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DESIGNING LEARNING FOR PEACE

PEACE EDUCATION COMPETENCE FRAMEWORK
AND EDUCATIONAL GUIDELINES

MAINSTREAMING PEACE EDUCATION
SERIES

DESIGNING LEARNING FOR PEACE

**Peace Education Competence Framework
and Educational Guidelines**

Mainstreaming Peace Education Series

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Editors Max Fras, Sebastian Schweitzer

Researchers Inga Belousa, Max Fras, Adrian Locher, Israel Peralta, Sebastian Schweitzer, Imre Veeneman, Edin Zaim

Partner Organisations The ASHA Centre, Humana People to People in Latvia, European Intercultural Forum e. V., United Network of Young Peacebuilders, Habitat Association

Design and Layout Luke Flegg

Proofreading Luke John Davis



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PREFACE

Purpose

This publication aims to support educators in formal and non-formal education in developing peace education activities.

The Peace Education Competence Framework seeks to enhance the professionalisation of peace education in the youth and non-formal education sectors by providing a tool for planning, monitoring, evaluation and assessment of competence development for young people through peace education. Additionally, the Framework provides a springboard for further co-operation between organisations involved in its creation and their current and prospective partners.

The Framework contributes to this aim in three ways:

- by conceptualising peace and peace education
- by outlining peace education competences, together with learning objectives and learning outcomes
- by offering guidance on developing learning pathways and finally by suggesting a number of additional readings and resources on peace education.

The Framework was designed as an open, flexible and adaptable platform for education and learning. Although the Framework's main target are educators in non-formal learning, it can also be used by learners in individual learning processes and by organisations in developing trainer teams and capacity-building. Furthermore, although the Framework's roots are in non-formal and community learning as well as volunteering, it can be used in formal learning contexts. Last but not least, although the Framework is an effect of long-term collaboration between organisations and networks focusing on youth and youth work activities, it can be used with all age groups and in all educational contexts including adult, vocational and higher education.

History

The Competence Framework was developed as a response to current developments and shortcomings in education that aims to develop the capacities and competences of individuals to contribute to peace on local and global levels.

While in the past years one could observe an increase of popularity of peace education in the youth and non-formal education sectors, peace education lacks clarity as an educational category characterised by a low level of conceptualisation and poor delimitation of themes and issues it covers. Moreover, due to this lack of conceptual clarity and an unregulated educational landscape, educational activities labelled as 'peace education' or 'education for peace' are of diverging quality and scope, resulting on a lack of recognition of peace education.

The Framework is the main output of 'Mainstreaming Peace Education: Competence Framework', a project funded by the EU Erasmus+ Programme under the Key Action 2 - Strategic Partnerships in the Field of Youth Strand. It is a result of a collaborative learning, writing and editing process undertaken together by the partner organisations in Germany, Latvia, the Netherlands, Turkey and the United Kingdom. For further details about the project and its other activities, please visit www.peaceducation.eu. For information about editors, authors and other contributors, please see chapters 4 and 5.

The publication is also part of Mainstreaming Peace Education series, a co-operation programme between European civil society organisations working with peace education, initiated in 2012. The first phase of the programme, concluded in 2014, resulted in the publication of the 'Mainstreaming Peace Education: Methodologies, Approaches and Visions: A Practitioners Manual'.

Structure

The Competence Framework is composed of six chapters. The first one is the Framework including theoretical and conceptual foundations, contextual and action competence areas including competences, learning objectives and sample learning outcomes. The three contextual competence areas are interdependence, participation and diversity. Action competence areas are: living peace (LP) and building peace (BP). The second chapter outlines educational guidelines covering key steps in developing an educational pathway and three sample pathways based on the action competence areas. The third chapter is devoted to acknowledgements - the Framework is a result of a lengthy collaborative process spanning five countries and involving over a dozen contributors. The fourth chapter includes short profiles of editors and researchers of the Framework. The next, fifth, chapter contains information on all five partners of the 'Mainstreaming Peace Education: Competence Framework' project that this publication is the main output of. Last but not least, the sixth chapter includes a resources and additional readings listed per theme and chapter of the publication.

Future

As mentioned above, the Framework is meant to be a springboard for future work in the field of peace education. The main space for this will be further co-operation between the on the two pillars five project partners and their networks and target groups, but the Framework editors and authors remain open to comments, suggestions and ideas for its future use. The project's website (www.peaceeducation.eu) will remain active after the project's closure and will serve as a space for sharing resources and ideas in the field of peace education. We would like to encourage all readers to submit their comments and suggestions through the website.





