

DACG ALLIANCE ROADMAP

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The project **Different approaches, one common goal (DACG)** aims to improve the provision of teaching, learning and training within the peacebuilding sector by bringing together providers from the formal and non-formal education sectors into a community of practice, and creating innovative tools for students and educators. DACG will enable the creation of a set of tools for students and educators, to help educators to adopt methodologies needed for providing the necessary competences to students to become peacebuilders.









The project is implemented by six partners from Germany (Copernicus Berlin e.V.), Italy (RUANA), Spain (PROJUVEN), North Macedonia (Republic of Macedonia Goce Delcev State University Stip), Turkey (Düzce University) and Cyprus (University of Cyprus).

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Introduction

Peacebuilding is a complicated and intricate process that involves several activities aimed at addressing the root causes of conflicts, promote stability and security, support economic and social development, enhance democratic governance, promote human rights and the rule of law, and support gender equality. It is a crucial tool for post-conflict recovery and reconstruction, and for preventing the recurrence of conflicts.

Education is crucial to peacebuilding and to fostering more cohesive societies. Education is arguably the single most transformative institution that can touch every citizen, female and male, when it is equitably available, good quality, relevant and conflict-sensitive. It forms the bedrock of a country's economy, good governance, gender equality, identity and culture. The contributions of education to peacebuilding are wide ranging: Access to a quality education is a right that should be maintained even in the most difficult circumstances. Education protects children from violent conflict and creates safe and secure learning environments. In the midst of conflict, education has an important role in providing protection and establishing a sense of normalcy. Education also offers opportunities for critical thinking, dialogue and reconciliation. It can help to build social cohesion, foster mutual understanding and strengthen communities. It is a key factor in promoting economic growth and stability.

Peacebuilding education is a collective responsibility, necessitating the collaboration of formal and non-formal educators, along with governmental actors. However, differences in teaching approaches can often make it difficult for these two groups to collaborate, leading to scattered and less effective efforts. In order to bridge this divide we aim at providing a comprehensive guide to implement and evaluate collaborative peacebuilding education programs. The guidance outlined here aims to help create the necessary conditions for a fruitful alliance between formal and non-formal educators, thereby fostering a peace-oriented educational environment for the youth. However, building such alliances necessitates supportive policies and strong institutional frameworks.

In the following chapters we will explore the fundamental role policy and institutional support plays in fostering this collaboration, making a case for why it should be a central point for decision-makers.

Chapter One

The Landscape of Peacebuilding in Education

Peacebuilding is a process aimed at facilitating the resolution of conflicts and creating long-term strategies for sustaining peace. It involves working with local organizations and governments to identify the root causes of tension, understands the impact of war on the affected region, and account for any potential resistance to peacemaking efforts. By opening communication channels between disputing parties, peacebuilding seeks to prevent future conflicts and establish a durable state of harmony. Peacemaking efforts can start at any point during a conflict, regardless of whether violence has been resorted to or not. The primary objectives of peacebuilding are to stop disputes from escalating, detect issues before they become disputes, and develop plans to sustain a peaceful atmosphere.

Along with the different focuses of peace education, the study shows several categories of peace education based on their objectives: changing mindset, imparting new skills, advocating for human rights, and promoting a culture of peace and disarmament. Despite the numerous concepts and approaches to peace education, all these programs share a common goal: instilling peaceful values in youngsters and students and making them "agents of change" (Bajaj and Chiu 2009) to promote equity, and social justice, and ensure human rights.

Peace education initiatives can be differentiated into formal and informal processes, which, according to certain academics, are characterized as "integrative" and "additive" peace education (Carson and Lange 1997). Although each could include plans written down in curricula, the approach taken by the programs is different. Formal or integrative peace education is implemented through the schooling system; while informal or additive-peace education involves endeavors executed by non-governmental grassroots organizations.

Global security and well-being depend on sustainable peace, which can be achieved in different ways. One approach is to prevent and transform violent conflicts, along with the factors that contribute to their emergence. Another strategy is to promote and maintain the values, systems, and frameworks that foster peaceful coexistence in societies.

The main pillars in our document are:

- ✦ Researching innovative and regionally-based programs regarding peacebuilding to obtain knowledge in the field.
- ✦ Exploring the practice and policies of fostering peace, as viewed through the lens of a higher education initiative.
- ✦ Preparing the current and future generation of professionals in the field of peacebuilding and providing them with research opportunities.

PEACEBUILDING IN SCHOOLS AND UNIVERSITIES

It has been proved that school peace education interventions result in improved attitudes and cooperation among pupils, and decreased violence and dropout rates. However, mainstreaming peace education is not straightforward. The space for peace education needs to be found within existing systems, where complementary work can be undertaken. Advancing peace education within a formal school context requires a multifaceted approach and process. There is no one-size-fits-all solution, but there are some key principles and approaches that are necessary:

- ✦ Encouraging positive relationships and creating a harmonious school environment, where students can feel safe and secure in their interactions with others;
- ✦ Dealing with physical, emotional, and institutional forms of violence in educational institutions.
- ✦ Taking into account the way in which knowledge is transferred in a traditional classroom setting.

Universities have the potential to promote positive social change and peacebuilding through the provision of exemplary experiential peace education to their students. This will enable a group of well-equipped young graduates, with a special focus on women, to actively engage in peacebuilding initiatives both as students and as active members of society at the local, national, or regional levels. Additionally, it will prepare them for future careers, enabling them to make valuable contributions to the development of long-lasting peace.

The approach to peace education aims to encompass both personal development and broader political consequences. Establishing a link between peace education in schools and extending its influence to

encompass non-formal entities such as civil society organizations and non-governmental organizations is extremely important. In order to fully incorporate peace education into formal education settings, it is important to implement education policies and legislation that support its integration wherever feasible.

PEACE AND CONFLICT STUDIES IN UNIVERSITIES

Peace and Conflict Studies aim to comprehend the reasons behind violent and nonviolent behaviours and the mechanisms of conflicts to prevent, mitigate, and resolve future conflicts. One of its sub-fields, Irenology or Peace Studies, offers an interdisciplinary approach to conflict resolution through peaceful means, which is the opposite of Military Studies which focus on winning through violent tactics. The discipline draws from various fields, including politics, philosophy, economics, sociology, international relations, anthropology, religion, gender studies, and psychology.

PEACEBUILDING IN NON-FORMAL EDUCATION

Experts increasingly emphasize the essential role of education in developing processes for promoting sustainable peacebuilding. As peacebuilding interventions begin to focus on components of equity and service provision in formal education programs, the capability of non-formal education (NFE) initiatives to spark social transformation within conflict-influenced conditions is often left untapped. Research examining how NFE can affect security issues and peace efforts in a conflict area or how it contributes to peacemaking on a broader scale is extremely limited.

Peace education is one means of institutionalizing reconciliation. In non-formal settings, Peace education is focusing on building mutuality among all citizens and teaching them the competencies, attitudes and values needed to build and maintain cooperative systems, resolve conflicts constructively and adopt values promotive of peace.

This education combines the focus on youth agency, peacebuilding and education – an intersection that is often not addressed simultaneously. Recognising education’s potential to enhance or undermine processes of sustainable peacebuilding and social cohesion.

Recent evidence suggests that non-formal education (NFE) programmes can make a clear contribution to providing access to education. The benefits and flaws of NFE are not new to education or development experts. However, the role it can play in fostering processes of social transformation and positive peace remains heavily under-researched, which is counterintuitive given that a significant amount of NFE is carried out in conflict-affected and fragile environments populations who may otherwise not have such an opportunity.

In nonformal education, peacebuilding is a part of different Erasmus + projects such as youth exchanges and training courses. The main objectives of these projects are to promote lifelong learning opportunities, to encourage young people to be active citizens and participants in the local community, to encourage social integration and inclusion, and to enhance education on sustainable development. In these projects, youngsters can:

- ✦ Learn a lot about those countries on a historical and emotional level.
- ✦ Have the opportunity to hear and present their national conflicts and after that to talk about a personal item, that has an emotional value for them and is strongly connected with their national conflict.
- ✦ Learn how much peacebuilding is important around the world.
- ✦ Listening to personal stories and not only getting information from media and the internet, but people can also understand what conflicts can create and how can affect people's lives.
- ✦ A better understanding of reasons and mechanisms driving religious, ethnic or identity- based tensions at the community level.
- ✦ A better understanding of approaches to youth-led peacebuilding on a community level, particularly in or across communities with religious, ethnic or identity-based tensions
- ✦ Knowledge of community research and assessment tools to aggregate information about the situation existing in their community and how to practically use these tools.

Through these kinds of activities, organizations prepared young people for decision-maker dialogue sessions. Young people have a chance to connect with decision-makers to discuss the conflict in their communities caused by key socio-economical political issues which have occurred over the last 5-10 years including the long-term effects of the Economic Crisis and Austerity, the Refugee crisis, the rise of the Right and increased social



intolerance. The debates for Peace activities – brought young people experiencing conflict in the EU countries to debate their position, and the situation and to engage with peer young people and decision-makers about their future and participation in democratic life in all partner countries and the EU.

Also, organizations created different Reconciliation Simulation games with young people representing different democratic institutions and replicating the roles of decision-makers in their home countries, EU Council and other democratic bodies. Many peace educators have expressed their understanding of the roles of peace education in society and the continuous process of deepening and clarification of these goals is essential to the development of the field.

Examples:

No1: The Youth Peace Ambassadors Network was developed as an outcome of the ‘Youth Peace Ambassadors’ project of the Council of Europe. The project aimed to promote and support the role of young people in peace-building activities and one of its objectives was to create a network of youth peace ambassadors. During the life of the project, a large number of topics and areas relevant to Human Rights issues were covered, with a special focus on peacebuilding. This unique approach gave all the participants an opportunity to take their knowledge and skills and put them into practice. In November 2012, midway through the Youth Peace Ambassadors project, a number of the participants attended a Youth Peace Ambassadors networking conference and took the first steps to become YPAN. The target group of the original Youth Peace Ambassadors project were 77 young people from conflict-affected communities from the member states of the Council of Europe. Indirectly over 500 young participants have been involved in activities organised by the YPA Network and by the participants of the YPA project.

No2: Superschools is a RYCO programme for school exchanges in WB6 with the objectives to support the peacebuilding and reconciliation process and intercultural learning and dialogue among schools, students and their communities. The programme is part of a multi-donor project “Western Balkans School Exchange Scheme” co-financed by the European Union and the German Federal Ministry for Economic Cooperation and Development (BMZ) and implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) together with the Regional Youth

Cooperation Office (RYCO). The project contributes to the overall objective of increasing the skills and knowledge of young people in the Western Balkans by enhancing education systems and promoting cooperation in the region, by establishing a regional school exchange scheme.

