a foundation for peace education as a conflict prevention and peacebuilding tool across European Union (EU) policy and programming, both internal and external. Other regional organisations that promote peace education include the Council of Europe, which also has ioint programmes with the EU (see the case study on Bosnia-Herzegovina, pages 26-31). The African Union is another example – one strategic priority of the Continental Education Strategy for Africa is to "promote peace education and conflict prevention and resolution at all levels of education and for all age groups." 2 The EU, through its internal and external mandates, has a unique opportunity to play a role in supporting and advancing peace education globally.

This report demonstrates that peace education can be part of EU engagement through a multi-layered approach, which entails a cohesive peace education strategy across relevant EU institutions. Peace education can be incorporated into the various fields of EU activity via policy dialogue, development and implementation with national government ministries. Peace education is not limited to the public sector, however, and can also be promoted via partnerships with civil society and via funding for projects. The EU is already supporting education initiatives which contribute to peace such as the project Gender is primary: approaching conflict resolution from a gender perspective in Spain.3 The EU can enhance the effectiveness of these efforts by integrating methodological and content training into pre-service (training future teachers) and in-service (training current teachers) peace education.4

Furthermore, joint programming, such as the evolving links between humanitarian and development sectors, indicates potential for increased coordination between EU institutions working on crisis response and longer-term engagements. This can help ensure the continuity and sustainability of peace education programmes. Intentional, sustained, and systemic⁵ peace education can contribute to a culture of peace through its wide reach to learners inside and outside of classrooms.

What is the multi-layered approach?

The multi-layered approach to peace education entails a cohesive, coordinated strategy for peace education as a peacebuilding and conflict prevention tool across relevant EU internal and external policies and programmes, matched with dedicated funding.

At a challenging time for multilateralism and liberal values, making peace education a priority could create spaces for learning about, and actively creating, peace. Peace education develops key life skills that may not be actively incorporated into school systems, such as active listening. Furthermore, formal education settings such as schools and classrooms are among the first places where many learners experience diversity first-hand. Therefore, there is a strong need for learners to be equipped with the cognitive and socio-emotional competences to constructively work together. Peace education can prepare youth not only for civic responsibilities and future employment, but can also develop life skills that foster a society based on mutual respect and cooperation.

As a value-centric form of education (Stephenson 2008: 1535), peace education aligns with the very core of the EU as a peace project. Peace education competences (knowledge, attitudes, skills and values) are oriented towards social responsibility and future visions based on justice and human rights. This aligns with value-based EU policies which promote human security⁶ and peace inside the EU and beyond its borders. Indeed, the importance of such policies has recently been highlighted in the EU Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching.⁷

Peace education complements ongoing EU work on education, and can broaden thinking around peacebuilding inside and outside Europe. There has been renewed EU interest in aspects of social cohesion in education since the 2015 terror attacks in Paris and Copenhagen. As social cohesion is closely related to 'positive peace',⁸ this indicates potential to expand EU thinking around peace education as a peacebuilding and conflict prevention tool. Peace education also offers new ways to think about to established EU priorities in education such as social inclusion, with openness to diversity being a long-standing tenet of peace education.

Of course, investing in peace education cannot solve all societal ills, but it is a powerful tool in building a future society that is equipped with the life skills to live together peacefully. Education has a socialising role, and can be instrumentalised to propagate hate speech and division – as was the case in Rwanda and the former Yugoslavia in the 1990s. Therefore, care must be taken to promote and model school environments and learning materials which are based on peace. Furthermore, conflict sensitivity and analysis are crucial in order to develop relevant and meaningful programmes.

Peace education not only aligns with existing EU policies, but directly responds to recommendations by people around the world. In 2018, International Alert, the British Council and a global analytics firm called RIWI conducted the Peace Perceptions Poll9 which surveyed the views of over 100,000 people on their experiences of conflict and their thoughts on how governments should respond to conflict. The second most popular response to where governments should invest more was 'teaching peace, tolerance and conflict resolution in school'. The most popular response was 'dealing with the reasons why people fight in the first place,' which peace education also seeks to address. This provides a strong argument for peace education as a peoplebased response to security concerns.

6 7

Networks and useful resources

Collaborative for Academic Social and Emotional Learning www.CASEL.org

Conflict Resolution Education Connection www.creducation.net

EduCATe www.educate-europe.org

Global Campaign for Peace Education www.peace-ed-campaign.org

Global Partnership for the Prevention of Armed Conflict –
Peace Education Working Group www.gppac.net/peace-education

International Institute on Peace Education www.i-i-p-e.org

Quaker Peace and Social Witness www.quaker.org.uk/our-work/peace/peace-education

TRANSCEND www.transcend.org

UNESCO Education en.unesco.org/themes/education

- The Council of Europe has its own programmes, as well as joint programmes with the EU to which the CoE generally contributes 10% of the budget. With regards to education, all 49 parties of the CoE Cultural Convention are supported in the education sector.
- See page 8 of the 2018 "Continental Education Strategy for Africa (CESA 16-25)," available at: https://au.int/sites/default/ files/documents/29958-doc-cesa_-english-v9.pdf
- For more examples, see the Erasmus+ Results platform. This
 is an online tool that includes thousands of projects and is
 searchable by theme and key word, available at: https://
 ec.europa.eu/programmes/erasmus-plus/projects/
- 4. Research shows that staff development is key to achieving positive impacts in education, regardless of the curriculum used, because how staff model peace education competences is key. See research reports from the Collaborative for Academic Social Emotion Learning: www.CASEL.org.
- 5. The reference to "intentional, sustained and systemic" peace education is borrowed from the Global Campaign for Peace Education (GCPE) campaign statement on the website: "A culture of peace will be achieved when citizens of the world understand global problems; have the skills to resolve conflict constructively; know and live by international standards of human rights, gender and racial equality; appreciate cultural diversity; and respect the integrity of the Earth. Such learning can not be achieved without intentional, sustained and systematic education for peace," available at: http://www.peace-ed-campaign.org/

- 6. Kofi Annan said in 2000 that "human security, in its broadest sense, embraces far more than the absence of violent conflict. It encompasses human rights, good governance, access to education and health care and ensuring that each individual has opportunities and choices to fulfil his or her potential." To read the press release, see: https://www.un.org/press/ en/2000/20000508.sgsm7382.doc.html
- 7. See the 2018 Council Conclusions on common values, page 1: "common values are the bedrock of our national democracies and a reflection of who we are. In addition, they form the fabric of our Union that has bound countries, communities and people together in a unique political project, enabling Europe's longest period of peace," available at: https://ec.europa.eu/education/sites/education/files/recommendation-commonvalues-inclusive-education-european-dimension-of-teaching. pdf.
- 8. Negative peace is the absence of violence. Positive peace is the presence of justice and equity.
- To read more about the responses in the poll, please see: https://www.international-alert.org/sites/default/files/ Organisation_PeacePerceptionsPoll_Ed2_EN_2018.pdf

CHAPTER ONE

"Children must be taught how to think, not what to think."

MARGARET MEAD
Cultural anthropologist

Defining peace education

Peace education, and why it matters

Peace education theories and programmes are rich and diverse. This section will first outline the key "competences" of peace education, and explore how peace education can transform attitudes and behaviours that are conducive to preventing conflict and building peace. It will also show that there are many different forms of peace education, as each programme must be relevant for the context in which it is grounded.

Peace education can be understood as an educational process for transforming conflict and building a culture of peace (Navarro-Castro and Nario-Galace 2008: 27). Through formal and nonformal education, it fosters key competences (knowledge, skills, and attitudes -as well as values)1 to transform mindsets and behaviours. Knowledge for peace includes learning about a holistic concept of peace (such as differentiating between positive peace and negative peace), different types of violence (such as direct, cultural, and structural violence),² and peaceful alternatives. Attitudes for peace include self-awareness, respect for self and others, tolerance, and social responsibility. Skills for peace include critical analysis, active listening, mediation, and nonviolent communication. The Council Recommendation of 22 May 2018 on key competences for lifelong learning includes several peace education competences, such as cultural awareness.

Different learning processes and content are incorporated into peace education in a way that enables learners to build meaning and connections. Cognitive (being aware), affective (being concerned), and active (taking practical action) phases of the learning process can be engaged through experiential methods (Resurreccion 2016: 21). This includes fostering **critical thinking** to "enable learners to think in terms of complexities" and discuss sensitive topics (Jenkins and Reardon 2007: 213). It also involves **social and emotional learning** (SEL) to develop positive relationships, such as by learning how to express and manage emotions (Cohen 2000 et al.).

SEL and the (inter)personal competences of peace education are integral to quality education in terms of enriching the learning environment. Effective learning can be hampered by interpersonal conflict and violence. Building stronger relationships between students and teachers, as well as a stronger connection to the community, leads to fewer disciplinary issues in the classroom, more time spent on teaching and learning and improved academic achievement – therefore leading to less direct and indirect violence, such as bullying (Jones 2004; EduCATe 2018: 6-8). Peace education can have a holistic, positive impact on attendance, academics and student conduct.

In addition to strengthening (inter)personal relationships in schools, peace education is relevant at **national and international** levels. A long time champion of peace education, UNESCO considers it "international by nature, global in perspective and action-oriented in its aspirations" (cited from Morrison 2008: 2). Adding to this the importance of local context and the ability to create cultures of peace at the "intrapersonal, interpersonal, intergroup, national or international level" (Fountain 1999: i) demonstrates that peace education is relevant to global education.

Peace education is not simply about instruction, but also experiencing and acting on what is learned, and therefore has a social purpose (Harris and Morrison 2012: Reardon 1988). It can transform ways of thinking and link to taking effective, meaningful action when there is a "seamless" transition between learning, reflection and action" (Harris and Morrison 2012: 31). This entails a process of building understanding and concern before considering appropriate action that will "actualise" peace (Navarro-Castro 2010: 27-28). Actualising peace includes tackling issues such as violence and injustice. Key to taking action is the ability to dynamically use the above elements of peace education through the process of learning and critical reflection.