PEACE EDUCATION COMPETENCE FRAMEWORK

This chapter covers the Peace Education Competence Framework.

The first part describes the theoretical and terminological background to the Competence Framework by detailing key concepts and ideas underpinning peace education, defining peace education and outlining the chosen competence areas of the Competence Framework.

In the second and third part of the chapter, the Framework's contextual competence areas and action competence areas are presented in detail.

Theoretical and terminological background of the Framework

This Competence Framework is not only composed of its competence areas and the actual competences, but also includes a theoretical understanding of peace, peacebuilding and peace education.

Any peace educator needs to have a good understanding of key concepts in the realm of peace and peacebuilding. They need to understand the role of peace education as an educational instrument for fostering peace in the world and contributing to nonviolent change processes.

Key concepts

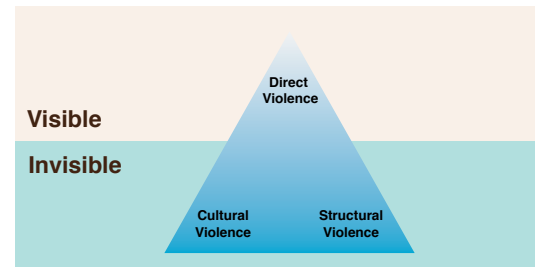
Understanding the concepts of conflict, violence and peace help those in the field to comprehend not only the character of peace and transformation processes but also the role which peace education plays in bringing about peaceful change.

Defining each of the three concepts and exploring the link between them helps develop an understanding of peace education, which in turn underpins this Framework.

Violence and conflict are often seen as interlinked or even synonymous - mainly because violent conflicts dominate the public perception of conflicts. It is therefore important to distinguish one from the other. This distinction helps to create a better understanding of the character of conflict and violence which is needed to develop an understanding of peace, peacebuilding and peace education.

For the purpose of this Framework, violence is understood as any human attitude, behaviour or context that harms any living being or the environment.

According to Galtung's violence triangle, violence can take direct, structural and cultural forms. Violence can be directed not only at humans or other living beings but also at the environment in general. Violence is a good indicator for open or latent conflicts as it deprives living beings and the environment from achieving their development potentials and thus causes injustice that can be both the root and the expression of often systemic power imbalances, inequalities and oppression.



Source: Galtung, J. (2004)

Within this Framework **conflict** is understood as a **perceived or actual contradiction of goals of interrelated actors or inner, social and environmental forces which is characterized by mutual influence between them.**

Conflict is not seen as negative or positive, but as something that appears in interrelation between different actors or forces. Conflict is disassociated from violence as any perceived or actual contradiction can be dealt with in different ways, violently or nonviolently. However, many conflicts are characterised by violence and it is violence that makes those conflicts harmful at a personal, social and environmental level.

This Framework defines peace as a participatory nonviolent process that seeks to reduce all forms of violence and creates conditions for inner, social and environmental well-being.

The definition highlights that peace aims to create the absence of all forms of violence in a nonviolent and highly inclusive process. This does not mean that peace does not include any conflicts – as conflicts are indeed part of daily life - but that those conflicts are dealt with by nonviolent means and addressed in a participatory manner. Moreover, for peace to be complete, peace has to be achieved in three dimensions that essentially compose the world:

- the **inner** sphere of human life
- the **social** sphere - the interactions between individuals, groups, organisations, states
- and the **environmental** sphere – all biophysical surroundings on and around the Earth, including living and non-living beings.



Peace, peacebuilding and peace education

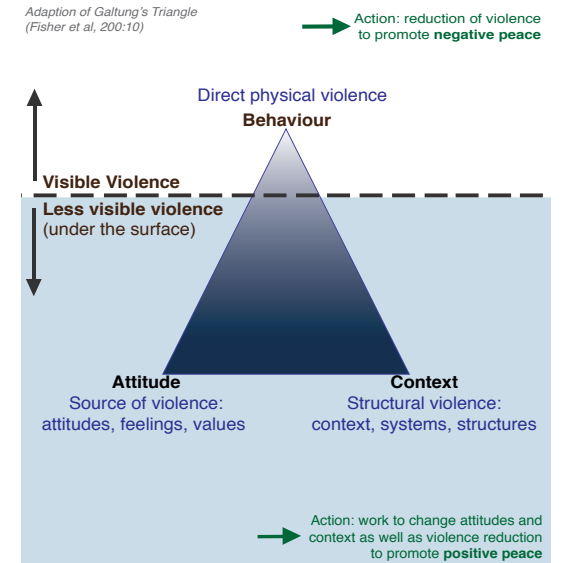
This understanding of peace is built on the two pillars of nonviolence and eco-centrism. Both pillars contribute essential values and practises to peace.