Link: <https://superschools.net/>

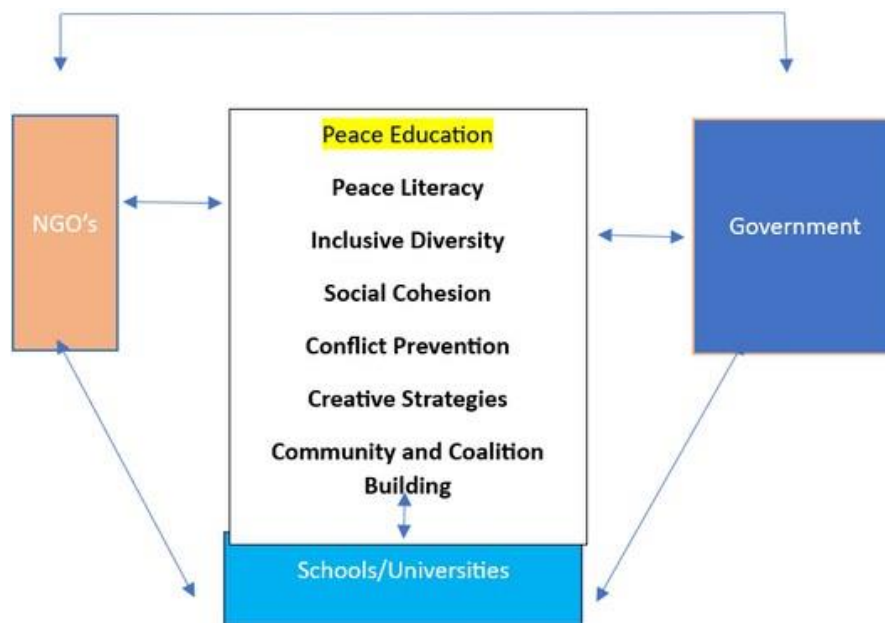
No3. The InPeace project creates an innovative network of higher education institutions from different corners of Europe, strengthening the position of European universities in peace research and education. InPeace develops new teaching material through three intensive courses, in Tromsø, Tampere, and Reykjavík, which will also serve as a basis for developing a Massive Open Online Course in peace and conflict studies for the highly acclaimed edX platform.

Link: <https://ams.hi.is/en/projects/inpeace/>

CHALLENGES AND OPPORTUNITIES FOR COLLABORATION BETWEEN FORMAL AND NON- FORMAL EDUCATION PROVIDERS

Peace education initiatives should be aimed not only at children but also teachers since they are able to promote peace values among their students. In our interview (2022), Abbas Abbasov highlighted that along with peace education itself, it is important that teachers in primary and secondary schools undergo special training. Such training can be part of professional solidarity cooperation.

In this way, formal schooling and training, as well as non-formal education, can play an essential role in conflict transformation, whether to sensitize society to inequities in a system; to foster tolerance and inter-group understanding; to promote healing and reconciliation, or to nurture the idea and capacities for peace.



In today's modern society, the biggest challenges are:

- ✦ To identify non- and sub-state actors involved in peacebuilding
- ✦ To assess what role non-state actors (can) have in the peacebuilding process
- ✦ To introduce students to a number of varied case studies of how non-state actors have engaged in peacebuilding
- ✦ To explore how non-state actors can be supported in their role in peacebuilding Explain and use key concepts in the theory and practice of gender and conflicts Critically assess theories related to gender in peace and conflicts, and their interpretations with respect to the various stages of the conflict cycle,
- ✦ To initiate international policies and initiatives aiming at “mainstreaming gender” in peacekeeping and peace-building, and 6) identify the relationship between gender and power, and more generally between gender and the social structure.

In order to manage conflicts constructively, students need to learn how to engage in integrative or problem-solving negotiations and peer mediation. While peacemaking may involve distributive or ‘win-lose’ negotiations where one person benefits only if the opponent agrees to make a concession, peacebuilding requires the use of integrative or problem-solving negotiations where disputants work together to create an agreement that benefits everyone involved, that is, maximizes joint benefit. Working together cooperatively, and resolving conflicts constructively, sets the stage for reconciliation and forgiveness.

IMPORTANCE OF UNDERSTANDING THE LANDSCAPE TO DEVELOP EFFECTIVE COLLABORATION STRATEGIES

Even if they have different goals, mandates and constraints, Universities, NGOs and governments need each other especially when it comes to youth and peacebuilding.

Governments and Universities need NGOs because they are flexible, meaning they can try solutions that governments and universities can't afford. And only governments can provide NGOs with the funding, infrastructure and policies that they need to scale their operations and increase their reach.

This can be achieved by establishing mutual goals and mutual identity and mutual benefits.

These three types of positive interdependence need to be institutionalized in the economic, political and educational institutions of the society. Long-term reconciliation depends on having common goals that unite all members of a society in a joint effort. The mutual goals have to be salient and compelling enough to overcome competing agendas, the past history of conflict among the parties, and the dynamics of intergroup conflict. The benefits received from achieving the mutual goals must be justly distributed among all relevant parties.

- ✦ Context-driven and gender-sensitive peace research
- ✦ Support for communities of practice in peacebuilding through collaborative activities and research with universities
- ✦ National and regional cooperation in peace education Equitable international partnerships in peace-related subjects
- ✦ Establishing public education that is compulsory and integrates the diverse members of society
- ✦ Establishing the mutuality and positive interdependence underlying a peaceful society and teaching students the competencies and attitudes they need to engage in cooperative efforts
- ✦ Teaching students how to engage in peaceful political discourse to make difficult decisions
- ✦ Teaching students how to engage in integrative negotiations and mediation, and inculcating civic values.

These principles applied in areas like conflict resolution, conservation and restoration of the environment, application of human rights, gender equality, socio-economic justice, disarmament, cultural diversity, and other related areas serve to place education as a dynamic and central agency in society, leading societies towards sustainable, peaceful futures.

In addition, education systems should be encouraged to include instruction about the fallacies and risks of prejudice and the duty of individuals to be alert to their own tendencies to engage in reconciliation, peacebuilding and coexistence and that can be only achieved by involving all institutions to work together.



Chapter Two

Forging Collaborative Alliances

WHAT IS THE AIM OF THIS CHAPTER?

It is widely accepted in the education field that in order for transformation to take place, formal education is not enough. It is essential to involve educators of non-formal education, informal education as well education stakeholders such as ministries of education (and other government actors), NGOs, textbook authors and publishers etc. This holistic approach to education is also valid for peacebuilding education.

The aim of this chapter is to provide a guide for actors who would like to develop peacebuilding education in their region through a holistic approach i.e. through forging collaborative alliances with several education stakeholders. Although we do not believe that there is a fixed 'how to' approach that can be applied across all settings, we do believe that it is useful to present guidelines that can inform education stakeholders of important steps and considerations, as well as examples of good practices that can inspire and provide starting points. These can then be adapted according to the cultural, educational and political context of the country.

The chapter is structured as follows. First we begin by explaining why it is important to build partnerships. Secondly, we move on to some general guidelines and considerations, as well as practical tips to keep in mind when attempting to forge these collaborations. Finally, in the third part of the chapter we present some case studies of successful collaborations.

WHY IS IT IMPORTANT TO BUILD COLLABORATIVE ALLIANCES?

The broader rationale for building partnerships between formal and non-formal education is that it:

- ◆ Increases the impact, sustainability and legitimacy of peacebuilding education
- ◆ Diversifies the nature of peacebuilding education
- ◆ Maximises the benefits of peacebuilding education

When university students, for example, learn about the theory or practice of peacebuilding in traditional university classes, yet in their non-formal or informal education spaces, peacebuilding is not practiced and instead, there is a culture in the media and in their community, of conflict, violence and polarisation, then this reduces the potential of peacebuilding education to achieve authentic transformation. Collaboration across different sectors of society (e.g. governments, private companies and the media) as well as between universities and NGOs, improves the chances of peacebuilding becoming a sustainable way of life. Collaboration also increases legitimacy of a particular project in the eyes of the public, for example, when an initiative has the support of the Ministry of Education, academics, NGOs etc. In addition, cooperation between formal and non-formal education ensures that there is a plurality in the different types of teaching and learning about peace which includes merging the benefits (and compensating for the limitations) of both these educational methods and spaces.

Twenty years ago, when the significance of building alliances across sectors was just starting to gain ground in international organisations, a report on the 'links between formal and non-formal education', by the Council of Europe (CoE) recognised the importance of non-formal education as an alternative form of learning but also as one that greatly increased the chances of active participation of youth in society (CoE, 2003). The rationale here was that active and long-life learning of young people leads them to being better informed citizens, and therefore making better decisions for their present and future. It emphasises the development of different skills such as active and embodied collaboration and participation. Non-formal education was also seen as a new opportunity to create transnational cooperation that did not have to go through the usual red-tape of national education systems. Although today cooperation through formal education structures at university level is more common place, e.g. through Erasmus+ exchange programmes for students, the finding of the report that 'formal education remains largely a national affair' (CoE, 2003, p.6) is still valid. Therefore, non-formal education brings with it different skills sets as well as transnational expertise that may not be found in formal education structures.

Moreover, non-formal education has been recognised as having more flexibility in terms of learning methods and (voluntary) assessment and particularly because it often involves experiential learning and targets not just the cognitive and socio-emotional domain of learning but also the behavioural one (see Johnson and Majewska 2022 for an overview of the literature). Non-formal education also brings with it more flexibility in

terms of where learning takes place and this alternative to formal institutional structures and buildings has found to increase students' attention, motivation but also make the learning experience more meaningful and authentic to them (Ionescu 2020; Badger 2021). Another benefit of non-formal education is that it fosters social inclusion as it can often be targeted at specific groups which have been marginalised in and by society and it can focus on specific sub-themes of peacebuilding e.g. far-right extremism, gender inequalities, inter-religious peace etc.

The cooperation of formal and non-formal educational actors of peacebuilding education therefore necessitates an appreciation of what each sector can offer to the other, how they complement each other and how they should be seen as interacting modes and spaces of learning. Cooperation recognises that education happens in different spaces and different ways, that we cannot have long-term transformation if only one space is targeted and if the education provided in this space contradicts another. Synergies also help to solve problems e.g. although NGOs can now give certificates to young participants, a collaboration between the two sectors can be a creative way of addressing the issue of crediting and recognising learning achievements outside formal education systems in ways that can be measurable and comparative across national contexts. Another example is the way the Council of Europe is adopting linguistic integration of adult migrants:

“Instead of organising formal language courses, for example, in the short term it makes much better sense, and is certainly more affordable, to involve volunteers in the organisation of social activities that promote non-formal and informal language learning. If appropriately designed and efficiently implemented, such activities can provide migrant learners with a sound basis for participating in formal language courses at a later stage if that is judged to be desirable or necessary” (CoE 2023).

This example shows how non-formal learning can precede formal learning, but the order could also be reversed, or there could be educational programmes that run in parallel.



HOW TO FORGE COLLABORATIVE ALLIANCES BETWEEN FORMAL AND NON-FORMAL EDUCATION PROVIDERS

As mentioned in the introduction to this chapter, we do not believe that there is a fixed, prescribed, 'best practice' approach on how to forge collaborative alliances between formal and non-formal education providers. This would assume that there is homogeneity across organisations, cultures and contexts and that imitation is the path to success. It would also assume that it is possible to identify these best practices through specific case studies and then distil them into a framework that can be replicated to produce the same results.

Instead, given the highly contextual nature of education – and this is not just valid across countries but also across time as a specific approach might work in one country at a specific point in time but not in another period due to, for instance, changing political circumstances – and more specifically, the highly sensitive aspect of peacebuilding education, it is preferable to provide general guidelines and considerations. Each point needs to be adapted to the cultural, educational and political context of the country. For example, peacebuilding education will operate differently and have different challenges when it involves countries which have been or are still affected by violent conflict (e.g. Cyprus and Northern Ireland), compared to those that are already regarded as having negative and/or positive peace (e.g. Germany and Finland). Moreover, case studies presented here as 'good practices' are to provide inspiration, examples of what could be done and not necessarily frameworks to be replicated from one context to another.