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As context is key (see final part of this section). some education programmes may not be explicitly labelled as 'peace education.' Such programmes still intentionally make a contribution to preventing conflict and building peace. Bar-Tal and Rosen (2009) differentiate between direct and indirect peace education. Indirect peace education takes place when the socio-political context means that peace education may be taboo or rejected, so it may be called by another name, or indirectly address conflict dynamics. For example, an indirect project may be called 'civic education' but contain nonviolent communication and negotiation skills. Direct peace education is generally named peace education and addresses conflict dynamics openly. It may draw on historical lessons from wars and atrocities in order to respond "to different historical circumstances" (Resurreccion 2016: 20).

Related forms of education, such as development and human rights education,⁴ also work towards promoting social justice, inclusion, and diversity. They could be seen as positive peace education⁵ as they contribute to building the attitudes and structures that can nurture a culture of peace (Harris 2013: 88). For instance, schools based on human rights standards are more conducive to a peaceful learning atmosphere (Amnesty International 2012: 3). Furthermore, forms of education such as Global Citizenship Education have evolved from peace education (UNESCO 2018: 52-53). If these programmes continue to incorporate competences of peace education that can build a culture of peace, they can more holistically contribute to long-term peace.

Peace education competences³

KNOWLEDGE	ATTITUDES	SKILLS
Direct, structural and cultural violence	Open-mindedness	Constructive cooperation
Causes and dynamics of violent conflict	and inclusiveness	·· Dialogue
Peaceful alternatives to violence	Respect for self, others and the environment	Mediation
nternational human rights /	Empathy	Nonviolent communication
gender / racial standards etc. Current affairs	· Solidarity	" (including inquisitive, assertive communication)
	· Social connectedness	Understanding, managing
Environment and sustainability	· Self-awareness	and expressing emotions
Civic processes	· Tolerance	Active listening
Positive peace and negative peace	Desire to promote justice	" Intercultural cooperation
nclusion and exclusion	Social responsibility	Teamwork
Conflict management, prevention, esolution and transformation	Curiosity	Analytical skills
nterfaith and intercultural learning	Gender sensitivity	" Critical thinking
	Cooperativeness	Negotiation
	Cooperativeriess	Reflection

From theory to practice

Peace education is deeply rooted in, and informed by, practice across the globe. Practice shows that both bottom-up and top-down methodologies are necessary for a coherent approach to peace education. Such an approach includes developing curricula and textbooks that are conflict sensitive, and which develop peace education competences both 'about' peace (knowledge and critical thinking about peace issues) as well as 'for' peace (skills in mediation and dialogue). This approach also includes giving students a voice and allowing them to exercise their rights, training teachers in nonviolent conflict transformation, and engaging policymakers in order to incorporate peace education into laws, political strategies, and funding.

A coherent approach to peace education built into the school culture as well as into informal programming can systematically model a culture of peace. At a school level, this entails building peace education competences and teaching methods across curricula, training for all staff, programmes for parents, and restorative approaches.⁶ Informally, this could include student-led "peace clubs" which aim to promote peacebuilding-led responses to challenges within the school. Other approaches include peace education as a theme in a subject such as history, a stand-alone subject, a theme day or week, or in an after school programme run by a civil society organisation (Popovic and Sarengaca 2015: 12). There is no 'one-size-fits-all' approach, as each context will vary, and different approaches to peace education may be appropriate depending on the goals.

By building peace education into the structure and ethos of the school, its methods and messaging can be more consistent. The **whole-of-education approach** engages different stakeholders such as students, staff, administrators, and parents. It includes "teaching practices and methods, student activities, administrative policies, school structures and relationships" and engagement with the community (Navarro-Castro 2010: 17). This holistic approach ensures that peace education not only emphasises learning in the classroom but its active application in daily life.

Furthermore, it is more effective in nurturing a peaceful learning environment than targeting the behaviour of individual 'bullies' or 'victims'.⁷

The critical role of teachers and teacher training has received increasing attention. This is exemplified by EduCATe which is seeking to create a European network for **pre- and in- service teacher training** in nonviolent conflict transformation. It is understood that "students often remember the informal and 'hidden' lessons" from the attitudes and actions of teachers themselves (Navarro-Castro 2010: 15). Therefore, peace education training for teachers can nurture the attitudes and behaviours of peace amongst teachers who then transmit this to students. Training can also develop specific teaching tools, such as engaging learners at an emotional level, which can be effective in activities that encourage solidarity.8

Best practices, such the whole-of-education approach and teacher training, necessitate cohesive policies, programmes, and funding. However, this remains a major challenge. Coordination pour béducation à la non-violence et à la paix⁹ helped put in place a legal measure for teacher training in France (CPNN 2013). However, laws alone will not ensure that there is the political will and funding for teacher training programmes. For example, an executive order in 2006 called for the "institutionalization of Peace Education in Basic Education and Teacher Education" and required peace education in all schools in the Philippines.

However, no funding or other support was provided, making it difficult to implement the executive order given low resources in the education system. In Kenya, a peace education programme was introduced in 2008 following election violence, and a peace education policy was launched by the ministry of education in 2014. While there has been investment in teacher training, there are still challenges in implementation such as the training of school leadership (Lauritzen 2013).

Context matters: using analysis to ensure conflict sensitivity in peace education

The variety of approaches to peace education reflects the diversity of locations in which peace education takes place. As demonstrated in Building Peace Together, any peacebuilding engagement necessitates conflict analysis, "a deep and broad analysis of the specific conflict" (QCEA 2018: 16), in order to understand the complex web of socio-economic and political conditions, relationships, and dynamics of a given context. As peace education has a contextdependent nature, conflict analysis can help project organisers understand and address the complex interactions between social conditions, political dynamics, economic disparities, and other factors. Conflict sensitivity ensures that conflict analysis is part of engagement and seeks to "do no harm".11

Deep, critical understanding of where a project is to take place will shape the **nature**, **design** and **timeline** of the project. This may determine the naming and focus of a programme. Furthermore, engaging local stakeholders – particularly learners themselves – prior to design and implementation can help ensure that programmes are relevant and grounded in local meaning.

Conflict analysis and the whole-of-education approach in practice

Search for Common Ground's (Search) two peace education projects in Yemen were internationally recognised through two awards in the past three years. Both education projects contribute to the transformation of normalised violence, by enhancing interpersonal relationships, non-violent classroom management, non-violent school discipline policies, and increased community awareness. Using local and contextualised conflict analyses to identify and address conflict drivers, the projects leveraged existing local resources for peace to ensure local ownership and sustainability. Their inclusive, conflict-sensitive and participatory methodology is the crux of their peace education approach, engaging multiple stakeholders from the outset. Both examples show how a whole-ofeducation approach can work effectively in practice. The initial project took place at the primary school level in partnership with UNICEF and the Yemeni Ministry of Education (MoE).12 Over 24 months, the project covered three governorates: Sana'a, Ibb, and Al-Hodeidah. Positive results from this project - including the addition of peace education principles and practices within the official school curriculum, as well as the mandatory training of teachers in non-violent education – inspired the ongoing sixteen-month project at the secondary level, taking place in eight schools across the governorates of Lahi and Aden. 13

Fostering innovative peace education partnerships

In the Great Lakes region, peace education has emerged as a critical part for positively transforming an individual's skills, knowledge, attitudes and behaviours for a culture of peace. This is true especially for youth, where peace education is one of the most strategic ways to support them to act as drivers of positive social change. A 2014 study led by Interpeace and six partner organisations from Rwanda, Burundi and the Democratic Republic of Congo showed that identitybased stereotypes are an obstacle to sustainable peace in the region. 14 Through the participatory action research, populations across the region highlighted peace education as a pillar required for overcoming stereotypes and preventing future conflicts. As a result, Interpeace together with the International Conference on the Great Lakes region and UNESCO organised a Great Lakes regional peace education summit in 2016. The summit bridged government officials and education practitioners from the region and focused on the implementation of formal peace education in Burundi, the Democratic Republic of Congo, and Rwanda. It exemplifies how civil society and practitioners can foster innovative partnerships at the regional level to discuss gaps regarding peace education and reinforce its implementation. In addition, informal peace education forms a part of most Interpeace programmes where communities are brought together to foster non-violent ways of resolving conflict based on active listening, empathy, tolerance and collaboration.

Indirect peace education in practice

An example of indirect peace education is the PATHWAYS Institute for Negotiation Education¹⁵ based in Israel and Brussels, Belgium. The programme develops competences of the 'Harvard method' for problem-solving negotiation through case studies, roleplay and simulations. Programmes are facilitated in English, which together with the practical skills element of the programme allows intentional engagement of participants from diverse languages and communities. While PATHWAYS does not label itself a peace programme or directly address conflict dynamics through content, it is deeply rooted in, and responsive to, the local context. The programme develops skills critical to nonviolent communication such as inquisitive, assertive communication and cooperation based on a systematic approach to creative problem solving, rooted in mutual exploration of underlying interests and concerns rather than forceful pursuit of positions or demands. Through school exchanges, joint workshops and educator fellowships, PATHWAYS brings together youth and educators who might not otherwise meet, engaging them in skills-based learning.



- The Council of Europe considers values such as human dignity and cultural diversity to be key elements of democratic culture. See "Presentation of the project 'Competences for Democratic Culture'» available at: https://www.coe.int/en/ web/education/competences-for-democratic-culture
- Johan Galtung is credited for developing the different concepts of violence: direct (physical, psychological, or emotional violence such as bullying or assault), cultural (aspects of culture that can be used to justify violence such as religion), and structural (structures or institutions that prevent people from meeting their needs and building their potential such as poverty).
- See the key competences for social and emotional learning from Collaborative for Academic, Social, and Emotional Learning (CASEL), available at: https://casel.org/corecompetencies
- See the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education the International Contact group on Citizenship and Human Rights Education –https://www.coe.int/en/web/edc/internationalcontact-group
- 5. Conversely, negative peace education is focused on avoiding violent conflict, and could include anti-bullying or remembrance education (Harris 2013: 88).
- "Restorative approaches" seek to address misbehaviour through the encouragement of empathy and a sense of accountability, as opposed to more traditional punishments.
- See the research basis for this argument at: https://www. peacefulschools.org.uk/research-evidence-base

- See the example of such an activity in chapter 13 of "How to be a peaceful school," edited by Anna Lubelska. Available at: https://www.jkp.com/uk/how-to-be-a-peaceful-school-1.html
- 9. See www.education-nvp.org
- To read more about peace education in Kenya, see: http:// www.peace-ed-campaign.org/the-peace-educationprogrammeme-in-kenya
- 11. Do no harm seeks to minimise negative impacts of an intervention. For more guidance on conflict sensitivity and do no harm, see the Conflict Sensitivity Consortium, available at: http://www.conflictsensitivity.org
- 12. At the primary level, the project "Reducing Violence and Promoting Social Cohesion through Child Friendly Education in Yemen" ran from 2014-2016. For more details, see "Baseline Study Report: Reducing Violence and Promoting Social Cohesion through Child Friendly Education in Yemen," 2015. https://www.sfcg.org/tag/yemen-reports
- 13. At the secondary level, the 16-month project started in November 2017, entitled "Peace Education in Yemeni High Schools." It is funded by the French Ministry of Europe and Foreign Affairs. For more details see "Peace Education at Yemeni Schools," n.d. https://www.sfcg.org/yemen-peaceeducation
- For more information, see: https://www.interpeace.org/wpcontent/uploads/2015/03/2015_03_31_GL_Overview_ENG.pdf
- See the Pathways Institute for Negotiation Education website, available at: http://www.pathways.be (Belgium) and http:// www.pathwaysnegotiation.org (Israel).