Nonviolence at the individual holistic level is guided by the principle of not harming any living being, including oneself, and conditioning

daily actions and activities to this principle. Nonviolence at a social level is understood as a means to achieving political or social change, and ideally it includes the holistic vision of nonviolence within the groups implementing the actions and each of the individuals that are part of these movements. This social dimension is usually connected with civil resistance, mobilisation, participatory processes and community oriented actions to rebalance powers, among others.

Eco-centrism rejects anthropocentric attitudes and behaviours, thus widening the area of concern by looking beyond the human sphere and promoting equality between all living beings and the environment. It is highly tied to climate change, overexploitation, natural protection, community conservation, limits to growth, animal rights, vegetarianism, and food security. Essentially, eco-centrism rejects superiority of humans over nature. It is critical of human impact on environmental assets in philosophical, economical, sociological and political terms.

If peace is based on these two pillars, then peacebuilding has to observe these two pillars as well. According to Anderson and Olson (2003), peacebuilding in general terms strives to achieve peace, and from a practitioner perspective refers to any process aiming at 1) stopping violence and destructive conflict and 2) building just and sustainable peace. In relation to the violence triangle, this means that peacebuilding needs to address direct physical forms of violence as much as underlying attitudes and values and structural violence (see right).



Source: Dijk, P., *Together in conflict transformation: Development co-operation, mission and diacony* (2009)

Peacebuilding practice differs in terms of approaches, activities and time depending on the understanding of peace. An overview of strategic peacebuilding responses and examples of peacebuilding measures in relation to conflict stages can be found overleaf.

Stage of conflict	Strategic response	Examples of peacebuilding measures
Difference	Cultural Peacebuilding	Peace Education (multiple identity training, problem solving, culture of peace) Fact-finding missions
Contradiction	Structural Peacebuilding	Peace Education (civil society development, training on human rights, governance training) Legitimacy and social justice Institutional capacity
Polarization	Elite Peacemaking	Preventive peacekeeping Negotiation
Violence	Peacekeeping	Crisis management
War	War limitation	Peace enforcement
Ceasefire	Peacekeeping	Preventive peacekeeping Confidence building Disarmament
Agreement	Elite Peacemaking	Power-sharing
Normalization	Structural Peacebuilding	Collective security Cooperation arrangements
Reconciliation	Cultural Peacebuilding	Peace Education (cultural exchanges, problem solving, peace and conflict awareness) Justice commissions

Independently of these different approaches, peacebuilding should be based on the pillars of nonviolence and eco-centrism to truly contribute to peace, as the end goal of peace can only be achieved by peaceful means and principles.

Within these approaches, peace education is a specific instrument and as such based on the very same pillars described above for peacebuilding. In the conflict cycle peace education is applicable for the stages difference, contradiction, and reconciliation (see diagram above).

Defining peace education

Peace education is any holistic, multidisciplinary and transformative educational activity that aids the competence development for living and building peace.

Peace education is an instrument to foster peace in the three dimensions of inner, social, and environmental; particularly by competence development in individuals.

Learners in peace education include those with a general interest in peace, peace activists or those involved in or working in civil society

organisations or governmental organisations. Peace education can clearly be distinguished from other peacebuilding instruments as:

- an educational means working on competence development of individuals
- a holistic form of education that not only works by cognitive means of learning but makes similarly use of emotional and tactile approaches
- multidisciplinary by nature as it has to involve a wide range of disciplines given the holistic character of peace

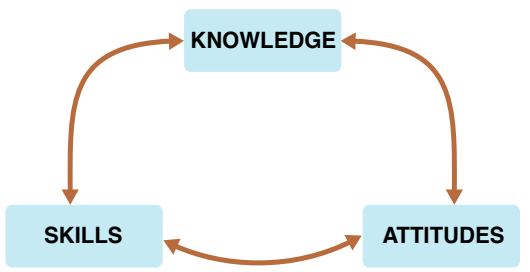
Competence Development

Peace education focuses on competence development. Competences are understood as the combination of knowledge, skills and attitudes:

Knowledge the things one knows and understands based on experiences and/or study.