GENERAL GUIDELINES AND CONSIDERATIONS

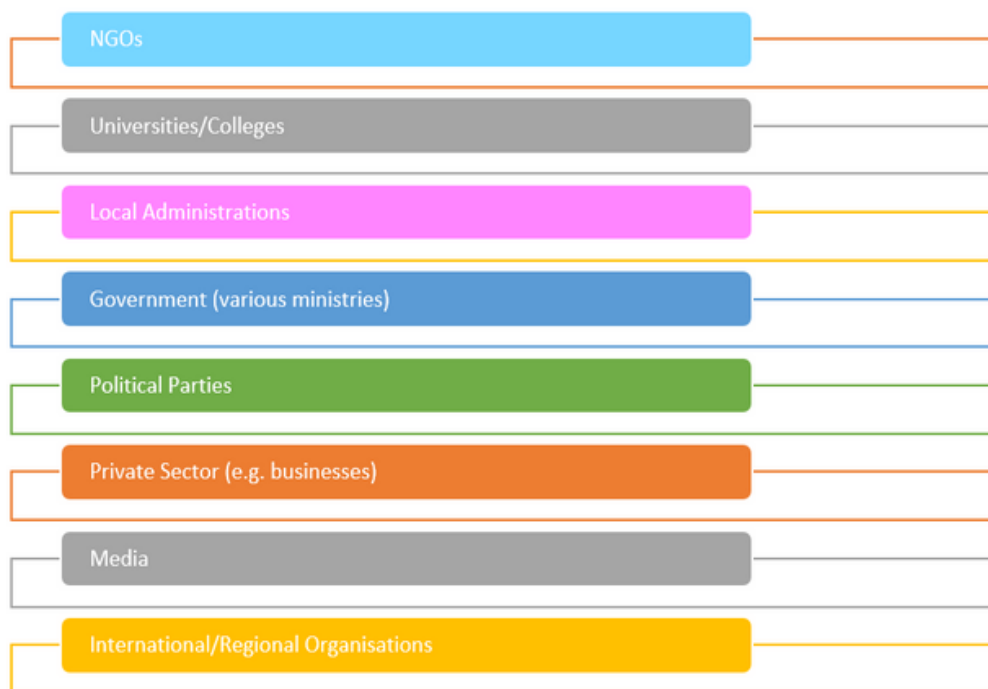
- ✦ Partners need to reach a clear consensus and agreement in terms of the nature of the peacebuilding education project. What is the general goal of the project? Ensure the goals are SMART and that there are clear and agreed definitions on fundamental terms.
- ✦ It is vital for each partner to understand their educational role and responsibilities.
- ✦ What does each partner bring to the table? What are their clear tasks and objectives? These benefits need to also be clear from the start as they will also play an important role in recruiting



participants, funders etc. Some examples of potential education partners (stakeholders) can be seen in Figure 1.

- ✦ Is there a regulatory policy framework within the country or perhaps a mandate from an international organisation that can increase the legitimacy of the project?
- ✦ It is important for each partner to be clear on what their logistical and financial contribution is. Who is funding which aspect of the project and for how long? Who is responsible for which logistical aspects of the project?

Figure 1. Examples of potential partners (education stakeholders) across society



For a guide on how to write SMART goals see [here](#).

- ✦ How will the project be evaluated? What are the on-going reflection and feedback mechanisms to ensure that the project is achieving its goals?
- ✦ What mechanisms are in place to prevent or mitigate risks? Risks could be pedagogical, political, logistical, financial etc. Are there back-up plans in place?

- ✦ Is the project taking into account the students' and educators' needs and views? Is there space for co-creation mechanisms? Has there been a proper needs analysis and do the findings from this needs analysis guide the project?
- ✦ Is the project sustainable in the long-term? What are some possible challenges (e.g. resistance or discomfort felt by students, educators, policymakers who have not cooperated before) that the project may face and what are some proposed ways to address them?
- ✦ If there are wider peacebuilding processes currently in place in the country, how does this project fit/not fit with them?
- ✦ Has the project taken into account the cultural, ethnic, religious, historical and political sensitivities of each country/community and how this may affect the peacebuilding education project?
- ✦ For all the above, has there adequate research been done in terms of previous projects either in the same country or in other countries, and if yes, what are some lessons learned that can be taken into consideration? For comparative purposes, the European Commission has developed [a youth wiki tool](#) that can be used to compare practices across its member states.

Practical tips

- ✦ Consider working across various university disciplines as this interdisciplinarity will enrich the project and also increase its impact across the student cohort
- ✦ Consider working with a variety of actors and spaces of non-formal education Figure 2 provides examples of non-formal education activities and contexts in EU Member States
- ✦ Include NGOs in formal university curricula both in terms of teaching about them (content) as well as by inviting them to visit the university
- ✦ Encourage university educators to participate in e.g. NGO or ministry evaluations or consultations and encourage university visits to their offices
- ✦ Develop collaborations for student internships e.g. university-ministry internships or university- NGO internships
- ✦ Include all partners in funding proposal for new projects from the beginning of the process Make active efforts to have each partner report in written form their expertise (active exchange of

information), their practices, their role as well as their answers to questions raised in the previous section (Guidelines and Considerations). Communication is key to prevent misunderstandings and ensure that every partner is on the same page.

Figure 2. Examples of non-formal education activities in EU Member States.



Source: SIRIUS Watch national reviews (2018) cited in Sirius 2018, p.13

- ✦ Conduct pilots of larger projects and ensure that reflection and feedback is fed forward into the wider project implementation phase.
- ✦ Aim for systematic rather than ad-hoc policies and synergies.
- ✦ Actively ensure that each partner feels that they matter equally, without for example higher importance given to formal rather than informal educators. It is crucial to create respectful and positive environments for partnerships to thrive.
- ✦ Create pedagogical opportunities and spaces where educators can present their pedagogies and where together they can co-develop curricula and hybrid pedagogies that synthesise both formal and non-formal methods e.g. those experienced with experiential learning can present the theory and praxis of this to educators unfamiliar with this and together explore ways of adopting this into the university setting. It is important to remember that there is always space for professional development of educators and to benefit from additional expertise that is different from their own.
- ✦ Encourage educators from universities to present research findings on peacebuilding education in accessible and practical ways so that policymakers or practitioners can easily take them into consideration.
- ✦ Include policymakers in lessons or in workshops so that students are also aware of the wider political implications and processes of peacebuilding.
- ✦ Invite speakers from international organisations or from other countries who/which are engaged in similar projects in order to encourage sharing of good practices and experiences, make students feel connected and illustrate the transnational importance of peacebuilding education.

Case studies of successful collaborations

Despite the importance of synergies between formal and non-formal education for the success, sustainability and legitimacy of peacebuilding education, in practice such collaboration is still limited or sporadic. In addition, when it does occur it is usually between non-formal education spaces and schools, rather than universities (for a number of promising examples of multi-stakeholder partnerships across Europe see SIRIUS Watch 2018, and for examples of synergies across the world see UNESCO 2006). Nevertheless, these examples of successful collaborations are useful to study and to learn from. It is often the case that collaborations that involve schools may be even easier to achieve when it comes to adapting them to the university level as the latter are often less centralised and controlled by the state. They also require less paper work; for instance, at university level you do not need consent forms from parents in order for students to participate in certain projects. This section of the chapter will present three examples of successful collaborations that are diverse in their nature and specific focus: the first involves a country which has ethnic conflict and an educational NGO; the second involves a US-based religious NGOs and universities and focuses on development; the third includes cross-border cooperation on peace education between various education stakeholders.

Examples of partnerships

1. Imagine Project

This is an award-winning project on peace education and anti-racism launched in 2017 that built partnerships between formal and non-formal education including: ministries of education, schools, NGOs and international organisations. The broader aim of the project is to facilitate and increase contact between the two communities on the island. Initially, the workshop trainers from the NGO visit school classes of each community separately (mono-communally) interested in participating in the bi-communal activities and through experiential learning they create safe spaces for discussion about stereotypes, discrimination and racism as components of the prevailing culture of violence, through a peace education lens. This first stage which takes place at the students' schools, prepares students for the second phase where they will come into contact with fellow students from the other community at a neutral location in the buffer zone of Cyprus.

Although the project has been taking place at the school level, it can be adapted to the university level and so it is included in this chapter.

Success here does not imply that the projects achieved all their goals but that the goal of collaboration between formal and non-formal education for peace was achieved.

The project is implemented by the Association for Historical Dialogue and Research and the Home for Cooperation under the auspices of the Technical Committee on Education in Cyprus and is funded by the Federal Foreign Office of the Republic of Germany. The project is also supported by the United Nations Peacekeeping Force in Cyprus (UNFICYP) and the UN Office of the Special Advisor (OASG). By 2022, 6117 students, accompanied by 714 teachers were trained in the Imagine Project. Another 518 teachers were trained in Peace Education both mono-communally and bi- communally. You can find more details about the project here.

2. CRS-University Projects

This collaboration is between a faith-based NGO in the US called Catholic Relief Services (CRS) and universities in the US but also across the world. The focus is on development and poverty alleviation within the lens of peacebuilding and they take an approach that is mutually beneficial for all partners including research and evaluation; training and innovation.

For example, they engage in the following activities:

- ✦ They collaborate on research projects that help university students and faculty to validate concepts and theories in the real world. The NGO benefits as it documents evidence of success and learns how to improve, while academics gain access to field sites and data to test research hypotheses.
- ✦ They work together for funding opportunities, increase their networks and have joint publications, presentations and course materials
- ✦ University faculty help the NGO carry out baseline, midterm and final evaluations of their programs
- ✦ The NGO staff members serve as adjunct faculty at the universities or as guest speakers, sharing field experiences and practitioners' insights

- ✦ Universities assist the NGO with designing training modules and workshops for their field staff but also civil servants from government ministries.

You can find more details about the project [here](#) and study some lessons and experiences learned from the long-standing project [here](#).

In 2021 the project was awarded with the "GENE Global Education Award 2020/2021: Quality and good practice in Global Education across Europe" which is an annual award given to global education initiatives in recognition of good practices.

3. LPCDHR - Malaysia Ministry of Education - National University of Malaysia

This is a research collaboration in peace education between the Jordan-based NGO Land of Peace Centre for Development and Human Rights (LPCDHR), a group of Malaysian researchers from the National University of Malaysia and the Education Malaysia Division, Ministry of Higher Education. The aim of the partnership is to enable both countries to share expertise and good practices in cultivating peace education and can be seen as an example of how peacebuilding education can also benefit wider diplomatic relations between countries. This partnership began in 2022 and it is the first time that a research collaboration has been established between a non-formal institution in Jordan and a formal education institution in Malaysia. It is a good example of how a collaboration involves university educators, ministries of education as well as NGOs, all with the common goal of peacebuilding education. You can find more details about the project [here](#).

In 2021 the project was awarded with the "GENE Global Education Award 2020/2021: Quality and good practice in Global Education across Europe" which is an annual award given to global education initiatives in recognition of good practices.