CHAPTER TWO

A brief history of peace education

"Establishing lasting peace is the work of education."

MARIA MONTESSORI Educator

The evolution of peace education through political contexts

History shows that peace education has been greatly influenced by the concept of peace¹ itself and political trends over the decades. At its core, peace education is a response to war and exemplifies a peaceful way of preventing violence, resolving conflicts, and establishing lasting peace. According to Harris (2008: 1), "the growth of peace education parallels the growth of peace movements" often in response to violent conflict and injustice. Peace education also has close links with academia and research² (Kester 2012: 62). This section will explore these elements – namely the impacts of conceptual thinking and political trends on peace education through three general time frames: the beginnings of modern peace education in response to international wars (1900-1945), the institutionalisation of peace education and its responses to the Cold War and decolonalisation (1945-1989), and the status of peace education today (1990s onwards). Peace education's responsiveness to political contexts and its continual search for peaceful solutions to societal concerns demonstrates its relevance to establishing lasting peace. This has been increasingly recognised by international institutions over the decades.

The beginnings of modern peace education in response to international wars (1900-1945)

While the origins of peace education are likely much earlier, it began to take its modern shape in reaction to the wars of the 20th century. Shocked by the devastation of WWI, academics became interested in the study of peace as a way to prevent war in the future (Renna 2009: 61). The focus in this time period was on international-level peace, between nations. This is exemplified by the work of philosopher John Dewey, who discussed how peace can be taught in geography and history, believing that internationalism could counter causes of war such as divisive nationalism.³

Peace education gained more traction after World War II (Cremin and Bevington 2017: 42) and moved from the academic sphere into the institutional sphere. UNESCO was founded in the aftermath of WWII, and its constitution refers explicitly to promoting peace through education. Ever since, international institutions such as the UN have put forward frameworks and recommendations for peace education.

The institutionalisation of peace education and its responses to the Cold War and decolonalisation (1945-1989)

Between 1950 and 1970, peace education became more institutionalised and was closely linked to peace research (Morrison 2008: 1). Some of the first peace research institutions emerged in Europe and the United States. For example, Johan Galtung⁴ set up the Peace Research Institute Oslo (PRIO) in 1959, and Quaker activist and sociologist Elise Boulding helped set up the International Peace Research Association (IPRA) in 1964. Boulding was central to peace studies becoming an academic discipline (Morrison 2008: 1). She captured this time period's conceptualisation of peace education as linked to research and action.⁵

By the 1970s, peace education was increasingly recognised by international institutions. In 1974, UNESCO put forward recommendations on international understanding and peace, which called upon member states to uphold their commitment to use education as a way to achieve the aims of the UNESCO constitution – namely, international peace. To date, reviews of member state progress towards this goal are ongoing.

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Addressing violence in schools through social skills and peer mediation was explored in the 1970s and 1980s. For example, Children's Creative Response to Conflict, now called Creative Response to Conflict, was established in 1972 by Quakers in New York and used innovative teaching methods to develop social skills and nonviolence. In Scandinavia, research was conducted on preventing bullying, notably by Dan Olweus who designed the Olweus Bullying Prevention programme (OBPP). These examples show how peace education seeks to address violence by modelling positive attitudes and behaviours.

Political trends influenced thinking around peace education as a conflict prevention tool in a period of decolonalisation and development. Addressing inequality was seen as a way to address structural violence and root causes of conflict. Notably. Brazilian author and educator Paulo Freire made an impact through his book Pedagogy of the Oppressed, where he argued for education as a tool for critical thinking and freedom from oppression. He advocated for a model of education based on equality through teaching methods that break down the 'educator' vs. 'educatee' divide (Rugut and Osman 2013: 23). This is central to the learner-based model of peace education that actively involves learners so they can make their own connections. instead of passively receiving information (UNESCO-IICBA 2017: 3).

Preventing a nuclear holocaust also influenced peace education in this period. Disarmament education became popular and focused on denuclearisation (Burns and Aspelslagh 1999: 2). In 1982, Betty Reardon⁶ founded the International Institute on Peace Education (IIPE). It expanded its original focus on disarmament to a holistic view of peace education and continues to host biannual conferences in different locations that bring together peace educators from around the world.

The fall of the Berlin Wall and a wave of democratisation created a short period of euphoria. However, conflicts in the Gulf and former Yugoslavia soon offered prompt reminders of the strong need for peace education. This period stimulated collaboration between educators, as well as innovation in approaches to nonviolent conflict transformation (EURED 2002: 17).

The status of peace education today (1990s—)

As can be seen over the decades, peace education has been impacted by political contexts as it seeks to promote relevant conflict prevention and peacebuilding tools. It is not static, embracing the idea that if war is changing, so must peace (Cremin and Bevington 2017: 42).

On the international stage, UNESCO continues to push for progress on peace education. In 1995, UNESCO issued the Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy – notably incorporating democracy into the framework. Following the 1986 Seville Statement, and the 1999 Hague Appeal for Peace, UNESCO named 2001-2010 as the International Decade for a Culture of Peace and Nonviolence for the Children of the World. The concept of a culture of peace is strongly tied to quality education and global citizenship (UNESCO 2018). Global Citizenship Education has recently emerged as UNESCO's framework for living together peacefully.

Today, in the face of climate change and environmental degradation, sustainability has become a major theme of peace education. SDG 4.7 highlights sustainability through a culture of peace. Therefore, not only social but also environmental responsibility are now a part of peace education.

In Europe today, aspects of peace education exist in some countries, such as in Sweden. 10 However, there is a gap between informal programmes and integration into policy frameworks across the EU. The European Network for European Education as Peace Education (EURED)11 was a network that aimed to mainstream peace education in Europe and made important contributions such as offering in-service teacher training; however, it has ceased functioning since the early 2000s. In certain countries, civil society organisations work with regional or state level ministries of education on integrating peace education. In general, engagement with policymakers occurs on a case-by-case basis, highlighting the need for a Europe-wide strategy adapted to local contexts.



- Peace education is infused with philosophical, religious, and activist approaches to the concept of peace. Peace education has roots in conceptualisations of peace from across the globe (see Bajaj 2010).
- Others may situate peace education in peace and conflict studies, peace activism, international education, or educational research. The variety of approaches show the "interdisciplinary character of peace education [and] the wide range of conflicts around the world" (Fitzduff and Jean 2011: 9).
- To learn more about John Dewey's contribution to peace education, see Howlett (2008).
- 4. Considered by many as the father of peace studies, Galtung developed the concept of different forms of violence: direct/ physical, structural and cultural violence, and differentiated between positive and negative peace.
- To learn more about the life and work of Elise Boulding, see Stephenson (2012).
- Reardon has written extensively about human rights, gender and peace education, and designed peace education programmes in higher education such as at the Teachers College Columbia University and at the UN University for Peace in Costa Rica.

- 7. The Seville Statement highlighted that human nature is not inclined to violence but violence is rather a social invention.
- 8. The text in the Decade "encourages the appropriate authorities to provide education, in children's schools, that includes lessons in mutual understanding, tolerance, active citizenship, human rights and the promotion of the culture of peace." Available at: http://www.un-documents.net/a58r11.htm
- For example, the 2015 UNESCO Global Action programme on Education for Sustainable Development includes programmes on the natural environment, such as protecting animals at risk of extinction and developing ecologically responsible attitudes.
- 10. To learn more about examples of peace education in European countries, including Sweden, see the 2018 EduCATe report, available at: http://www.educate-europe.org
- See the "1st UNESCO/EURED In-Service Teacher Training Course," available at: http://www.humiliationstudies.org/ news-old/archives/000176.html

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Quakers and peace education

The Quaker model of education demonstrates the learner-based, whole-of-education approach in practice. Peace as a core value of Quakerism clearly shapes the Quaker model of education, which emphasises nonviolence (Harris and Morrison 2012: 87). Quaker schools infuse peace lessons into coursework. For example, history textbooks produced by Quakers in the United States deemphasised military victories and instead stressed social progress (Haviland 2011: 324).

Quakers have a rich history of education based on the principles of peace and equality. According to Morrison and Harris (2010: 81), peace education "and a life turned toward service in the world" has long been part of Quaker schooling. The first primary and secondary schools were set up in the United Kingdom and later in the United States,¹ where Quakers implemented early forms of multicultural and interfaith education (Morrison and Harris 2010: 58). In the 19th and 20th centuries, Quakers helped set up peace programmes at universities such as at Bradford University in the United Kingdom and Colgate University in the United States.

Today, Quaker and Quaker-inspired schools and peace education porgrammes exist worldwide. In Kenya, Quaker secondary schools developed a Curriculum for Peace and Conflict Management in response to election violence in 2007-8. The curriculum is for students in the 9th and 10th grades and addresses peace as well as specific needs in Kenyan society. In the United Kingdom, Quaker Peace and Social Witness (QPSW) projects include challenging militarism in education, exploring matters of conscience, and training for peace such as promoting peer mediation in schools as an effective way that schools can provide learners with conflict resolution skills. QPSW is a member of a number of education networks such as the Peace Education Network, Peer Mediation Network and Peaceful Schools movement.