Skills the ability to take action or do something based on practice.

Attitudes settled ways of thinking and feeling about something, including patterns of actions and underlying values.

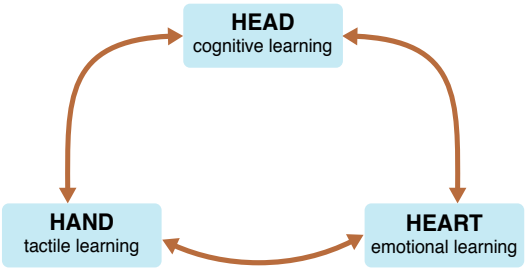


COMPETENCE DEVELOPMENT
Source: European Intercultural Forum e. V. (2014: 42)

Multidisciplinary and holistic educational approach

Peace education aims to develop competences in a complex and interconnected area. As mentioned previously, to achieve peace, all dimensions need to be addressed - inner, social and environmental - therefore peace education is holistic and multidisciplinary. Its holistic character is reflected in two aspects of peace education.

First, peace education focuses on the development of the mind, the heart and the body. It is a form of education that addresses learning in all three aspects by fostering cognitive learning, emotional learning as well as tactile learning. Through this holistic educational approach the focus on competence development is mirrored.



HOLISTIC APPROACH IN PEACE EDUCATION
Source: European Intercultural Forum e. V. (2014:42)

Second, peace education’s holistic approach can be found in its multidisciplinary character. Peace education includes a wide range of interlinked forms of education that aims at competence development for living and building peace.



Source: European Intercultural Forum e. V. (2014:43)

Thus, peace education is a transformative form of education that aims to change the way people feel, think and behave. This, particularly with a view to eradicate violence as a socially accepted means for addressing conflicts by strengthening nonviolent patterns of behaviour and attitudes in relation to oneself, others and the environment.

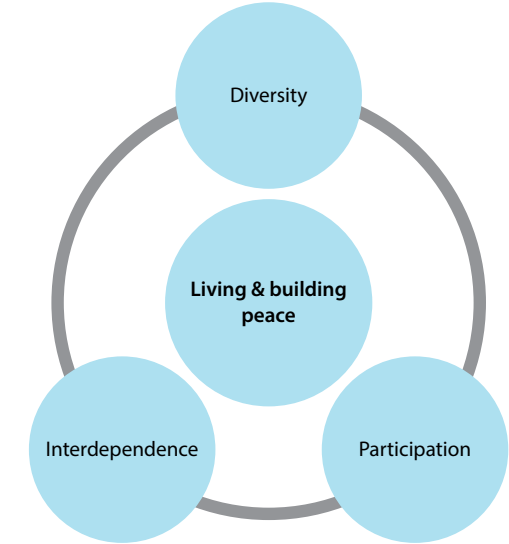
Competences and sequence of change

As shown, peace education is an educational instrument for supporting learners to develop specific competences for living and building peace.

In order to define those specific competences for living and building peace, this Framework is organised along two types of competence areas: 1) contextual competence areas and 2) action competence areas.

While the three contextual competence areas describe the background against which peace should be built and in which peace education is conducted, the two action competence areas describe specific competences for living and building peace.

Without the contextual competence areas the background against which peace should be built remains unclear and unrelated to the factual reality, while without the action competence areas no specific abilities for living and building peace are defined. Thus, both competence areas compose the Framework together with the above described theoretical framework as inseparable parts.



Competence Areas

	Contextual competence areas	Action competence areas
Definition	Description of the background and human and environmental context against which peace should be built and in which peace education is conducted.	Description of competences that are connected with the personal behaviours of individuals that directly lead to transforming conflict and contributing to and sustaining peace.
Competence Areas	Participation Diversity Interdependence	Living peace Building peace
Content	<ul style="list-style-type: none">• Concepts and theories explaining effects of human behaviour on the inner, social and environmental well-being• Effects of human behaviour on the inner, social and environmental well-being through concrete examples of factual realities• Core values essential for peaceful interaction among humans and between humans and all other living beings and the environment	<ul style="list-style-type: none">• Specific competences for living peacefully in a diverse and interdependent world while interacting with others and the environment• Specific competences for building peace in cooperation with others through planned and nonviolent transformative change processes• Learning objectives for each of the competences• Examples of learning outcomes for each learning objective

Knowing that the contextual competence areas provide the background and context for peace education, the action competence areas take a closer look at specific abilities - resulting from successful competence development - a learner should develop during peace education activities..