Chapter Three

Developing Shared Goals and Objectives

OVERVIEW OF HOW TO DEVELOP SHARED GOALS AND OBJECTIVES BETWEEN FORMAL AND NONFORMAL EDUCATION PROVIDERS

Developing shared goals and objectives between formal and nonformal education providers requires careful planning, coordination, and an understanding of the particular conflict situation. The process can be complicated, but here's an overview of the key steps for guidance.

✦ **Competitor analysis**

Start with a comprehensive analysis of the conflict. Understand causes, dynamics, and participants. Identify the underlying social, economic, political and cultural factors that contribute to conflict. This analysis forms the basis for developing a targeted peacebuilding strategy. Collaborate with all stakeholders, including government officials, community leaders, civil society organizations and affected communities. By understanding their perspectives and concerns, peacebuilding efforts can be tailored to their needs.

✦ **Set clear goals**

Define clear and achievable goals for peacebuilding activities. Goals should be specific, measurable, achievable, relevant and time bound (SMART). Set metrics to track progress and success. Adopt a conflict transformation approach that addresses not only the direct symptoms of conflict but also its root causes. Promote dialogue, reconciliation and cooperation between disputing parties.

✦ **Inclusiveness and local ownership**

Ensure that peacebuilding processes are inclusive and involve all stakeholders, including marginalized groups and women. Local ownership is essential for the sustainability and acceptance of interventions. Collaborate with other peace organizations and development agencies. Avoid duplication and ensure activities

are coordinated for maximum effectiveness.

✦ **Capacity building**

Build the capacity of local actors, such as civil society organizations and community leaders, to lead and sustain peace efforts. Training and empowering local stakeholders increases the effectiveness and long-term impact of our activities. Facilitate the process of dialogue and mediation to facilitate communication and understanding between adversaries. Create a safe space for dialogue and negotiation, find common ground and work toward conflict resolution.

We work with communities to foster social cohesion, trust building and reconciliation. We support initiatives that bring together different groups, such as joint projects, cultural events, and peace celebrations.

✦ **Conflict Sensitivity and Harm-Free**

Be aware of possible adverse effects of your intervention. Be careful not to inadvertently increase tensions or create new conflicts as a result of your activities. Conduct regular risk assessments to mitigate potential harm. Develop a robust monitoring and evaluation framework for assessing the impact of peacebuilding activities. Collect data on a regular basis, analyze progress, and make necessary adjustments to improve effectiveness.

✦ **Sustainability and long-term perspective**

Recognize that peacebuilding is a dynamic process. Stay flexible and adapt your strategy to feedback, changing dynamics, and new needs. Peacebuilding is a gradual and long-term process. We plan for sustainability by encouraging local ownership, building resilient institutions, and supporting ongoing efforts after specific projects are completed. Remember that every conflict is different and there is no one-size-fits-all approach to peacebuilding. Continuing to learn from experience and participating in ongoing research and dialogue will improve the effectiveness of our peace efforts.

BEST PRACTICES FOR ENGAGING LEARNERS IN PEACEBUILDING ACTIVITIES

Engaging learners in peacebuilding activities requires creating an inclusive and participatory environment that fosters critical thinking, empathy and collaboration. Here are some best practices for effectively engaging learners in peacebuilding activities. Active participation is essential for this process. Encourage learners to actively participate in discussions, role-plays, simulations, and other interactive activities. Hands-on experience helps deepen your understanding and personal connection to peacebuilding concepts. Formal and informal learners require to get the ability of experiential learning while implementing peacebuilding activities. Leverage real-world case studies, field visits, and experiential learning to gain practical insight into peacebuilding challenges and solutions. This approach makes learning easier and more effective.

Foster an inclusive learning environment that welcomes diverse perspectives, experiences and opinions. Help all learners feel valued and respected, and promote cross-cultural understanding and empathy. Critical thinking also provide variety of chances to learners while developing peacebuilding activities in the organisations. Encourage learners to think critically about complex issues of conflict and peace. It provides an opportunity to analyze root causes, consequences and possible solutions. It teaches learners how to conduct conflict analysis so that they can identify the root causes of conflict and develop appropriate peacebuilding strategies. It trains learners in techniques that facilitate dialogue and encourages constructive communication and active listening. This skill is very important for resolving conflicts peacefully and building bridges between opposing parties.

Collaborative learning is also another important tools for both trainers and learners in the process of peacebuilding. Participants could inevitably get the ability of tolerance and peace if the activities are combined with multicultural settings. Emphasize collaborative learning experiences such as group projects and team-based problem- solving activities. Working together builds trust and fosters a sense of collective responsibility for the peace effort. Art and storytelling activities will help them adapt the skills of togetherness in real and daily life settings under the leadership of professional peacebuilders. It incorporates art, storytelling and creative expression to explore themes of peacebuilding. Artistic activities can engage learners on an emotional level and encourage empathy and



understanding. Women and youth are ultimate target for peacebuilding process since it has been one of the most vulnerable topic dealt with in European perspectives. So that emphasize the important role of women and young people in the peace process. Enable them to take active leadership roles and expand their voice in peacebuilding efforts. Global perspective provides a global perspective on peacebuilding by examining best practices from different regions. This broadens the horizons of learners and encourages cross-cultural collaboration. Incorporate reflective exercises to encourage learners to examine their own prejudices and assumptions. Confidence strengthens our ability to open our hearts and engage in peacebuilding. Professional and intercultural guidance support to learners engaged in peacebuilding activities. Mentors can provide guidance, feedback and encouragement as learners master their roles in peacebuilding. Celebrate milestones and achievements in peacebuilding. Recognizing progress motivates learners to engage and continue their peacebuilding journey.

Ensuring that peacebuilding activities are inclusive and relevant to learners is critical to creating meaningful and impactful learning experiences. Achieving inclusiveness and relevance requires analysis to conduct a thorough needs analysis to understand your learners' specific needs, interests and challenges. Gather input from diverse groups to ensure you fully understand their perspectives.

Culturally sensitive approach also provide respect and value the cultural diversity of our learners. Avoid assumptions and stereotypes that may exclude or marginalize certain groups. Adjust activities to be culturally sensitive and inclusive. Different representations is a way to make sure the learning materials, resources and examples used in your activities reflect different cultures, ethnicities, genders and social backgrounds. This promotes a sense of belonging and relatedness in all learners. Language considerations and different learning styles are essential components of fostering peace in community.

Use language that is accessible and understandable to learners. Be aware of language differences and provide materials in multiple languages if possible. Consider different learning styles and preferences. We offer a variety of formats such as visual aids, audioaids, hands-on activities, and group discussions to effectively engage diverse learners.

Local partner involvement and group work could contribute engagements. We workwith local organizations, community leaders and educators to ensure activities are tailored to the specific needs and circumstances of our learners. When organizing groupactivities,



consider factors such as gender, age, background and experience to create diverse and inclusive groups.

Promote teamwork and mutual understanding. Create a safe and respectful space where learners can share their opinions, perspectives and personal experiences.

Encourage open dialogue and active listening among participants. Be careful and sensitive when dealing with sensitive issues related to conflict and peace. Provide appropriate support and resources for learners who may be emotionally affected by discussion. Involve learners in planning. Involve learners in planning and designing activities. Seek input from them to ensure that the topic or method fits their interests and needs. Collect regular feedback from learners to assess the effectiveness and relevance of your activities. Use this feedback to make necessary adjustments and improvements. Relate peacebuilding activities to real-world situations and challenges faced by learner communities. Help learners understand how the concepts they are learning can be applied in practice. Encourage learners to take ownership of the learning process and their role in peacebuilding. Learners who feel empowered and valued are more likely to engage actively, thus encouraging a sense of empowerment. We foster a culture that emphasizes the value of diversity and respects and appreciates the unique contributions and backgrounds of each individual.

Putting these tips into practice can make peacebuilding activities more inclusive, relevant and impactful, facilitating positive and transformative learning experiences for all learners involved. By adopting these best practices, educators and facilitators can effectively engage learners in peacebuilding activities and prepare a generation dedicated to building a more peaceful and just world.

IMPORTANCE OF CONTEXTUALIZING ACTIVITIES TO THE SPECIFIC COMMUNITY AND CULTURAL SETTING

Contextualizing peacebuilding activities to specific communities and cultural settings is of paramount importance for several reasons

:

1. Relevance and endorsement

Activities that are tailored to the specific needs and concerns of the community are more likely to resonate with participants. When people perceive that work directly addresses their individual challenges and



aspirations, they are more likely to actively engage and participate in the peacebuilding process.

2. Cultural sensitivity

Different communities have different cultural norms, values and customs. Adapting activities to the context ensures that the local culture is respected and avoids potential misunderstandings and unintended attacks. This increases the level of trust and respect between moderators and participants.

3. Inclusiveness and Participation

Contextualized activities can incorporate different perspectives, languages, and communication styles and are accessible to all members of the community. This inclusiveness further encourages the participation of those who may feel marginalized or excluded.

4. Conflict dynamics

Each community's conflict dynamics are unique, with specific historical, social, economic, and political factors at work. By understanding this complexity, peacebuilding efforts can more effectively address root causes, leading to more sustainable and lasting peace outcomes.

5. Local property

Contextualization allows communities to take responsibility for the peace process. When people see themselves reflected in action, they are more likely to feel responsible for making a positive difference in their communities.

6. Reliability and Reliability

Communities are more likely to trust peacebuilding efforts when they find that advocates truly understand and respect their situation. This trust is essential to building strong relationships and collaboration between external parties and local stakeholders.

7. Conflict conversion

Contextual activism can help change the dynamics of conflict by leveraging local knowledge, resources and relationships. This approach fosters collaboration and dialogue, leading to transformative results.

8. Cultural innovation

Cultural practices and traditions serve as the basis for creative and innovative peace strategies. Contextualization allows us to integrate these regional resources to develop effective and culturally relevant approaches.

9. Dispute prevention

Addressing specific community issues through contextual activities can help prevent future conflicts. By understanding local conditions, facilitators can identify potential triggers and design targeted interventions.

10. Sustainability

Contextualized activities are more likely to persist over time. When communities feel ownership and connectedness, they are more likely to continue to implement and adapt their peacebuilding practices after the intervention is completed.

11. Learn from local wisdom

Through contextualization, peacebuilders can learn from local wisdom, traditional conflict resolution mechanisms, and historical lessons. The inclusion of these elements enriches the peace process and facilitates mutual learning between external actors and communities.

In summary, contextualizing peacebuilding activities is essential to generate meaningful and effective interventions. By understanding and respecting their specific communities and cultural environments, peacemakers can make more relevant, sustainable and transformative efforts that foster positive change and foster lasting peace.

Chapter Four

Co-creating Curricula for Peacebuilding

“Preserve peace, prevent conflicts and strengthen international security” (Article 21(2), Lisbon Treaty) is one of the EU’s core values and it is a transnational issue which involves all countries of the world. “The Global Strategy for the European Union’s Foreign and Security Policy” has clearly established links between education, conflict and peace. Higher education is not exempt. Indeed, education plays an imperative role in peacebuilding; if a university student (learner) is educated he/she not only understands and possesses academic knowledge, but also acquires moral values, norms, etiquette, proper code of conduct, decency and effective ways of communication; education will enable him/her to find out means to resolve the conflicts in an effective manner without being aggressive. Through an effective peace-building education, students become more effective communicators, and more engaged citizens, and learn to think critically about the relationships between local and global issues. These skills are all vital to building peace in a world full of conflicts.