They offer teacher training to University students and work with wide coalitions of civil society such as the INSPIRE *Remembrance for Peace* project.² QPSW also plays a role in bringing together the different educational sectors such as Human Rights and Development Education. Furthermore, Quakers have founded organisations such as Leap confronting Conflict, Peacemakers in the West Midlands and CRESST in Sheffield (see annexes 2 and 3 for more examples).

The examples above show how Quakers have pioneered teaching methods and programmes focused on conflict transformation. Indeed, Quaker peace education initiatives have contributed to innovation in education (O'Donnell 2013). While some peace education programmes founded by Quakers are no longer Quaker-led today, they have laid the groundwork for creative, learner-based approaches to learning that have been adopted around the world.

- See the Quakers in the World webpage on peace education, available at: http://www.quaker.org.uk/ our-work/peace/peace-education
- 2. For more information, see: www.oasisinspire.org

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Peace education and the EU

"By peace we mean the capacity to transform conflicts with empathy, without violence, and creatively — a never-ending process."

JOHAN GALTUNG

Academic, widely recognised as the principal founder of the field of Peace and Conflict Studies

Education as a tool to address common socio-political challenges in the EU

In the current context, the EU has an opportunity to develop a multi-layered approach to peace education for its internal and foreign policy, matched by funding with the post-2020 budget. Education is increasingly becoming a priority for the EU, as reflected in the new Commission budget proposal (Multi-annual Financial Framework 2021-27).¹ However, while the EU has strong leverage with its funding, education curricula are the remit of member states.

Internal security challenges have given renewed attention to the need for education for peace and this has been more apparent in policy discourse and action. Following terror attacks in 2015, education ministers met in Paris to discuss how education and training can address social exclusion, considered a root cause of violent extremism. The 2015 Paris Declaration that education ministers signed contained the message that education is not solely about developing competences "to embed fundamental values, but also to help young people – in close cooperation with parents and families – to become active, responsible, open-minded members of society."

The Paris Declaration is a milestone that the EU can build on for its work on education as a conflict prevention tool. The main principles of the Declaration include ensuring social, civic and intercultural competences; enhancing critical thinking and media literacy; addressing the needs of the disadvantaged; and promoting intercultural dialogue. Following the Paris Declaration, EU activity around citizenship and civic engagement has visibly increased.² Certain EU programmes share elements of peace education³ by emphasising cooperation and critical thinking as important competences that are at the basis of social cohesion.

These steps taken by the EU show ways to constructively and proactively address societal tensions. Promoting civic competences alone are not sufficient for preventing conflict and building peace, and therefore the Paris Declaration's added emphasis on social and intercultural competences is an important step. Here, peace education can offer a holistic approach that includes "civics", but also other important social life skills such as constructive cooperation and dialogue based on mutual respect.

EU funding for education

In the 2014-2020 EU budget, EUR 14.7 billion is estimated for Erasmus+.¹º EU external action spending on education includes 1) national, regional and global programmes, and 2) policy development. The EU budget for education and training in partner countries is estimated at EUR 5.3 billion, including funds from Erasmus+. The external action budget also includes:

- Global initiatives such as the Global Partnership for Education (GPE), of which the EU is the biggest donor;
- Funds for countries considered fragile and/or conflict-affected.

Though the details of the post-2020 budget proposal are still being negotiated at the time of writing, the budget for Erasmus+ will likely grow. The aims of this increase include to reach out to people from all social backgrounds, build stronger relations with the rest of the world, and promote a European identity with a travel experience. In external action, the EU looks to set aside EUR 3 billion under the thematic pillar 'global challenges,' which includes education. 12

In addition to Erasmus+, managed by the Directorate General (DG) for Education, Youth, Sport and Culture (EAC), other DGs may offer funding opportunities for peace education depending on their mandate (see Annexes 4 and 5).

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Education as a foreign policy tool across EU institutions

Global security challenges such as forced displacement and protracted conflicts have also renewed interest in peace education. The 2017 Joint Communication on resilience—which the EU conceptualises as a society's ability to withstand and recover from crises—highlights education as a way to address migration and forced displacement.4 Furthermore, the 2018 Communication on Education in Emergencies recognises the importance of education that promotes peaceful societies and specifies education for peace as a priority.⁵ This indicates potential to expand thinking and action around education as a peacebuilding and conflict prevention tool. Indeed, peace education aligns with the EU's objectives to promote peace as stated in Article 2 of the Lisbon Treaty, and it can be a part of EU work to implement agendas such as Youth, Peace and Security.

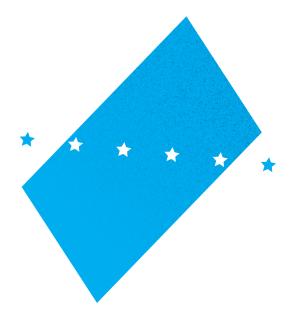
There is increasing recognition that education plays a key role in peace and sustainable development. In 1996, the Dolores report emphasised that education is indispensable to peace. The Education Commission report called *The Learning Generation*⁶ emphasises that inequality in education has implications for global peace and stability. It notes that curricula can foster peace by promoting tolerance and the skills to resolve disputes. While there is recognition that competences that promote peace are needed, there is an implementation gap as few member states or EU services have explicit quidelines for peace education.⁷

EU services with international mandates that include education as part of their work may promote forms of peace education in their policies and funding. Emphasis of EU funded projects is on elements such as access to education, quality education, and education for socio-economic development. Proiects in the field either respond to urgent needs on a case-by-case basis, such as through the Commission service dedicated to humanitarian emergencies (DG ECHO), or have a longer-term perspective, such as through the Commission service working on international development (DG DEVCO). Generally, programmes that share elements of peace education are funded on a contextual basis. This indicates potential for developing a multi-layered approach to peace education across EU institutions.

The evolving links between humanitarian and development sectors provide a basis and an opportunity for filling gaps in peace education. This is evidenced by the 2018 Communication on Education in Emergencies which "proposes an approach that strengthens mutual responsibility among relevant EU external instruments to address education needs in emergencies and crises through humanitarian and development assistance, based on coordination, complementarity and political action".8 This is an important process considering that EU institutions have differing mandates and modes of operation in terms of education. Coherence in communication and coordination between EU institutions can ensure continuity on the ground. While DG ECHO is limited to emergency relief and cannot always, for political reasons, provide peace education in its aid, it can via DG DEVCO ensure parts of it is provided as a long-term tool.

Peace education as an efficient policy response for transforming conflict inside and outside Europe

The 2016 EU Global Strategy highlighted that internal and external security are intertwined. Trends such as migration flows indicate the need for social inclusion efforts both in the EU and around the world. Here, peace education can be a holistic policy response as it fosters social linkages and a sense of mutual responsibility. As explored in this section, elements of peace education are supported by the EU in different forms. This generally occurs on a case-by-case basis and may depend on political will for implementation. However, for peace education to be an efficient form of engagement to prevent violence and build peace, it would benefit from being part of a holistic, continuous framework. Such a framework could strengthen existing plans for coordination, and enable EU institutions to complement each other in priorities and funding.



- See the 2018 European Commission document called "Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee, and the Committee of the Regions: A Modern Budget for a Union that Protects, Empowers and Defends The Multiannual Financial Framework for 2021-2027," available at: https://eur-lex.europa.eu/legal-content/EN/ TXT/?uri=COM%3A2018%3A321%3AFIN
- 2. Education and Training 2020 (ET2020), a forum for exchanging best practices that convenes experts and facilitates peer learning, has a working group on promoting citizenship and common values a direct outcome of the Paris Declaration. In May 2018, the Council adopted a Recommendation on promoting common values, inclusive education, and the European dimension of teaching. In May 2018, the Council Recommendation on Key Competences for Lifelong Learning highlighted citizenship education and specifies several competences that overlap with peace education, such as communication and intercultural skills. Furthermore, the Commission's proposed 2019-2027 youth strategy focuses on civic engagement and connecting youth across Europe. These initiatives demonstrate appetite for citizenship education at the EU level, with some overlap with peace education.
- Cooperation and dialogue are promoted such as through E-Twinning and the European Solidarity Corps. Critical thinking is emphasised in the 2018 Council Recommendation on common values and the 2017 Eurydice report on citizenship. Some EU projects reference peace more explicitly, such as Europe for Citizens.

- 4. See the 2017 European Commission document called "Joint Communication to the European Parliament and the Council: A Strategic Approach to Resilience in the EU's external action," available at: https://cdn3-eeas.fpfis.tech.ec.europa.eu/cdn/farfuture/PUlmx_Fcf0aVi0BCzKOOqfhWpRnLFU8yo2beSh 0o3so/mtime:1496850611/sites/eeas/files/join_2017_21_f1_communication_from_commission_to_inst_en_y7_p1_916039.pdf
- See the 2018 document entitled "Education in Emergencies," available at: http://ec.europa.eu/echo/files/news/Communication_ on_Education_in_Emergencies_and_Protracted_Crises.pdf
- See the document entitled, "The Learning Generation: Investing in education for a changing world," available at: http://report. educationcommission.org/report/
- 7. Based on informal conversations with EU officials.
- See the 2018 document entitled "Education in Emergencies," available at: http://ec.europa.eu/echo/files/news/Communication_ on_Education_in_Emergencies_and_Protracted_Crises.pdf
- For the Global Strategy, see; https://eeas.europa.eu/archives/ docs/top stories/pdf/eugs review web.pdf
- To see this figure, see: https://ec.europa.eu/info/education/setprojects-education-and-training/erasmus-funding-programme_en
- To see the EU proposal to increase funding for Erasmus+, see: http://europa.eu/rapid/press-release_IP-18-3948_en.htm
- To read more about the EU budget proposal, see: https:// ec.europa.eu/commission/sites/beta-political/files/budgetmay2018-neighbourhood-development-cooperation_en.pdf

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The case for multi-layered peace education in Bosnia-Herzegovina

The context in Bosnia-Herzegovina (BiH) today

First and foremost, engaging in peace education in BiH requires rigorous conflict analysis to drive the design and implementation of projects (see chapter one). Analysis should be conducted with the active engagement of multiple stakeholders. At the macro level, BiH is still experiencing challenges from several simultaneous transitions that began following the 1990s war. These transitions included transforming from communist-era economic, political and educational models to a capitalist market economy, a democratic structure based on the 1995 Dayton Peace Agreement, and an education system grounded in modern methods and pedagogy.