In the understanding of the Framework, living peace and building peace are defined as follows:

- Living peace refers to competences that are connected with living harmoniously with oneself, other living beings and the environment both locally and globally.
- Building peace refers to competences needed when working on organising, planning and implementing peacebuilding activities.

Living and building peace are part of the same process and cannot be separated from each other.

With this two-sided approach peace education is both a personal development programme and an empowerment programme. It aims to contribute to value-based transformative processes at an individual level and in a wider social and environmental context. To achieve these value-based transformative peace processes any learning has to translate not only to raise awareness thanks to changed attitudes but also to changed behaviour.

Source: NOVACT—International Institute for Nonviolent Action (2013:16)

Conventional sequence of change



Source: NOVACT—International Institute for Nonviolent Action (2013:16)

- Describing concepts and theories explaining the effects of human behaviour on inner, social and environmental well-being
- Illustrating effects of human behaviour on inner, social and environmental well-being through concrete examples
- Postulating core values essential for peaceful interaction among humans and between humans and all other living beings and the environment

- A definition, linking the contextual competence area to peace and peace education
- A list of forms of participation, diversity and interdependence, outlining the main subdivisions within the contextual area
- Key concepts and theories, covering the most essential notions relevant to the forms described
- Examples of challenges, describing violent realities that disturb or prevent peace
- Examples of positive developments, describing peaceful realities conducive to peace
- Learning objectives, framed in terms of knowledge and attitudes

Contextual Competence Areas			
Area	Participation	Interdependence	Diversity
Description	Refers to all forms of active human engagement with all living beings and the environment	Refers to all forms of mutual reliance that determine the well-being of living beings and the environment	Refers to acceptance and respect for individual features and characteristics of all living beings and the environment
Content	Concepts of participation, political and economic systems, environmental justice and decision-making and inclusion	Concepts and approaches to the global economy, political systems and governance and ecosystems	Concepts and approaches to gender, bioethics, class and culture
	Positive and negative effects of certain types and forms of participation in political, social, economic, environmental and cultural dimensions	Positive and negative effects of economic, political, sociocultural and environmental interdependencies	Positive and negative examples of how different gender, cultural and social diversity as well as biodiversity are perceived and treated in the world
	Inclusiveness, social responsibility and equal opportunities as values and principles of peace	Eco-centrism, the responsibility of an individual's own actions and ecological thinking as values and principles of peace	Eco-centrism, respect for diversity and heterogeneity as values and principles of peace



Participation

Participation is the process that provides humans with an opportunity and the power to actively engage in social, political, cultural, economic and environmental processes.

Participation is an essential value and a key dimension of peace education - active engagement with social, political, cultural, economic and environmental processes are a prerequisite for sustainable peace.

Participation is most often referred to in its political dimension. Political participation is either formal participation in the structures of a given political system (e.g. voting, standing in elections, party membership) or informal participation in the political culture of a country (e.g. hearings, demonstrations, boycotts).

For the sake of this Framework, participation is understood holistically and extends well beyond politics, including social, economic, cultural and environmental participation:

- Social participation refers to formal participation in civil society (e.g. membership in a civil society organisation) and informal participation in the social culture of the civil society (e.g. sporadic social activities and ad hoc volunteering).
- Economic participation encompasses different forms of employment, notably those with a community dimension and entrepreneurship.
- Cultural participation involves engagement in cultural activities at all levels, including both consumption of culture and active contribution to it (e.g. creative writing, singing).
- Environmental participation refers to one's active engagement with the environment, including in processes of consumption and production as both are in numerous ways based on the use of natural resources, environmental education, environmental management and protection (e.g., disaster risk reduction, food security and health, nature conservation).