However, much of the current educational provision is offered piecemeal, disconnected from other relevant learning opportunities. There is no clear guidance for students on the skills and competencies they should acquire and no easy way for them to combine courses strategically. Indeed, students who wish to learn about peacebuilding and develop their skills in this area can turn to a range of learning providers. These include formal educators, such as universities, and non-formal educators, such as NGOs. Collaboration between these two learning providers is often challenged by differences in pedagogical perspective, underpinning ethos and teaching methodology. So, the immediate consequence is that these educators are disconnected from one another, with a particularly huge gap between formal and non-formal education providers.

CO-CREATING CURRICULA BETWEEN FORMAL AND NON-FORMAL EDUCATION PROVIDERS

Before going directly to an overview of how to jointly create curricula between formal and non-formal education providers, it is important to define the terms that will be actively used in this chapter.

To find a balance between formal and non-formal educational approaches, we first need to understand what the specifics of each of them are, what are the strengths and advantages, as well as weaknesses that should be balanced taking into account different learning perspectives.

There is a quote from the Uruguayan writer Eduardo Galeano, who once said: *“Scientists say that we are made of atoms, but a small bird told me that we are made of stories.”*

This quote helps to understand how life experiences can affect the way a person thinks and behaves. These experiences can take place in the classroom or elsewhere. Learning can happen in the most diverse moments of our lives: from an entertaining movie, to an insightful book, to a good TV show, or a deep conversation with your best friend. In this context, pedagogy divides these forms of education into three categories: formal education, non-formal education and non-formal education. In this chapter, we focus on two categories: formal education and non-formal education.

✦ **What is formal education?**

Formal education is a structured education/training system from preschool and elementary school to secondary school and to university. It is usually governed by a set of laws and policies, regulated by the Ministry of Education at a macro level, and implemented by schools, colleges, universities, and professional institutions with well-structured courses. Formal education is aimed at achieving specific learning objectives and outcomes, has learning content and learning assessment, and leads to qualifications.

✦ **What is non-formal education?**

According to the definition, developed and provided in “MANUAL FOR FACILITATORS”- a guide for organizing and facilitating the educational process of study sessions held at the European Youth Centers, Non-formal education refers to any planned program of personal and social education designed to improve a range of skills and competences, outside the formal educational curriculum.

If we take the understanding of these three notions rather stereotypically, we could say that young people encounter formal education in schools, while in youth work contexts they benefit from non-formal education (or learning). Formal, non-formal and informal learning approaches (or education) are complementary and mutually reinforcing elements of lifelong learning processes.

What are the characteristics of non-formal education in youth work contexts / training events?

Non-formal education is characterized by the following features:

- ✦ a planned learning process and personal, social and political education
- ✦ designed to improve a specific range of skills and competences
- ✦ outside but supplementary to the formal educational curriculum
- ✦ where participation is voluntary
- ✦ accessible to everyone (ideally)
- ✦ learner-centred y holistic and process-orientated organized on the basis of the needs of the participants

Formal, non-formal and informal education approaches are complementary and mutually reinforcing elements of a lifelong learning process.

Although there is no doubt that these educational approaches differ from each other, they can all be used to help students learn. Teachers, for example, contribute to the compilation of school curricula through formal education. However, during the periods between classes, when students have some free time, they also receive informal education through various activities, such as sports, games or just socializing with their friends. In addition, sometimes students enroll in summer courses that are not mandatory and show more flexibility in methodology and content.

HOW TO DEVELOP A PROGRAM

After we have decided on the specifics of different educational approaches, the question arises - how to apply these approaches together? How to develop a program what to keep in mind, what to focus on and what to take into account?

Let`s start with 3 models of curriculum development, that you can apply and balance during your preparation process.



Image source: Pinterest

✦ **Subject-Centered**

The model emphasizes specific skills and knowledge related to the subject. Most types of broadly standardized courses fall under a subject-centered approach. This method is very commonly used in schools, also in college classrooms, and universities.

When you hear the term core curriculum, it refers to a subject-centered approach. Although this model aims to create the same learning experience across different schools and classes, it doesn't always work out in practice.

Because this approach is not student-centered, it can lead to a lack of engagement and possibly poor grades. Furthermore, this approach leaves little room for cross-thematic connections.

✦ **Problem-Centered**

This approach aims to provide learners with relevant real-life skills. Students are taught how to approach a problem, how to analyze and reflect on the situation to eventually come to a solution. The benefits of this approach are an emphasis on critical thinking, a focus on collaboration, and a space for more innovation in the classroom. Students still receive the key skills and knowledge but with additional context.

✦ **Learner-Centered**

Learner-centered design focuses on the needs and goals of each learner, and each learner is seen as an individual. To implement a learner-centered curriculum development approach, you`ll need to first analyze the preexisting knowledge and learning styles of your students. The curriculum development process should be based on the needs and interests of your students.

Generally, this type of curriculum development aligns most closely with a process-focused curriculum.

There is no one and only ideal approach, that you must use while creating a curriculum.

To create a comprehensive curriculum, you should search for choose the best parts of each approach, and combine and implement aspects of each model to balance the course, learners, and subject area. It will very much depend on the subject, institution, group characteristics and many other aspects that one should take into consideration when aiming to create a truly successful curriculum.

To go learn more details about the 3 methods of curriculum development, we recommend getting acquainted with the following article: <https://www.skyepack.com/post/curriculum-development>

WHAT ARE THE STEPS OF CURRICULUM DEVELOPMENT?

Actually, what is a curriculum?

Curriculum is a description of what, why, how, and how well students should learn in a systematic and intentional way. Wikipedia also proposes the following definition:

“In education, a curriculum is broadly defined as the totality of student experiences that occur in the educational process. The term often refers specifically to a planned sequence of instruction or to a view of the student's experiences in terms of the educator's or school's instructional goals”.

What you`ll also need to think about are the expected learning outcomes.

Expected learning outcomes define the totality of information, knowledge, understanding, attitudes, values, skills, competencies, or behaviours a learner should master upon the successful completion of the curriculum. This is a part you should understand in details for yourself long before your course or training will start.

What needed to be done to improve education quality is to balance the intended curriculum (the official guidance), the implemented curriculum (what teachers and learners actually do), and the attained curriculum (what students actually learn).

Of course, despite how detailed and well-structured our curriculum is, there is always a real life and its changes, as well as a group and individual dynamic of your learners. Curriculum should be a solid ground for the learning process, but not a suffocating frame.

An extensive collection of resources on improving the quality and relevance of the curriculum, as well as its linkage to teaching, learning, and assessment processes, is available through the International Bureau of Education (IBE-UNESCO).

(<https://learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/curriculum-and-expected-learning-outcomes>)

Generally, we can divide the complex process of creating a curriculum into the following stages.

1. Determine your vision and intention for the curriculum.
2. Outline your overarching topics.
3. Review any current curriculum to determine what to keep and what to retire. It can very useful to include the part of analyzing a previous experience: your own experience, or your colleagues, who are working in the same or similar field. Rather than inventing curriculum from the scratch, put some efforts to evaluate what is already being used - it`s also gives you a space to notice and reflect, which aspects of the existing curriculum are not working and require changes.
4. Define your standards based on the topics and timeline.
5. Write the lessons/sessions to provide a comprehensive student learning experience. Starting from the overview of your program in general, add more and more details. While being open to the natural changes that will happen during the learning process, when the curriculum will be eventually implemented ad tested not only on

- paper, but in a real world, you`ll create a structured quid line firstly for yourself, that will help to minimize stress and chaos.
6. Determine what materials and resources you`ll need.
 7. Pull it all together.

For the best results, you should choose a framework that looks at working on the curriculum as a cycle rather than a linear process. This ensures you can continue revising your curriculum even once your course is underway. Reviewing, analyzing and adopting your curriculum are an essential part of the process of creating a comprehensive and relevant curriculum.

DEFINING LEARNING OUTCOMES

When creating a learning curriculum you should start with an end goal in mind. If to say metaphorically - the curriculum is a path, but to be able to create it and show it to your learners, you`ll need to first understand for yourself, where this path leads. Use learning outcomes to tell students what they will know or be able to do by the end of your course. It also increases their level of motivation and involvement, when facing some difficulties on the way, learners already have in mind, what is the aim and benefit at the end of the struggle. Writing learning outcomes also helps you define the scope and goals of your course.

According to the article that is available with the following [link](#), defining learning outcomes has the following benefits, both for the learners as well as the educators:

COMMUNICATING LEARNING OUTCOMES HELPS STUDENTS TO:

- ✦ decide if the course is a good fit for their academic trajectory and interests
- ✦ identify steps to take to succeed in the course
- ✦ take ownership of their progress
- ✦ be mindful of what they are learning

CLEARLY IDENTIFIED LEARNING OUTCOMES ALLOW EDUCATORS TO:

- ✦ articulate their expectations and values for learning in their field
make firm decisions about selecting course content
- ✦ design challenging, engaging learning activities that help students
develop knowledge, skills, and behaviors
- ✦ create assessments that effectively gauge student learning of the
course material

It also can be helpful to ask yourself the following questions to review and revise your learning outcomes. These questions can also be used if you are working with predefined learning outcomes (in case course already exist and your task is to evaluate and adopt it):

- ✦ Do the learning outcomes clearly describe what a student will learn
in terms of knowledge, skills, and values?
- ✦ Are the learning outcomes observable and measurable?
- ✦ How will you know if your students have achieved the outcomes?
- ✦ Do they align with the outcomes of the program, unit, college, or
course sequence within a major?
- ✦ Ask colleagues and/or students to read your learning outcomes and
provide feedback.

Feedback is a powerful tool you should actively use while creating your curriculum. In the case of creating a curriculum, an interesting part is, that you are able to have two perspectives - from your colleagues, who share the experience and know the struggles inside out, as well as from the learners, who have a different interest and level of involvement in the learning process.

IDENTIFYING THE INSTRUCTIONAL STRATEGIES THAT YOU WILL USE

After identifying learning outcomes and methods for assessing them, the next step is identifying the instructional strategies that you will use. Instructional strategies are described in more detail in the next article: <https://teaching.cornell.edu/teaching-resources/teaching-cornell-guide/inclusive-course-design/curriculum-alignment> .



Here we`ll share some examples, that can be useful for your curriculum to make it comprehensive and relevant.

- ✦ **Alignment:** Work to align your teaching strategies with your learning outcomes and assessments. Clear alignment helps students understand how various parts of the course fit together, which in turn helps them learn.
- ✦ **Practice with feedback:** Students need multiple opportunities to practice using the knowledge and skills they are learning, along with timely feedback. Frequent, low- stakes assignments help keep students from falling behind and also help you identify aspects that need more explanation. Review your learning outcomes to moments to build in opportunities for practice and feedback (e.g., practice problems, low-stakes online quizzes, assignments with peer feedback, in-class polling questions).
- ✦ **Motivation, curiosity, and relevance:** Students learn better when they are motivated and understand the relevance of the material. Grades are one form of motivation, but curiosity and a sense of relevance are also strong motivators. Cultivate curiosity by designing activities with a compelling mystery or problem to be investigated or by offering students a choice in what they investigate. To foster a sense of relevance, use assignments such as community-engaged projects or service learning, case studies or highlight ways people use this knowledge or skill in projects and careers.
- ✦ **Interactive classroom activities:** Find ways to include activities for student interaction in your classes. For example, break a lecture into shorter segments with time for pair or small-group discussions or activities that ask students to practice or apply what they have just learned (e.g., solve a problem, analyze a reading passage, compose music, etc.). These strategies help students learn more effectively and also help create a positive classroom climate by providing opportunities for productive discussions.
- ✦ **Communicating expectations:** Students benefit from clear expectations for learning activities. For example: What are your expectations for class participation? How does participation link to learning outcomes? How should students prepare? How will they be graded? Similarly, what are your expectations for group collaboration on a project? Consider also asking students to work together to clarify their own expectations for class discussions or group work.