Underlying these transitions, divisions from the 1990s war are interwoven in the socio-economic and political landscape. Dayton recognised the constituent peoples of BiH as three ethno-national groups: Bosniaks (primarily Muslim), Croats (primarily Catholic), and Serbs (primarily Orthodox). It put in place complex power-sharing mechanisms based on ethnicity. The country has a rotating presidency, also based on ethnicity.

This ethnic basis to many of the country's structures has created several persistent challenges, and arguably the fragmentation of BiH along ethnic lines.⁴ Political parties are largely based on ethnicity, which has contributed to a deadlock and the potential for future crises⁵ (European Parliament 2015). Levels of trust have remained low between different ethno-national groups since the war (Håkansson and Sjöholm 2007; Whitt 2010) and there is a lack of a sense of shared belonging to BiH (Hromadzic 2015) – both impediments to durable peace.

The structural and ethnic division of BiH has created particular obstacles to positive education reform. The education system is decentralised, in part to ensure that different communities and identities are respected. There is no common curriculum, and some argue that this has resulted in the potential for ethno-national bias in curriculum and textbooks (Magill 2010). Furthermore, according to the Council of Europe, "ethnic segregation in schools has become the norm rather than the exception in BiH" due to the continued presence of segregated schools and mono-ethnic schools (2018a: 21).

Given the situation in BiH, there are serious concerns about the future of the country, particularly for young people. Youth unemployment remains high at a rate of about 46% (Agency for Statistics of BiH 2017) and has been a factor in the high level of youth 'brain drain' or emigration (World Bank 2018). Young people complain about a mismatch between the education they receive in BiH and the job market (European Training Foundation 2006), as well as corruption in the world of work.

Despite the complex educational and political context, some young people in BiH are actively presenting alternatives. Demonstrations in 2014 saw many young people demand socio-economic rights. Student protests in Jajce in 2017 helped to prevent a new case of school segregation (Lakic 2018b). These are opportunities for civil society or the EU to build on existing drivers of peace and work with young people to include their visions for the future.

На млађима свијет остаје.

Na mladima svijet ostaje

"The world is left to the young."

EU-BiH relations on education

As Bosnia-Herzegovina (BiH) applied for EU membership in February 2016, the EU is uniquely positioned to engage constructively in BiH to foster positive change through education.7 In the case of BiH and other enlargement countries, the EU acquis8 Chapter 26 on education, and "educational issues" covered under Chapter 23 on Judiciary and Fundamental rights provide leverage for the EU to engage on education in a more holistic way. Though peacebuilding is not a specific chapter of the acquis. the EU can engage indirectly and transversally in peacebuilding through different activities. Notably, the 2018 European Commission Strategy for the Western Balkans outlines six flagship initiatives in which education appears twice: under reconciliation and good neighbourly relations9 and under socioeconomic development.10

EU institutions play different roles with regards to education in BiH. The External Action Service, as a diplomatic service, is limited in its approach to education as it must forge consensus among all EU member states. The Commission engages in BiH through political dialogue based on the *acquis* and through financial assistance. In addition to supporting the formal sector, the EU supports programming at the community level (*for an example*, see box on page 30).

The complex socio-economic environment in BiH shows a strong need for a coherent and coordinated approach to peace education. BiH's 2015-2018 action plan for children¹¹ calls for peace education to be included in curricula and to develop cultures of peace and tolerance in schools. Teacher training programmes and curricula could be developed based on existing models, such as those in the examples below. In addition, ongoing EU-funded entrepreneurship and life skills programmes could adopt the constructive cooperation techniques of peace education. Such programming together with partnerships with civil society on the ground can be part of a coordinated strategy that makes positive impacts on education.

Lessons from civil society

BiH has a number of projects run by civil society and schools.¹³ One of the more well-known examples is *Education for Peace*¹⁴ which began working in BiH in 2000 with the aim of creating a culture of peace through education. The two examples below show how in the BiH context peace education might have another name tailored to the context. Adapting the programme's focus and name may appeal more to political stakeholders who may reject 'peace education,' or to young people seeking a sense of normalcy in a post-war context. Adaptations occur based on context, with the objective to contribute to a culture of peace.

Alternatives to Violence Project

Alternatives to Violence Project (AVP) began in the 1970s in the United States as a Quaker initiative to foster nonviolence in prisons, and has since been adapted to various contexts and communities including schools. AVP uses experiential methods to develop communication and cooperation skills that can promote nonviolence and break down prejudice. AVP was introduced to BiH in 2004 by Quakers and later included support from Mennonites. It has expanded to several cities in BiH to train teachers. civil society, social workers, police, and parents. Over the years, it involved over 1000 participants. Participants reported that they gained greater respect for themselves, and adopted skills for resolving conflict through communication, dialogue, and teamwork. Due to financial limitations, training has discontinued but the legacy of AVP remains in certain schools. For example, a Madrasah or Muslim school in Tuzla has adopted the AVP training as a part of the school culture (Global Family 2009). Many of the AVP trainers continue to use the AVP exercises in their work with students and groups. This continued use demonstrates the effectiveness of local ownership of programmes via heads of schools and/or teachers to ensure sustainability. AVP trainers have considered updating the translated AVP manuals to guarantee wider access and usability.

Nansen Dialogue Centers

Nansen Dialogue Centers (NDC) are based across the Western Balkans as part of a network that promotes dialogue with mixed groups to foster understanding. In Bosnia-Herzegovina, NDC has offices in Sarajevo and in Mostar. The Mostar office has been working on the 'two schools under one roof' 15 phenomenon since 2008. To address ethnic segregation in schools in a more structured and systematic way, in 2015 NDC Mostar launched the Nansen Model for **Integrated Education** in primary and secondary education in three cities: Mostar, Stolac and Prozor/ Rama. The Nansen Model includes teacher training in experiential methods to promote dialogue, tolerance and nonviolent conflict transformation. NDC Mostar identifies teachers who are open to the idea and provides them training. This could be seen as a way of identifying existing **drivers of peace**. The voluntary, multi-ethnic classes run parallel to the formal education system from September to May. For some schools, the classes are the first time since the 1990s war that students share a classroom. Through this model, NDC aims to create spaces of integration for teachers and students. Although administrations and school systems may remain divided, this model can send a powerful message that students can cooperate and find common ground. NDC Mostar is currently considering ways of also working with mono-ethnic schools, as well as intensifying policy dialogue to generate understanding of the need for peace education among policy makers and politicians.

The case for multi-layered peace education across EU engagement

These two examples make a strong case for the relevance of peace education in BiH. However, they occur at the non-formal level, and it is up to individual schools and teachers to adopt the practices. Furthermore, focus on the transformation of attitudes may help to change mindsets – but often young people continue to live in or return to divided communities without sustained or systemic support. This indicates the lack of a harmonised approach in the education system and the formal sector. Therefore, formal sector engagement and positive structural changes are needed. Work with multiple stakeholders can create a holistic approach to such change.

The EU is uniquely positioned for multi-layered engagement, from Commission policy strategies to funding programmes on the ground. Different forms of EU engagement in BiH are already making important contributions to education. For example, the Commission's work with the Council of Europe on quality education through multi-stakeholder consultations is a strong model for future work that combines community mobilisation and policy dialogue through a depoliticised approach (see overleaf).

A multi-layered approach to peace education across EU institutions can ensure continuity and sustainability of programming. The EU can play a critical role in bringing peace education to the national level through policy dialogue that focuses on the practical, life skills element of peace education. Furthermore, the EU can provide support for funding curricula, textbooks and teacher training and complement the work of civil society initiatives on peace education. In such a way, peace education can be a conflict prevention and peacebuilding tool.

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Examples of international organisations working in BiH on education

The **OSCE** Mission has been involved in education in BiH since the 1990s war. The OSCE regards education as an important way to foster mutual trust and build peace. With **Save the Children** and USAID, OSCE developed the Index for Inclusion, a self-assessment tool used by over 350 schools as of 2012. Through the *Kaleidoscope* project, OSCE worked with teachers to train them in innovative teaching methods to promote diversity, empathy, and cross-cultural understanding.

USAID has focused on socio-economic reconstruction, which it notes is essential for BiH's path to EU accession. In 2017, USAID launched a project called *Restoring the Civic Mission of Education* to address the lack of skills training in dialogue and conflict transformation in 270 schools.¹⁷

The **Council of Europe** has also been working on education in BiH since the 1990s war. The European Commission and CoE¹⁸ are cooperating¹⁹ through the Horizontal Facility on a current project called Quality Education in Multi-Ethnic Societies. Focus groups are taking place in nine pilot schools with pupils, parents, teachers, school management, and policy makers. Some aims are to better understand why the phenomena of segregated education occurs and how it impacts quality education. This process will help identify recommendations to put forward a roadmap for transformation. The project builds on lessons learned from past projects, such as engaging and bringing together multiple stakeholders in order to identify common ground and identify possible starting points for positive change. The recommendations can be the basis for future multilayered work on education.

Processes in the Western Balkans which could promote peace education in their work

The Berlin Process was launched by German Chancellor Angela Merkel in 2014 in order to facilitate regional cooperation among Western Balkan countries and to support integration into the EU. It includes Western Balkan Summits, Civil Society Forums, Business Forums and Youth Forums. It bridges actors in the region. The Regional Youth Cooperation Office (RYCO) was inspired by the Berlin Process and established in 2016 to promote reconciliation and cooperation between youth in the Western Balkans region. Its first open call for applications selected projects including Youth Promoters - Enhancing Understanding, Building Intercultural Competences and Youth for Peace. Funding for RYCO comes from different sources including international organisations and national bilateral donors.

The European Commission's **Western Balkans Platform on Education and Training** includes ministerial conferences that convene education ministers of Albania, Bosnia-Herzegovina, the former Yugoslav Republic of Macedonia, Kosovo, Montenegro and Serbia. Once a year since 2012, the ministers discuss regional priorities such as quality education and teacher training. Peace education has not been a topic of discussion to date.

Bilateral sectoral subcommittees under the Stabilisation and Association Agreement are meetings led by the European Commission and take place once a year at the technical level among EU and BiH civil servants to take stock of progress in education and human rights issues, leading to EU recommendations.

- The 1995 Dayton Peace Agreement formally ended the 1990s war in BiH, which occurred during the dissolution of the former Yugoslavia (Clinton 2009). Annex IV of Dayton became the constitution for BiH.
- The term ethno-nationalism is used here to refer to a kind of nationalism based on shared ethnicity. However, political divisions in BiH should not be reduced to solely ethno-nationalism, as ethnic groups are not homogeneous (Björkdahl and Strömbom 2015). It should also be noted that minority groups in BiH include the Roma.
- BiH is composed of two geographic and administrative entities: the Federation of BiH, which has cantons based on Croat and Bosniak populations, and the Republika Srpska, which is predominantly Serb. BiH also has the independent Brcko District.
- 4. To read more about this argument, see Chapter 4 of Björkdahl and Strömbom (2015).
- For example, the city of Mostar has not had local elections since 2008 due to deadlock between largely Croat and largely Bosniak parties (Lakic 2018a).
- There are thirteen ministries of education: two at the entity level, ten at the cantonal level, and one at the Brcko District level (Mrsic 2017). At the state level, the Ministry for Civil Affairs can coordinate and facilitate international programmes, such as EU and Council of Europe actions.
- The EU can fund education projects in enlargement countries through the Instrument for Pre-Accession Assistance (IPA II). BiH can also receive funding via Erasmus+ through IPA funds. Projects are overseen by the EU Delegation in BiH.
- The acquis is the body of binding rights and obligations for all EU member states. Accession countries need to meet all criteria of the acquis before joining the EU.
- 9. See page 15 of the Strategy for a reference to education under the flagship initiative for reconciliation and good neighbourly relations: "Supporting the education and potential of young people in the Balkans is crucial for the region's further development and a prerequisite for peaceful coexistence and reconciliation. In addition to education, cooperation will be increased in the field of culture, youth and sport."
- 10. See page 13 of the Strategy for a reference to education under the flagship initiative for socio-economic development: "More financial assistance should be foreseen in the social sector, notably investment in education and health to support social inclusion. Enhanced support should be provided to education, in particular vocational education and training and skills as well teacher training and pre-school education Funding under the Erasmus+ programme will be doubled to help even more young citizens of the Western Balkans to study and gain experience in the EU thereby furthering economic development and promoting common values. A pilot mobility scheme for learners and trainers in vocational education and training will be established in close cooperation with stakeholders including the European Training Foundation."

- See the 2015 BiH Council of Ministers' "Action plan for children on Bosnia-Herzegovina 2015-2018," available at: http://www.mhrr. gov.ba/PDF/djeca/akcijski%20plan%20za%20djecu%20EN-web. pdf
- 12. In the European Commission's 2016 "New Skills Agenda for Europe," it is noted that "formal education and training should equip everyone with a broad range of skills which opens doors to personal fulfilment and development, social inclusion, active citizenship and employment." Key competences highlighted in the document that are shared with peace education include critical thinking, problem solving or learning to learn. The document is available at: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52016DC0381
- 13. These include, but are not limited to: Most Mira, Sanski Most Centre for Peacebuilding, Post Conflict Research Centre, Mostar Summer Youth programme, Sezam, Education for Peace Institute of the Balkans, Civitas, and ProFuture. Schools that promote peace include the United World College in Mostar and the European Regional Master programme in Democracy and Human Rights in South East Europe programme (ERMA), coordinated by the Universities of Sarajevo and Bologna, and part of the Global Campus of Human Rights.
- 14. During the two year pilot phase, Education for Peace took place in three primary and three secondary schools, and involved over 400 school staff and over 6,000 students in BiH. It also involved ministries and municipal leaders. To learn more about the positive results of Education for Peace, see public reports available here: http://efpinternational.org/public-reports
- 15. This term refers to schools that were segregated during or after the war, and where ethnic groups rotate morning and afternoon shifts at the school or use separate classrooms.
- 16. See the OSCE Mission in BiH's "Social Inclusion Index," available at: https://www.osce.org/bih/108129?download=true
- See more at: https://www.usaid.gov/news-information/fact-sheets/fact-sheet-restoring-civic-mission-education-window-opportunity-change
- 18. The Council of Europe has 47 member states, making it broader than the EU. The 2018 Council of Europe Action Plan for BiH includes emphasis on overcoming segregated schools via antidiscrimination approaches. The Action Plan draws on the 2010 Charter on Education for Democratic Citizenship and Human Rights Education, and promotes skills for promoting social cohesion, valuing diversity and handling differences and conflict.
- 19. The Council of Europe and EU cooperate on longer-term funding plans through the 2014 Statement of Intent, and share country reports to identify common priorities. The European Union/ Council of Europe Horizontal Facility for the Western Balkans and Turkey (Horizontal Facility) supports South-East European Countries in complying with CoE standards and EU acquis.

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Recalling the global commitment to Agenda 2030 and the SDGs, this report draws on SDG 4.7 as its starting point for encouraging global cooperation.

The UN Sustainable Development Goals

Target 4.7

"By 2030, ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development."

SDG indicators relevant to this report:

- **4.7.1** Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment;
- **4.7.3** Extent to which the framework on the World Programme on Human Rights Education is implemented nationally;
- **4.7.4** Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability.

As noted in the introduction, SDG 4.7 encompasses the global commitment to education for sustainable development and peace. In the spirit of SDG 4.7, this report encourages the EU, EU member states and civil society to work together towards integrating peace education across policies, funding and programming.

This section provides an overarching policy goal for each actor, followed by bullet points indicating specific recommendations.

European Union

Develop a multi-layered approach to peace education as a peacebuilding and conflict prevention tool across the policies of External Action Service (EEAS) and Directorates General (DGs) ECHO, NEAR, DEVCO, and EAC, matched with dedicated funding, within the context of subsidiarity.

As a starting point

 Raise awareness around how peace education is defined, what it aims to achieve, how it links formal and non-formal learning, and who are the key players (such as educational institutions, local communities, etc.) – and how it is linked to existing policy areas (relevant for EEAS, DGs ECHO, NEAR, DEVCO, EAC).

Include peace education in policies and programmes

DG EAC

- Develop and/or build on recommendations and guidelines on integrating peace education in competence frameworks for member states and teacher pre- and in- service training.
- Include peace education competences in existing programming and calls for funding, such as Erasmus+.
- Include peace education competences in ongoing work on social inclusion, tolerance and nondiscrimination, such as by disseminating best practices and fostering peer learning through the Education and Training 2020 (ET2020) Working Groups.

EEAS and **DGs** with external mandates

- Establish peace education as a political priority at the right time and based on conflict analysis (EEAS, DG NEAR).
- Develop and/or scale up peace education guidelines and tools to share with partner countries via dialogue with ministries and other key stakeholders (DG NEAR, DEVCO, ECHO).
- Add indicators on peace education to annual meetings with ministries in partner countries (DG NEAR).
- Build on existing commitments to Psychosocial Support (PSS) and SEL (DG ECHO).
- Include classroom management and conflict transformation competences of peace education in ongoing work on safe school environments (DG ECHO).
- Include peace education competences in ongoing work with educational ministries in partner countries on textbooks and other educational materials (DG DEVCO).
- Add relevant peace education competences to existing programming overseen by EU Delegations, such as regional cooperation and social entrepreneurship (DGs NEAR, DEVCO).
- Include peace education in advocacy work with ministries through EU Delegations (EEAS, DG NEAR).
- Identify, work with, partner with, and/or support implementing partners who have expertise in peace education, such as UNESCO and the regional and local civil society organisations (DG NEAR, DEVCO).

- Provide pre- and in- service peace education training for relevant staff in EU Delegations and missions (EEAS).
- Ensure that there are no gaps between EU services, specifically by:
- Developing knowledge of and support for peace education among political leadership to inform staff of its role in achieving SDG 4.7 (EEAS, DG DEVCO, NEAR, EAC and ECHO);
- Including and/or building on existing processes to include peace education in inter-service consultations and in all guidance documents for joint frameworks in order to ensure continuity of policies, funding, and programming (DGs DEVCO, ECHO, NEAR, EAC).

Dedicated funding across DGs

- Include in the post-2020 budget dedicated funding for peace education in internal and external funding (EEAS, DGs ECHO, NEAR, DEVCO, EAC).
- Explore systematically the possibility of dedicating funding, where possible, from the increased humanitarian aid budget for education to forms of peace education, such as training for staff deployed in crisis situations or training in schools in refugee camps (DG ECHO).
- Develop financial instruments which promote the active involvement of national governments in funding peace education (see CONCORD 2018: 36).

Include peace education in data collection and evaluation

- Include peace education competences in national surveys that measure progress on quality education (DG EAC).
- Invest in research to develop and disseminate best practices and the evidence-base of peace education, such as through the EU Education and Training monitor or ET2020 Working Groups and benchmarks (DG EAC).

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EU member states

Develop cross-ministerial strategies for a coordinated approach to peace education.

Adopt and effectively implement legislation for including peace education competences:

- In formal education, such as curricula, student assessment, pre- and in- service teacher training, school staff training, school environments (such as through restorative approaches); and
- In non-formal education, such as sports, volunteering and after school activities like theatre or clubs.

Dedicate funding for peace education in internal and in foreign policy budgets.

Identify, engage, and support partners, such as by developing cooperation agreements with civil society organisations working on peace education.

To facilitate these activities, **aim to establish peace education coordination mechanisms** at national and local levels.

Civil society organisations

Develop multi-stakeholder platforms to enable a coordinated approach to peace education and to share expertise.

Develop guidelines for peace education programming in different contexts, in collaboration with others such as the Council of Europe, other civil society organisations, government agencies, and/or relevant EU institutions.

Develop active relationships with different actors that work on education, such as ministries and state-wide education agencies, but also those that deal with youth and/or informal education (see CONCORD 2018: 37).

Encourage bottom-up knowledge sharing from grassroots educators who have experience implementing context specific peace education programming.