LEARNING STRATEGIES TO IMPLEMENT INTO THE TEACHING PROCESS

There are countless strategies you can implement to make the learning process more engaging, exciting and productive. We would recommend getting acquainted with the manual for non-formal educators developed by the European Union. In this manual dozens of creative activities, materials and handouts are provided, as well as a detailed explanation, of how to implement them in the learning process and expected results. The manual is available at the link: <https://rm.coe.int/manual-for-facilitators-2022/1680a5ebc2>

This is definitely not a new idea that students learn best when they actively work with the new knowledge they are acquiring. Decades of research demonstrate that active learning strategies are more effective for the learning process than lecture alone.

In this part of the chapter, we would like to share with you some of the common principles that you can deeper with the provided guidance or other resources, but also encourage you to continue your own research.

✦ Collaborative learning

Collaborative learning encourages students to effectively work with peers, help each other learn, and feel a sense of belonging to a learning community. These benefits for students extend to in-person, online, and hybrid settings. You can design collaborative learning activities for pairs, small groups, or larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts or find solutions to problems.

✦ Active learning

Active learning methods engage students and help them learn more effectively in-person, online, or hybrid settings. Educators can adapt many active learning strategies in online courses. Online active learning can also provide new ways for students to interact, participate, and collaborate.

✦ **Group work**

Students working in small groups often learn more and demonstrate better knowledge retention. Group work provides students a sense of shared purpose that can improve morale and increase motivation. Explore ways to create and manage groups, design group work assignments, and evaluate group work. In addition, view examples of collaborative learning and group work activities, and a group work rubric.

✦ **Discussions**

Meaningful class discussions teach students how to express concepts and ideas in their own words, develop reasoning skills, examine diverse perspectives, and purposefully respond to others. View this resource "Tips for Teaching in Person with a Mask" for helpful strategies.

Co-creation overlaps with the concept of active learning, which seeks to shift students from a passive role in learning to an active role involving teacher-student and student-student interactions. Practices and definitions of active learning vary, but generally involve students participating in, interacting with, or contributing mentally or physically in activities to gather information, solve problems, and reflect on knowledge.

Takeaways from the chapter

The importance of using several learning approaches together is not only in achieving a specific educational goal more effectively but also in the development of a vital skill that is necessary throughout life - the ability to learn and self-educate. Unfortunately, a lot of young people leave the formal education system without having the motivation and skills to continue to be constantly educated. Many do not even think about the importance of such a process, sincerely believing that formal training and certification are enough to close the issue of professional development once and for all. But today's realities are such that an individual must constantly learn and develop to build a successful professional, civil, and personal life. It is an experience of successful coexistence of formal and non-formal learning, which makes the process memorable, useful, engaging, and inspiring and will serve as the very basis, motivation, and role model for further development throughout life.

The curriculum should be designed to ensure that the learners are able to engage in meaningful activities that are relevant to their lives and help them acquire the necessary skills and knowledge to be successful in the world. It needs to be constantly updated to reflect changes in the environment, such as technological advances, changes in social norms, and the changing needs of the learners.



Chapter Five

Implementing and Evaluating Collaborative Peacebuilding Education Programs

Peacebuilding education is a collective responsibility, necessitating the collaboration of formal and non-formal educators, along with governmental actors. However, differences in teaching approaches can often make it difficult for these two groups to collaborate, leading to scattered and less effective efforts. The following chapter intends to bridge this divide by providing a comprehensive guide to implement and evaluate collaborative peacebuilding education programs. The guidance outlined here aims to help create the necessary conditions for a fruitful alliance between formal and non-formal educators, thereby fostering a peace-oriented educational environment for the youth.

DESIGNING AND EVALUATING COLLABORATIVE APPROACHES IN PEACEBUILDING EDUCATION

Implementing collaborative peacebuilding education programs involves bringing together different entities such as universities, non-governmental organizations, and other educational authorities to achieve common peacebuilding objectives. This process calls for the seamless integration and harmonization of these diverse yet complementary strengths, necessitating coordinated efforts, resource-sharing, and the establishment of mutual understanding and respect among all entities involved. The end goal is to create an educational environment where peacebuilding is not an isolated topic, but an integral part of the teaching and learning process across different educational sectors. Therefore, the challenge lies not only in bringing these entities together but also in ensuring that their collaboration translates into effective peacebuilding education.

Following, readers are offered briefly a step-by-step process that is designed to provide an understandable roadmap, outlining each phase from the initial idea to execution.

✦ **Establish a shared vision**

The foundation for a successful collaborative peacebuilding education program starts with a shared vision. Each participating organization, whether it's a university, NGO, or educational authority, needs to understand and commit to the collective goal of advancing peacebuilding education. This shared vision should encompass the desired outcomes, the values and principles guiding the program, and the broader impact on the communities served. Regular dialogue and collaborative planning sessions can help nurture this shared vision.

✦ **Identify roles and responsibilities**

Once the shared vision is established, it is important to define each participant's roles and responsibilities. This clarity ensures that all tasks are suitably allocated, promotes accountability, and helps prevent overlap or gaps in work. The delineation of responsibilities might include who is in charge of curriculum development, who takes care of logistics, who is responsible for stakeholder engagement, and so forth. It also clarifies the decision-making process and the channels of communication.

✦ **Create a collaborative curriculum**

The curriculum is at the heart of any educational program. For a peacebuilding program, it must be designed to leverage the strengths of both formal and non-formal education. This might involve combining academic theories and research from universities with experiential learning and community-based approaches often used by NGOs. The curriculum should be dynamic and flexible, enabling adaptation to various cultural contexts and participant needs. It should promote peace, understanding, and conflict resolution skills among participants.

✦ **Training of educators**

Equipping educators with the necessary skills and knowledge is another important step. Training should cover not only the specifics of the curriculum and teaching methodologies but also foster a deeper understanding of the peacebuilding objectives. Such understanding will enable educators to effectively communicate the essence of peacebuilding to their students. Training might also cover topics like how to handle sensitive discussions, how to foster inclusivity, and how to tailor the curriculum to the local context.

✦ **Implementation**

After all the planning and preparation, it's time to implement the program. Implementation should be done in a phased manner, starting with pilot areas before expanding to other regions. Close monitoring is essential during this phase, especially in the early stages, to swiftly identify and address any operational challenges. This phase includes regular check-ins, feedback sessions and progress tracking against predefined benchmarks. It's also important to maintain open lines of communication with all stakeholders, including the participating organizations, educators, students, and the wider community.

However, the essence of any successful program lies in its continuous assessment and adjustment, and collaborative peacebuilding education programs are no exception. Evaluation serves as a foundation in identifying the program's efficacy, driving necessary changes, and affirming the progress towards achieving peacebuilding objectives.

Below are described several specific components of evaluating collaborative peacebuilding education programs.

✦ **Define measurable outcomes**

The first step in evaluating the effectiveness of a program involves outlining clear, specific and measurable outcomes. These outcomes should represent the anticipated changes in the participants as a result of the program, such as behavioural changes, skill acquisition or shifts in attitudes.

✦ **Create an evaluation plan**

An effective evaluation plan outlines the data collection and analysis methods, specifying when and how the evaluation will be conducted. The plan should incorporate both quantitative methods like surveys and tests for statistical data and qualitative methods such as interviews and observations for in-depth participant experiences.

✦ **Implement evaluation strategies**

With an evaluation plan in place, the next phase involves putting the evaluation strategies into action. This might encompass administering pre- and post-program surveys to track changes, conducting interviews to gather participant perceptions, or observing participants to evaluate behavioral changes.

✦ **Analyze and interpret data**

Following data collection, the next step entails the analysis of this data to measure the program's effectiveness. This analysis process aims to discern whether the program has achieved its intended outcomes and the nature of its impact on the participants.

✦ **Feedback and Improvement**

The knowledge gained from the assessment process is priceless when it comes to enhancing the program. Such feedback should be systematically incorporated to refine various aspects of the program - from the curriculum and teaching methodologies to operational elements. A commitment to continuous improvement, informed by feedback and evidence, forms the foundation for the continuous success of any peacebuilding education program.

BEST PRACTICES FOR MONITORING AND EVALUATING PROGRAM OUTCOMES

In order to ensure the effective implementation and long-term sustainability of any peacebuilding education program, thorough monitoring and evaluation mechanisms are paramount. Such practices serve as the roadmap, guiding the direction of the program and suggesting areas for enhancement.

In the following part, readers are offered some best practices to ensure optimal monitoring and evaluation of their peacebuilding program outcomes.

✦ **Setting clear, measurable outcomes**

The starting point for any evaluation should be to set clear, measurable outcomes that align with the goals of the program. To set these outcomes, one must go deeper into the core objectives of the peacebuilding program. Are there specific skills or knowledge that participants should acquire? Are there attitudes or behaviors that the program aims to shift or foster?

These outcomes should be defined in precise, quantifiable terms. For example, instead of an outcome like "improve conflict resolution skills," a measurable outcome might be "80% of participants will be able to identify and use at least three conflict resolution techniques."

The use of SMART (Specific, Measurable, Achievable, Relevant, Time-bound) criteria ensures that the outcomes are not vague or unattainable. They should be specific and clearly defined, so everyone involved understands exactly what they are aiming to achieve. They should be measurable, to enable tracking of progress. The outcomes should be achievable and relevant to the program's aims and the participants' needs. And finally, they should be time-bound, meaning that it should be clear when these outcomes are expected to be achieved.

✦ **Using mixed methods**

Using a mixed-methods approach for evaluation offers a better understanding of the program's impact. This approach combines both quantitative and qualitative methods, thus capturing not just numerical data, but also nuanced viewpoints into participants' experiences.

Quantitative methods, such as surveys and tests, are useful for collecting objective, numerical data that can be statistically analyzed. These methods can quantify knowledge acquisition, measure changes in attitudes or behaviors, and establish trends over time. For instance, a pre- and post-program survey can measure the increase in participants' understanding of peacebuilding concepts, providing tangible evidence of the program's impact.

On the other hand, qualitative methods, such as interviews, focus groups, and observations offer deeper and context-specific insights. These methods can capture rich, detailed information about participants' experiences, perceptions, and the meanings they attribute to them. For example, an interview could reveal how participants are applying peacebuilding principles in their day-to-day life, or a focus group could highlight any challenges participants are facing in understanding certain concepts. This information can inform program improvements and adaptations.

Moreover, employing a mixed-methods approach contributes to a more understandable illustration on the program's influence. This approach enables a rigorous evaluation that considers both quantifiable results and individual experiences, resulting in a more profound comprehension of the program's efficacy and potential areas for improvement.



✦ **Continuous monitoring**

Regular monitoring throughout the implementation of the program allows for real-time adjustments and improvements. This can entail tracking progress against set benchmarks, gathering feedback from participants and educators, or conducting interim assessments.

Specifically, continuous monitoring plays an important role in the successful implementation of the program because it enables timely adjustments and enhancements to be made in real-time. This proactive approach guarantees that any problems or obstacles are promptly recognized and resolved, thereby minimizing potential setbacks.

One aspect of continuous monitoring involves measuring progress against predetermined benchmarks. These benchmarks serve as performance indicators, providing a clear yardstick for evaluating the program's advancement, as well as this information can guide decision-making processes and facilitate targeted improvements where necessary.

In addition to quantitative measures, gathering feedback from program participants and educators is an essential component of continuous monitoring. Their first-hand experiences and perspectives provide invaluable qualitative insights into the program's impact. Surveys, interviews, focus groups, or feedback sessions can be conducted to request input and suggestions. By actively engaging program participants and stakeholders, their viewpoints can contribute to the enhancement of strategies, identification of strengths, and identification of areas that necessitate attention or modifications.

Interim assessments are another method employed during continuous monitoring. These periodic evaluations allow for the examination of intermediate outcomes, providing an opportunity to assess progress at different stages of the program's implementation.

✦ **Engaging stakeholders in evaluation**

Engaging stakeholders in the evaluation process is a cornerstone of participatory evaluation, which can greatly enrich the knowledge gained from the assessment. Stakeholders can include participants, educators, partnering organizations, and even members of the community where the program is implemented.

Participants can offer constructive feedback about the effectiveness of the program from their perspective. They can share more about what they have learned, how they are applying the knowledge in their lives, and areas they feel could be improved.

Educators, on the other hand, can offer an inside view of the program's implementation. Their feedback can reveal how well the program is received by participants, what teaching methods are most effective, and identify potential areas of difficulty or confusion in the curriculum. This feedback can be collected through regular debriefings, feedback forms, or individual interviews.

Partnering organizations can also bring a valuable perspective, as they can evaluate the program from a strategic or operational viewpoint. Their input can highlight the effectiveness of collaboration mechanisms, the appropriateness of the program to the wider community context, and suggest possible avenues for program expansion or development.

Moreover, engaging stakeholders in data collection and analysis can ensure that the evaluation process is inclusive and respectful of diverse viewpoints. It can also foster a sense of ownership and investment in the program, creating a shared commitment to its success and continuous improvement.

✦ **Learning and adapting**

The ultimate aim of monitoring and evaluating should be to learn from the program's successes and challenges and use this knowledge to adapt and improve. This may encompass modifying the curriculum, adapting teaching methods, or enhancing operational elements in accordance with the evaluation findings.

The objective of monitoring and evaluation extends beyond mere assessment of a program's effectiveness; it serves as a tool for learning, adaptation, and continual improvement. This process helps in the identification of both strengths to be leveraged and areas that need adjustments.

Learning entails understanding what works and what doesn't in the context of the program. This can include recognizing successful aspects of the curriculum that resonate with participants, effective teaching methodologies, or successful collaboration practices between partnering organizations. These learnings serve as a guide to reinforce and expand on what is working well.

Adapting entails making adjustment based on the insights derived from evaluation. Should the evaluation reveal that specific components of the curriculum are not attaining their intended outcomes, it may be imperative to implement revisions. This could mean redefining learning objectives, introducing new content, or modifying teaching strategies. Likewise, if feedback indicates that certain teaching methodologies are more effective than others, modifications can be made to integrate these methods more extensively.

Operational aspects of the program, like participant recruitment, communication strategies, or resource allocation may also need refining based on evaluation findings. For instance, if participant feedback suggests that communication about the program was unclear, then improvements in communication strategies may be required.

The key is to approach these findings with a view to continuous improvement. Rather than seeing challenges as failures, they should be viewed as opportunities for growth and enhancement. Thanks to the use of the knowledge gained from monitoring and evaluation, the peacebuilding education program can adapt, evolve, and ultimately become more effective and impactful.

✦ **Transparency and communication**

Finally, it's essential to communicate the findings of the evaluation in a transparent and accessible way to all stakeholders involved. This can be accomplished through detailed reports, presentations in meetings, or broader publicity efforts such as press releases or social media posts.

Transparent communication of the evaluation findings ensures accountability, as it provides stakeholders with clear information about how the program is performing against its stated goals. It gives them information into the program's successes, as well as areas that need improvement, fostering trust and engagement.

CONTINUOUS LEARNING FOR COLLABORATIVE PEACEBUILDING EDUCATION

Continuous improvement and learning are integral aspects of collaborative peacebuilding education programs. Given the complex and often evolving nature of peacebuilding, programs should be designed to learn from their experiences, adapt to changing circumstances, and continuously enhance their effectiveness.

Continuous improvement is the process of consistently seeking ways to improve program processes, methodologies, and outcomes based on feedback and evaluation findings. It involves the regular review of program activities and outcomes, and making iterative adjustments to enhance effectiveness. For example, a program might refine its curriculum, adjust its teaching methods, or improve its coordination processes based on evaluation results.

Conversely, learning is not merely the collection of data, but rather the interpretation of this information to derive meaningful and practical understandings. It necessitates recognizing effective strategies and acknowledging those that fall short, and importantly, understanding the reasons behind these outcomes. Such knowledge forms the bedrock for informed decision-making, strategic planning, and shaping future programs. For example, if a program finds that its participatory teaching methods are particularly effective in engaging participants, it may choose to further emphasize these methods in future iterations.

Importantly, continuous improvement and learning are not just about fixing what doesn't work, but also about amplifying what does. It emphasizes the need to identify and reinforce the successful strategies and practices.

In the context of collaborative peacebuilding education programs, continuous improvement and learning are very important because collaboration between different educational sectors, formal and non-formal, can be complex, involving multiple perspectives, methodologies and goals. Continuous improvement and learning allow these collaborations to grow and evolve over time, enhancing their ability to deliver impactful peacebuilding education.

TAKEAWAYS FROM THE CHAPTER

In conclusion, the implementation and evaluation of collaborative peacebuilding education programs are fundamental to fostering global stability. Through bridging formal and non-formal educational sectors, a comprehensive approach to peacebuilding education emerges.

As seen in this chapter, the successful implementation of these programs requires a shared vision, distinct roles and responsibilities, a versatile curriculum, targeted training for educators, and vigilant monitoring. Parallely, successful assessment rests on defining concrete, quantifiable objectives, an all-encompassing evaluation strategy that embraces

various methods, involving stakeholders in the process, and a dedication to iterative learning and ongoing enhancement.

The importance of best practices in monitoring and evaluation, and the emphasis on continuous improvement and learning, cannot be underestimated. They ensure programs remain adaptive, responsive, and impactful, contributing to peacebuilding education's overall effectiveness in diverse and changing contexts.



Chapter SIX

Policy and Institutional Support for Collaboration

The potential of peacebuilding education is substantially amplified when formal and non-formal education providers collaborate towards common objectives. However, building such alliances necessitates supportive policies and strong institutional frameworks.

This chapter explores the fundamental role policy and institutional support plays in fostering this collaboration, making a case for why it should be a central point for decision-makers. The information provided aims to underscore the urgency of fostering a synergistic alliance between formal and non-formal education sectors to create a more holistic and effective peacebuilding education system.

RECOMMENDATIONS FOR POLICY AND DECISION-MAKERS TO CREATE INCENTIVES AND SUPPORT FOR FORMAL AND NON-FORMAL EDUCATION PROVIDERS

In their unique positions, policy and decision-makers can bridge the existing gaps between formal and non-formal education sectors, cultivating a culture of collaboration that is instrumental for peacebuilding education. They hold the key to initiating, facilitating and sustaining the dialogues and actions needed for these sectors to effectively come together. Through the implementation of targeted policies and initiatives, they can not only incentivize and support this union but also unlock the potential of collective impact on peacebuilding education.

Below are proposed some suggestions for stimulating this process:

✦ **Policy formulation and review**

Policies serve as guiding principles or rules that direct the actions of an organization or system. When it comes to peacebuilding education programs, the influence of policies is considerable, as they set the

parameters for what is permissible, encouraged, or discouraged within the educational landscape. This influence can be wielded to catalyze collaborations between formal and non-formal education sectors.

Policies that explicitly mention and promote such collaboration can act as a rallying point for stakeholders from both sectors. They can lend legitimacy to collaborative efforts, making it clear that these initiatives have the support of the governing body or institution. Such policies can set the tone for a culture of cooperation, prompting schools, universities, non-profit organizations, and other entities to explore and pursue opportunities for collaboration.

For example, policies could make it mandatory that formal and non-formal educators undertake joint training sessions, collaborate on curriculum development, or share resources. These policies could also propose methods for conflict resolution and cooperation between the sectors, ensuring that any disputes are handled fairly and with respect for each sector's unique strengths.

✦ **Resource allocation**

The allocation and equitable distribution of resources is essential in fostering collaboration between formal and non-formal education providers in peacebuilding education. There is a plenty of resources that can be allocated and shared to reinforce collaborative efforts.

For example, funding for joint projects is a significant aspect of resource allocation. When financial resources are specifically earmarked for collaborative projects, it provides a motivation for formal and non-formal education sectors to work together. It also helps mitigate the financial constraints that may otherwise hinder the collaboration. Policymakers can advocate for such specific budgetary provisions at various levels of government and within educational institutions.

Another vital resource is shared infrastructure. This could include shared teaching and learning spaces, joint use of libraries, labs, or other facilities, and even shared digital platforms for online education and collaboration. The sharing of infrastructure not only fosters collaboration but also encourages the efficient utilization of resources.

Access to research and training resources is also important. Sharing of latest research findings, educational materials, and innovative teaching methodologies can greatly enhance the quality of peacebuilding

education. Moreover, joint training programs for educators from both sectors can contribute to capacity building and mutual understanding.

However, the role of policymakers does not stop at ensuring the allocation of these resources. They also need to oversee that these resources are accessed and used equitably and that the benefits of collaboration are shared fairly among all participating entities. They should also ensure that the allocation of resources is flexible and adaptable to the evolving needs of peacebuilding education programs.

✦ **Capacity Building**

Capacity building forms a key element of collaboration in peacebuilding education. It equips educators from both formal and non-formal sectors with the skills, knowledge, and understanding necessary for successful collaboration.

The field of peacebuilding education is often multidisciplinary and complex, requiring a unique blend of skills and competencies. As such, capacity building efforts should be comprehensive and multidimensional. They should cover a broad range of topics, from collaborative teaching methodologies and conflict resolution strategies to peacebuilding curriculum development. They should also consider training in softer skills like intercultural competence, empathy, and effective communication which are essential for collaboration.

Policy and decision-makers have the crucial responsibility of facilitating capacity building. They can work towards creating policies that mandate regular training and professional development programs. They can also ensure that these programs are accessible to educators across different sectors and regions. This could entail advocating for funding for such programs, collaborating with training providers, or even developing accreditation systems for peacebuilding education training.

Moreover, capacity building efforts should be inclusive and meet the requirements of different levels of experience and expertise. Designing a spectrum of programs would ensure that capacity building caters to various needs and skill levels.