Annex I Peace education timeline

YEAR	TITLE OF RECOMMENDATION / FRAMEWORK / GUIDELINE / RESOURCE	INSTITUTION
1974	Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms	UNESCO
	Available at: http://portal.unesco.org/en/ev.php-URL_ID=13088&URL_DO=DO_TOPIC&URL_ SECTION=201.html	
1989	The Seville Statement on Violence: Preparing the ground for the constructing of peace	UNESCO
	Available at: http://unesdoc.unesco.org/images/0009/000943/094314e.pdf	
1995	Integrated framework on education for peace, human rights and democracy	UNESCO
	Available at: http://www.unesco.org/education/pdf/REV_74_E.PDF	
1999	Hague Appeal for Peace	Various
	Available at: http://www.haguepeace.org	
2001	Learning the Way of Peace: A teacher's guide to peace education	UNESCO
	Available at: http://unesdoc.unesco.org/images/0012/001252/125228eo.pdf	
2001 —10	International Decade for a Culture of Peace and Nonviolence for the Children of the World, 2001-2010	UNESCO
2004	Inter-Agency Peace Education programmeme: Skills for Constructive Living	UNESCO
	Available at: http://unesdoc.unesco.org/images/0014/001442/144251e.pdf	
2007	Thinking and Building Peace Through Innovative Textbook Design	UNESCO
	Available at: http://unesdoc.unesco.org/images/0016/001612/161254e.pdf	
2012	Guidelines for human rights education for secondary school systems	OSCE
	Available at: https://www.osce.org/odihr/93969	
2012	Becoming a Human Rights Friendly School	Amnesty International
	Available at: https://www.amnesty.org/download/Documents/24000/pol320012012eng.pdf	•
2012	Mainstreaming Peace Education – Methodologies,	United Network of
	Approaches and Visions: A Practitioner's Manual	Young Peacebuilders
	Available at: http://unoy.org/wp-content/uploads/Mainstreaming-Peace-Education.pdf	

YEAR	TITLE OF RECOMMENDATION / FRAMEWORK / GUIDELINE / RESOURCE	INSTITUTION
2015	What Works to Promote Children's Educational Access, Quality of Learning, and Wellbeing in Crisis-Affected Contexts	INEE
	Available at: http://s3.amazonaws.com/inee-assets/resources/Education-emergencies- rigorous-review-2015-10.pdf	
2015	Education for Peace: Planning for curriculum reform	UNESCO
	Available at: http://unesdoc.unesco.org/images/0023/002336/233601e.pdf	
2015	Global Citizenship Education: Topics and learning objectives	UNESCO
	Available at: http://unesdoc.unesco.org/images/0023/002329/232993e.pdf	
2015	What kind of learning for the 21st Century?	UNESCO
	Available at: http://unesdoc.unesco.org/images/0024/002429/242996E.pdf	
2015	Sustainable Development Goal 4.7	UN
	Available at: https://www.un.org/sustainabledevelopment/sustainable-development-goals	
2015	Global Action Programme on Education for Sustainable Development	UNESCO
	Available at: http://unesdoc.unesco.org/images/0024/002462/246270e.pdf	
2016	Designing Learning for Peace: Peace Education Competence Framework and Educational Guidelines (<i>Mainstreaming Peace Education</i> series)	Erasmus+ funded project made by partner
	Available at: https://mainstreamingpeaceeducation.files.wordpress.com/2016/11/peace-education-competence-framework-ebook.pdf	organisations The ASHA Centre, Humana People to People in Latvia, European Intercultural Forum e. V., United Network of Young Peacebuilders, Habitat Association
2018	Education 2030 The Future of Education and Skills	OECD
	Available at: https://www.oecd.org/education/2030/E2030%20Position%20Paper%20 (05.04.2018).pdf	
2018	Reference Framework of Competences for Democratic Culture: Volume 1	Council of Europe
	Available at: https://rm.coe.int/prems-008318-gbr-2508-reference-framework-of-competences-vol-1-8573-co/16807bc66c	

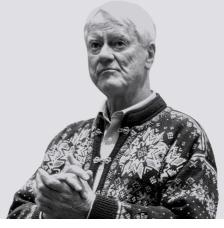
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Annex II Quaker peace educators











Adam Curle

Adam Curle was a peace activist and academic from the United Kingdom. His academic work includes establishing the Harvard Centre for Studies in Education and Development at Harvard University in 1962, and becoming the first professor of peace studies at Bradford University 1973. In the 1960s and 1970s he played mediating roles in the India/ Pakistan conflict and in the Nigerian Civil War. During the war in Croatia in the 1990s, he helped set up the Centre for Peace, Non-violence and Human Rights.

Ursula Franklin 1921—2016

Ursula Franklin was an activist and Professor Emerita at the Department of Materials Science and Engineering of the University of Toronto. Her 2006 book, *The Ursula Franklin Reader: Pacifism as a Map*, shows how education and peace are connected to subjects such as the environment.

Elise Boulding

Elise Boulding was a Norwegianborn Quaker peace activist and sociologist in the United States who viewed women and the family as vital agents of education and social change. She emphasised the importance of integrating thought and action. Together with her husband, economist and poet Kenneth Boulding, she contributed to the fields of peace education and peace studies as well as to social reform. They helped found the peace studies programme at the University of Colorado as well as the International Peace Research Association (IPRA) in 1964.

George Lakey 1937—

George Lakey has been a leader of nonviolent social change in the United States as well as internationally, such as in Sri Lanka and South Africa. He has taught peace studies at Swarthmore College, Haverford and the University of Pennsylvania, and founded Training for Change.

Parker Palmer 1939—

Parker Palmer is an educator and activist in the United States who has written about knowledge based on compassion and, as a teacher, contemplated what makes for good teaching. He regards peace as both a pedagogical practice as well as an inward state, and sees teachers as playing a vital role, not simply through mastering techniques but through self knowledge, so that they can form meaningful connections between the subject they teach and the students.

Contemporary Quaker peace educators include lan Harris, retired from the University of Wisconsin Milwaukee, who authored Peace Education Theory (2004) and co-authored Peace Education and the Religious Society of Friends (Quakers) (2010) and Kathy Bickmore, who authored Education for Democratic Peacebuilding amid Gendered Violence: Youth Experience and Schooling in Mexico, Bangladesh and Canada (forthcoming 2018) coauthored the book called Alternatives to Violence: A manual for Teaching Peacemaking to Youth and Adults (1984).

To learn more about Quaker contributions to peace education, please refer to Faith and Experience in Education: Essays from Quaker Perspectives (2010), edited by Don Rowe and Appe Watson

Rowe and Anne Watson.

Annex III Quaker peace education initiatives

QPSW (see chapter 3).

www.quaker.org.uk/our-work/peace/peace-education

AVP (see chapter 5).

avp.international

The European Network for Conflict Resolution in Education (ENCORE) was established in the late 1980s in Brussels, Belgium at the Quaker Council for European Affairs (QCEA). It aimed to support the development of conflict resolution and mediation skills in schools and colleges across Europe. Activities included hosting workshops to train trainers and biannual conferences in different European countries.

The **Friends Council on Education** in Philadelphia, the United States, connects the different Quaker schools in the country. It includes peace education programmes, with a conflict resolution training manual. Its website states that: "Friends Schools teach young people, from all walks of life, habits of heart and mind, so that they may go forth to create a more just and peaceful world."

www.friendscouncil.org

Quaker Service Norway has supported peace education and training in the African Great Lakes Region.

quaker.org/legacy/peace-network/capp1.htm

The American Friends Service Committee (AFSC) was founded in 1917 and peace education has been a core part of its work. One AFSC peace education programme is in Los Angeles in the United States, where AFSC runs workshops on nonviolence for teachers and students. Another programme that AFSC developed in 1991 is the Help Increase the Peace Programme, which is a version of AVP focused on conflict transformation amongst youth.

www.afsc.org/resource/peace-education-programme

The **Mid-Wales Area Quaker Meeting** established the Mid-Wales Peaceful Schools project, run mainly be volunteers. It was set up in response to a concern about militarisation and a desire to do something practical to build a culture of peace.

www.quakersmidwales.org/peace-education

West Midlands Quaker Peace Education Project,

Peacemakers, started in 1985 as an initiative of local Quaker groups. Peacemaker trainers work with both school staff and students to develop peaceful learning environments. The work includes Peacemaker workshops, peer mediation training, and a whole-of-school approach.

peacemakers.org.uk

Ulster Quaker Peace Education Project (1988-1994) was established following a challenge at a Quaker conference: 'Given our commitment to the Quaker Peace Testimony, what were we (Quakers) doing actively to promote peace and understanding in the community?' The peace education project included work with young people, involvement of teachers, and a peer mediation project.

cain.ulst.ac.uk/csc/reports/quaker.htm

Quaker Peace Centre in Cape Town has a nonviolent schools campaign.

www.givengain.com/c/qpc/about

Transforming Conflict is based in the United Kingdom and has programmes on restorative practice for schools. It was established in 1994 by one of the pioneers of restorative approaches, Belinda Hopkins.

transformingconflict.org

LEAP Confronting Conflict was established by Quakers in the 1980s, and uses drama as a nonviolent teaching tool for young people in London. It now mostly works in prisons.

www.leapconfrontingconflict.org.uk

CRESST – Conflict Resolution by Young People for Young People was established by Quakers in Sheffield.

cresst.org.uk

Minnesota Friends School has a Conflict Resolution programme.

fsmn.org/node/6759

Friends Schools in Palestine and Jordan were set up in the late 1800s and early 1900s. Quaker Service Sweden helped establish a Peace School in Burundi in 1999.

www.quakersintheworld.org/quakers-in-action/66/-Quaker-SchoolsFriends-Schools

Woodbrooke Centre in the United Kingdom offers courses on peace, available on a changing basis.

www.woodbrooke.org.uk

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Annex IV EU work on education

Domestic

INSTITUTION / AGENCY

European Commission: DG Education,			
Youth, Sport and Culture (EAC) proposes			
recommendations, and develops legislation.			

It also gives support and funding.