For example, introductory courses can help newcomers understand the fundamental concepts, methods, and practices of peacebuilding education. They can provide a strong foundation and inspire them to engage more deeply in the field. On the other hand, advanced training programs can offer experienced peacebuilding educators an opportunity

to enhance their skills, explore new methods, and deepen their knowledge. These advanced programs can also serve as platforms for these educators to share their experiences, learn from each other, and strengthen their networks.

Beyond the educators, capacity building can also extend to other stakeholders in peacebuilding education. This might include training for administrative and support staff, policymakers, and even community leaders. By building the capacity of all involved parties, a more supportive and conducive environment for collaboration can be created.

✦ **Recognition and rewards**

The recognition and rewards system could take on various forms to maximize its effectiveness. Public recognition, such as awards or certificates, can enhance the prestige of collaborative efforts and motivate other educators and institutions to follow suit. These public recognitions can be made at significant events, conferences, or through media platforms, thereby amplifying their reach.

For example, an annual "Peacebuilding Education Summit" could be organized, where a significant part of the agenda is dedicated to recognizing and celebrating effective collaborative initiatives. Awards such as the "Innovative Collaboration Award" or the "Peacebuilding Education Excellence Award" could be presented to educators or institutions that have shown exceptional commitment to collaboration in peacebuilding education.

Similarly, these achievements can be showcased at prominent educational national and international conferences. Such platform can not only amplifies the recognition but also promotes cross-pollination of ideas among a broad audience of educators, researchers, and policymakers.

In the context of the digital landscape, a dedicated webpage or a series of blog posts on the institution's website could spotlight successful collaborations, detailing the process, challenges, achievements, and learnings. The use of social media platforms like LinkedIn or Facebook can further broaden the reach of these recognitions.

Moreover, material rewards like grants or funds can directly support the ongoing and future collaborative projects. Such rewards could be used to enhance existing programs, pioneer innovative approaches, or also provide scholarships for educators to further their expertise in peacebuilding education.

For instance, a "Collaborative Peacebuilding Education Grant" could be established. This grant would be awarded to institutions or educators demonstrating exemplary collaborative initiatives in peacebuilding education. The funding could be used to extend or deepen the impact of existing programs, such as by reaching more participants, incorporating cutting-edge educational technology, or refining the curriculum based on feedback and evaluation.

Another example could be the creation of the "Peacebuilding Education Innovation Fund". This fund would support pioneering efforts that bring together formal and non-formal education sectors in unique, impactful ways. It might fund the development of a new peacebuilding game-based learning module, the creation of a mobile application to facilitate collaborative learning between different educational sectors or research into the impact of these innovative methods.

Important to note is that the acknowledgment of successful collaborative initiatives is not merely about rewarding the effort, but it's also a learning opportunity for others. Detailed case studies or reports on these successful collaborations can be shared widely, offering concrete examples and effective strategies that can be replicated or adapted in different contexts.

✦ **Creating platforms for dialogue**

Bridging the gap between formal and non-formal education sectors requires regular communication and understanding. Platforms for dialogue that allow for the exchange of ideas, addressing of mutual challenges, and understanding of each other's educational objectives can be instrumental in fostering this understanding.

However, creating platforms for dialogue requires both an initial establishment of these communication channels and the ongoing commitment to maintain and utilize them. These platforms could be in the form of regular meetings, workshops, joint forums, or even digital platforms that allow for constant communication and collaboration.

For example, quarterly "Collaborative Peacebuilding Education Conferences" could be established. These conferences would bring together educators, administrators, and policymakers from both formal and non-formal education sectors. Participants would share their experiences, discuss challenges, and explore potential solutions. A better understanding of the respective strengths, weaknesses, and needs of each

sector could be developed through these discussions in a way to inform more effective collaboration strategies.

In addition to these formal gatherings, a dedicated online platform could be set up to facilitate ongoing dialogue. This could take the form of a shared digital workspace where educators from both sectors can discuss their work, share resources, and brainstorm collaboratively. These platforms would also be valuable spaces for disseminating training materials, policy updates, and research findings.

Moreover, policymakers can promote open dialogue within these platforms to foster a culture of mutual respect and understanding. This means encouraging constructive feedback, celebrating successes, and addressing disagreements in a respectful and solution-oriented manner.

✦ **Legislative support**

The role of legislation in supporting and endorsing collaborations between the two sectors cannot be underestimated. Legislative support is critical to foster and sustain collaboration between both education sectors. The first step could involve acknowledging non-formal education's role and contributions to peacebuilding education through laws. This recognition could strengthen the status of non-formal education providers, aligning them with formal institutions and ensuring that their work is valued and supported at the policy level.

In addition, regulations that facilitate seamless information exchange and cooperation are also necessary. Such regulations could provide a framework for collaborative practices, ensuring that all parties involved can share resources, ideas, and insights without legal barriers. They could also protect intellectual property rights, ensuring that all parties involved are credited for their contributions.

Legislation can also encourage collaboration by requiring peacebuilding education programs to include collaborative initiatives. These legal mandates could be instrumental in ensuring that collaborations between the formal and non-formal sectors are not simply optional but an integral part of peacebuilding education.

Lastly, legal support can provide a sense of security for these collaborations. With the support of legislation, organizations can collaborate without fearing legal consequences, provided they adhere to the prescribed guidelines and regulations. This sense of security can inspire more organizations to participate in collaborative initiatives, leading to a broader and more inclusive approach to peacebuilding education.

THE IMPORTANCE OF POLICY AND INSTITUTIONAL SUPPORT FOR EFFECTIVE PEACEBUILDING EDUCATION

The importance of policy and institutional support for effective peacebuilding education is indispensable. They serve as the foundation for the system, providing a framework and facilitating the necessary resources to encourage and enhance collaborations between formal and non-formal education sectors.

Clear policies provide guidelines and standards for peacebuilding education. These guidelines are instrumental in defining the field, ensuring that there is a common understanding of the objectives of peacebuilding education and the methods to achieve them. Policies can specify the kind of knowledge, skills, and attitudes that peacebuilding education aims to enhance in students. They can also outline recommended or mandatory teaching strategies, approaches, and resources to be used. Furthermore, policies can prescribe qualifications and training that educators in this field should possess. These directives are crucial to ensure that peacebuilding education is delivered effectively, consistently, and at a high quality across different institutions and settings.

The influence of policy support extends to various dimensions of the education process. For example, policies can help align the curriculums of formal and non-formal education providers, ensuring that they work towards common peacebuilding objectives. They can establish the inclusion of peacebuilding themes in education programs, thereby mainstreaming peace education across both sectors.

An example of such policy could be a national education policy that requires both formal and non-formal education providers to incorporate lessons on conflict resolution, tolerance, and mutual respect into their curricula. This will ensure that regardless of where or how students are learning, they receive consistent messaging and education about peacebuilding.

Indeed, in the formal sector, this policy could translate into peacebuilding themes being embedded into subjects like History or Social Studies in schools. Meanwhile, in the non-formal sector, community-based education programs or youth clubs could incorporate these themes into their activities, such as workshops or interactive games.

The introduction of such policy can harmonize the efforts of both sectors and ensure that students across the board are receiving a comprehensive peacebuilding education. It also elevates the importance of peacebuilding education by making it a mandatory part of educational programs. This will not only help to ensure consistency and coherence in peacebuilding education across different contexts but it will also promote a more integrated approach to peacebuilding.

Additionally, policy support can encourage cooperation and coordination between different actors in peacebuilding education. It can promote partnerships and joint initiatives between formal and non-formal education providers, between educators and learners, and even between schools and communities or NGOs. As also mentioned previously in this chapter, this can involve sharing resources, knowledge, and best practices, which can lead to innovative, holistic, and impactful peacebuilding education programs. Regular dialogues and forums for exchange can be defined by policies, fostering a culture of collaboration and continuous learning.

Important to highlight is that institutional support plays an equally vital role in the implementation of peacebuilding education. This can take the form of financial support, providing necessary funds for the development and running of peacebuilding education programs. It could also mean infrastructural support, creating or upgrading facilities that enable peacebuilding education. Professional development opportunities for educators in the form of trainings, workshops, or seminars can be facilitated by institutions, enhancing the capacity to deliver effective peacebuilding education.

Furthermore, institutions can create platforms for dialogue between formal and non-formal education providers. These platforms can foster mutual understanding and shared learning, facilitating the exchange of ideas and best practices. They can also serve as a space for addressing challenges and disagreements, promoting constructive and solution-oriented communication.

Both policy and institutional support can contribute to legitimizing peacebuilding education. Formal recognition of the value and importance of peacebuilding education in policies can increase its visibility and credibility. It can raise awareness among the wider public and encourage more learners, educators, and institutions to engage with peacebuilding education.

In a broader sense, policy and institutional support can integrate peacebuilding education into mainstream education systems. They can bridge gaps, foster connections, and build synergies between formal and non-formal education, making peacebuilding education a holistic endeavor. This support can enhance the quality and reach of peacebuilding education, ensuring it receives the recognition, resources, and respect it deserves.

TAKEAWAYS FROM THE CHAPTER

In conclusion, Chapter 6 has underscored the fundamental role that policy and institutional support play in fostering a successful collaboration between formal and non-formal education providers in peacebuilding education. Advocacy for clear policies and legislative measures, the allocation of sufficient resources, capacity building initiatives, recognition and rewards for successful collaborations, and facilitating platforms for dialogue are key recommendations for policy and decision makers. These concerted efforts can stimulate strong collaborations, promoting a more inclusive, and effective peacebuilding education system. The crucial importance of policy and institutional support to this end has been emphasized, establishing it as a fundamental element for facilitating transformative education that can contribute significantly to global peacebuilding efforts.

Conclusion

All of the chapters above create a roadmap for peacebuilding education for both formal and informal providers. This document is of great importance in building regional alliances and developing collaborative peacebuilding educational programs. It should be clear that only through a successful cooperation between formal and informal education with policy and institutional support we may be able to create a sustainable and impactful peacebuilding education.

The importance of policy and institutional support for effective peacebuilding education is indispensable. They serve as the foundation for the system, providing a framework and facilitating the necessary resources to encourage and enhance collaborations between formal and non-formal education sectors.

Implementation and evaluation of collaborative peacebuilding education programs are fundamental to fostering global stability. Through bridging formal and non-formal educational sectors, a comprehensive approach to peacebuilding education emerges.

The successful implementation of these programs requires a shared vision, distinct roles and responsibilities, a versatile curriculum, targeted training for educators, and vigilant monitoring. Parallely, successful assessment rests on defining concrete, quantifiable objectives, an all-encompassing evaluation strategy that embraces various methods, involving stakeholders in the process, and a dedication to iterative learning and ongoing enhancement.

The curriculum should be designed to ensure that the learners are able to engage in meaningful activities that are relevant to their lives and help them acquire the necessary skills and knowledge to be successful in the world. It needs to be constantly updated to reflect changes in the environment, such as technological advances, changes in social norms, and the changing needs of the learners.

We do not believe that there is a fixed, prescribed, 'best practice' approach on how to forge collaborative alliances between formal and non-formal education providers. This would assume that there is homogeneity across organizations, cultures and contexts and that imitation is the path to success. It would also assume that it is possible to identify these best practices through specific case studies and then distil them into a framework that can be replicated to produce the same results.

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