WORK ON EDUCATION

- Manages funding programmes, such as Erasmus+, by setting priorities and monitoring implementation;
- The Education and Training 2020 (ET2020) Working Groups help member states to address key challenges such as by identifying best practices and creating policy frameworks. One Working Group is on Promoting common values and inclusive education. It started in 2016 and according to the website, includes "government representatives from 36 countries, including EU member states, Iceland, Norway, Switzerland, Albania, Serbia, Macedonia, Montenegro, Turkey as well as representatives of European social partners, stakeholder associations and international organisations:" 1
- Education and training benchmarks set by the Commission are assessed in the Education and Training monitor since 2012.

Education, Audiovisual and Culture Executive Agency (EACEA) is an executive agency that manages certain parts of EU funding programmes in education, and is overseen by Commission services including DG FAC and DG DEVCO.

- Manages aspects of funding programmes, including the centralised aspects of Erasmus+;
- Eurydice (agency), a coordinating unit based in EACEA, publishes reports on national education systems and relevant topics and news. It provides analysis to facilitate evidence-based decision making.

and adopts EU laws, and coordinates Member State policies.

- Education, Youth, Culture and Sport Council configuration (EYCS): provides a framework for cooperation between member states, in order to exchange information and experience;
 - Education Committee: The Education Committee prepares items to be discussed by education ministers when they meet thrice a year.

European Parliament Committee for Culture and Education (CULT) adopts and initiates reports, proposes amendments, negotiates with the Council of EU, organises public hearings, and scrutinises other EU bodies.

- Holds public hearings, such as on the European Solidarity Corps;
- Works on reports, such as on education in the digital era.

External

INSTITUTION / AGENCY	WORK ON EDUCATION		
European External Action Service (EEAS)	 Maintains the EU's diplomatic relations, including promoting peace and human rights; 		
	 Does not have a unit dedicated solely to education, though desk officers for geographic units may work on education on a case by case basis; 		
	 EU delegations based in the field present, explain and implement EU policy. They oversee programming, which can include education projects. 		
European Commission: Service for Foreign Policy Instruments (FPI) ²	 Is a series of European Commission financial instruments that support the EU foreign and security policy objectives in close coordination with the EEAS; 		
	 Covers the gamut between short-term crisis response and long-term development work, with a more political approach in certain cases; 		
	 Can currently fund projects that respond to and aim to prevent crisis through the Instrument contributing to Stability and Peace (IcSP). IcSP has two articles under FPI management: 3 for short-term and 4 for medium-term projects; 		
	 Can fund education related projects on a context-dependent basis such as under the theme culture and media. However, IcSP does not have a specific theme for education; 		
	 Some projects funded by IcSP have included focus on civic competences, well being, and social cohesion; 		
	 EU Delegations and FPI regional teams based in countries generally implement the projects; 		
	 Implementing partners include NGOs, member state agencies and international organisations. 		
	\rightarrow		

INSTITUTION / AGENCY	WORK ON EDUCATION
European Commission: DG for European Civil Protection and Humanitarian Operations (ECHO) ³	Has a humanitarian mandate;
	 Works on education in emergency and crisis situations, and includes child protection and the provision of basic skills;
	 Has a Communication on education in emergencies and protracted crises and, in particular, the priority on championing education for peace and protection – across the nexus;⁴
	 Provides support to Psychosocial Support (PSS) and Social and Emotional Learning (SEL) for children (and teachers) affected by crises and conflict;
	Funds partner organisations;
	 Requires partners to adhere to the conflict sensitivity principles outlined by the Inter-Agency Network for Education in Emergencies (INEE);
	 Work entails protection of education from attack – which includes relevant actions to protect children from forced recruitment, maintai military-free spaces in and around schools, emphasise safe schools approaches, such as the Schools as Zones of Peace actions;
	 Through an evolving humanitarian-development framework, DG ECHO works with DG DEVCO. Work with DG DEVCO includes inter service consultations for programming to avoid overlap;
	 ECHO also works with DG NEAR, such as on the Madad fund;
	 Funding for education in humanitarian settings look to increase by 10% in 2019.⁵
uropean Commission: DG for Neighbourhood and Enlargement	 Works with neighbourhood and enlargement countries on a country by country basis through policy dialogue and financial aid;
Negotiations (NEAR) ⁶	 In the 7 enlargement countries in the Western Balkans and Turkey, the acquis provides the main framework for engagement and Chapte 26 includes education;
	 Works with the 16 neighbourhood countries to Europe's east and south;
	 Has thematic teams dealing with issues such as security and human rights;
	 Has an internal guidance note on education;
	 Works with ministries of education, and also supports civil society.

INSTITUTION / AGENCY	WORK ON EDUCATION		
European Commission: DG for	Has a longer-term development approach;		
International Cooperation and Development (DEVCO) ⁷	 Has a budget line for development education, and to a certain extent, for the humanitarian dimension, particularly in recovery; 		
	 Works with ministries through policy dialogue, as well as with civil society; 		
	 Provides budget support in the education sector in its partner countries; 		
	 Funds education projects, including for curricula and textbook development and teacher training; 		
	 Works with more than 45 countries of which 21 are fragile and/or conflict-affected. 		
European Commission: DG EAC, international cooperation ⁸	Supports the international dimension of Erasmus+ in higher education through four action programmes with universities;		
	 Has funding for youth capacity building projects and mobility projects for young people. Funding for youth occurs on a smaller scale and creates opportunities in the informal sector for youth; 		
	 Works to foster intercultural cooperation, such as trial work around training that brings people together; 		
	 Previously funded humanitarian training through NOHA, which DG ECHO has continued to finance; 		
	 Funding is not geographically restricted, although generally the EU budget has more funding for neighbourhood and enlargement countries; 		
	 Works with other DGs such as collaboratively defining priorities and funding programmes; 		
	 Expanding scope from working with higher education to include work with schools and potentially with more grassroots organisations. 		

- To learn more about the working group, see: http://ec.europa. eu/education/policy/strategic-framework/expert-groups/ citizenship-common-values_en
- 2. Informal conversation with EU official on August 1, 2018.
- 3. Informal conversation with EU official on July 24, 2018.
- 4. See the document at:https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52018DC0304&from=DA
- See "Education in Emergencies," available at: https:// ec.europa.eu/echo/what/humanitarian-aid/educationemergencies_en
- 6. Informal conversation with with EU official on August 7, 2018.
- 7. Informal conversation with EU official August 14, 2018.
- 8. Informal conversation with with EU official on August 21, 2018.

Annex V Relevant EU laws and statements

DOCUMENT	RELEVANT CONTENT		
1957 EU Treaty of Rome	Article 2 references common values —		
	"The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the member states in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail."		
2000 Lisbon Summit: Education and training for living and working in the knowledge society	"The Union has today set itself a new strategic goal for the next decade: to become the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion."		
2012 Rethinking Education: Investing in skills for better socio-economic outcomes	"Teachers need a strong commitment to training: in the use of new technologies; to improve learning to learn competencies; how to cater for diversity and inclusion; and to meet the needs of disadvantaged learners, such as Roma, children with disabilities or those from a migrant background. The ultimate focus of all these activities should be to improve learning outcomes."		
2015 Paris Declaration	Emphasises the need "to embed fundamental values, but also to help young people – in close cooperation with parents and families – to become active, responsible, open-minded members of society."		
2017 Declaration of Rome	States that "young people [should] receive the best education and training and [be able to] study and find jobs across the continent [] which preserves Europe's cultural heritage and promotes cultural diversity."		

DOCUMENT	RELEVANT CONTENT
2017 Social Summit for fair jobs and growth	Sets a vision for a European Education Area by 2025 and stresses "it is in the shared interest of all member states to harness the full potential of education and culture as drivers for jobs, social fairness, active citizenship as well as a means to experience European identity in all its diversity."
2018 Council Recommendation on promoting common values, inclusive education, and the European dimension of teaching	"High quality and inclusive education and training, at all levels, is essential in ensuring social mobility and inclusion, in offering our citizens knowledge and skills to succeed in the labour market, but also in promoting the competences of critical thinking and a deeper understanding of our common values."
2018 European Commission's Engaging, Connecting and Empowering young people: a new EU Youth Strategy	Notes that "important challenges remain open, such as involving more young people from a more diverse range of backgrounds, including those with fewer opportunities, and a better outreach at grassroots level."
2018 Council of the EU Recommendations on Key Competences for Lifelong Learning	Includes: multilingual, personal social and learning to learn (reflection, working together constructively, empathy), citizenship (critical knowledge of current and past events, awareness of diversity, respect for human rights, constructive participation, responsibility), cultural awareness and expression.

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Endorsements for Peace Education

This report establishes a convincing case for education as a tool for conflict transformation as well as nurturing competences necessary for establishing cultures of peace. For policy makers, the report provides a constructive, multilayered approach, grounded in European frameworks and policies. This grounding provides a roadmap that should provide a big boost to educators, civil society and other relevant stakeholders pursuing mainstreaming efforts in Europe and beyond.

Tony Jenkins

Managing Director, International Institute on Peace Education and Coordinator, Global Campaign for Peace Education

Through the review of current policies and research, this document makes the case for where peace education can naturally be integrated within current policies and help further the goals of European governmental and non-governmental organizations in preventing, intervening, and responding to conflict at home and abroad.

Jennifer Batton

Chair, Peace Education Working Group, Global Partnership for the Prevention of Armed Conflict

This publication provides a comprehensive insight into past and current approaches to peace education in an international context. It will be a valuable resource for experts as well as newcomers to the field – whether they work "on the ground" or at a policy level. Peace education is all the more important in these turbulent times when conflicts seem inescapable.

Jamie Walker

Educational Consultant, Academy for Conflict Transformation, Cologne, Germany

The report provides solid evidence for the European Union and European member states to invest in peace education. It demonstrates, through concrete examples, that peace education is an effective peacebuilding tool that can be implemented anywhere in the world. The report's historic overview shows how peace education has evolved to adapt to changing politics – and is ever more relevant in today's geopolitical environment. The report will immensely benefit organisations delivering peace education in the field to bring global attention around this tool.

Isabel Cartwright

Peace Education Programme Manager, Quaker Peace and Social Witness

Education for non-violence and peace must become a priority in Europe, in each country and for the European Union. Empowering every child to deal with conflict in a positive and constructive way must become an important part of the school curriculum.

Christian Renoux

President of Coordination pour l'éducation à la non-violence et à la paix and President of Coordination internationale pour une culture de non-violence et de paix

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