Participation			
Forms of participation	Key concepts and theories	Examples of challenges	Examples of positive developments
Political participation	Power and empowerment Group processes and shared decision-making	Rigged elections in Belarus Absence of national elections in Saudi Arabia Anti-immigrant sentiments as the driving force for the Brexit vote in the UK	Equal political participation of numerous social and ethnic groups in the Netherlands Broad citizens' movement during the Scottish independence referendum
Social participation	Social capital Social norms Active citizenship Community development Volunteering	Marginalisation of ethnic minorities in Myanmar Emergency legislation limiting citizen rights in Turkey	Inclusion in the Finnish education system
Economic participation	Employment Co-operatives Entrepreneurship Micro-finance	Corporate capitalism in the USA Trade barriers between Africa and Europe	Sharing economy in the United States - crowdfunding platforms
Cultural participation	Cultural Heritage Identity and Culture Multiculturalism and Interculturalism	'Whitewashing' in Hollywood cinema	Migrant integration policies in Norway
Environmental participation	Political ecology Environmental social science Nonviolent action Gaia theory Environmental Justice	Global overexploitation and overconsumption Climate Change/Global Warming Environmental Migrants in South-East Asia	Environmental Impact Assessment Policies Renewable energy implementation in Germany Population cap in Okotoks, Canada

Learning Objectives	
Knowledge	
The learner shall be enabled to...	
1.	Define different types of participation and participatory processes
2.	Recite and discuss important concepts and theories explaining forms of participation
3.	Distinguish different means and forms of participation on personal, social and environmental levels
4.	Recognise, illustrate and provide examples for different forms of participation on social and environmental levels
5.	Demonstrate why some forms of participation are positive and others harmful for the individual, the society and the environment
6.	Identify obstacles and support factors for participation
7.	Create a vision for a participatory world, based on key concepts related to all levels of participation
Attitudes	
The learner shall be enabled to...	
1.	Value participation in all its forms
2.	Believe that engaging in participatory processes contributes to building peace
3.	Feel responsible for their participation and its consequences

Interdependence

Interdependence is a state of mutual reliance between two or more actors and mutual dependence between actors, processes and contexts.

Interdependence can be observed and expressed in all of the social, political, cultural, economic and environmental areas of life. Interdependence is also one of the constitutive values and key dimensions of peace education, as mutual reliance and interdependence ensures social, emotional, economical, ecological and political responsibility towards each other, thus relating to facilitating sustainable peace.

Due to its mutual nature, interdependence is most often related to the social sphere, where it obtains an ethical or moral character based on beliefs and values focusing on fairness and justice, solidarity and security, cohesion and conviviality. However, for the Framework interdependence is not limited to its social dimension.

Economic interdependence has developed through the need to find mutual interests and gains. Economic interdependence has been strongly shaping the global market and ensuring global development in both positive and negative ways. Although advancement of the fields of communication, transportation and free-market can be considered as successful benefits, structural and direct violence in form of unethical exploitation or abuses of human and natural resources have led to dirty goods, services and capital.

Examples for structural and direct forms of violence in the economic sphere are forced labour of children and adults in war torn societies, life threatening work conditions in factories producing consumer goods for Western markets, low wages forcing people to live under or just on the breadline and extreme air pollution due to a development-driven industrial production as well as processes of deforestation in protected ecological habitats in developing countries.

Environmental interdependence highlights relationships between all living beings and the environment including non-living beings and ecological systems. It is based on the notion and fact that all living beings share a common living space - the planet Earth, and it is a shared ethical concern to be responsible about it and to sustain it today and for future generations.

Environmental interdependence emphasizes and explores life-support systems, rules and structures that enable people to interact fairly with the environment with consideration for all living and nonliving components, ways of producing and exchanging goods and services, and decision-making about how social and economic systems use the environment.

Interdependence			
Forms of interdependence	Key concepts and theories	Examples of challenges	Examples of positive developments
Economic	World-systems theory Capitalism (conventional economic model) Wealth distribution Glocalisation	Global market volatility after the Brexit referendum	UK international development programme (UKAID) FINE association of fair trade “Equal Exchange” the fair trade brand and cooperative
Environmental	Ecosystems Habitat Ecosystems services Political Ecology	Polar Ice Cap Melting Oil Palms Plantations in Indonesia	Worldwide permaculture practices Carbon offset programmes Restorating ecologies Zero-energy buildings Off the grid systems
Sociocultural	Migration Globalisation Access to information	Discriminatory immigration policies in the UK Anti-migratory wall in the USA Exclusion of developing countries from globalisation processes	Inclusion in globalisation processes Open migration policy
Political (Global)	Governance Political Transformation Food Security	Inefficiency of global organisations (UN) Collapse of post-World War II security order in Europe - Yugoslavia, Ukraine	Global criminal justice system Global maritime governance system

Learning Objectives	
Knowledge	
<i>The learner shall be enabled to...</i>	
1.	Define interdependence for inner, social and environmental peace
2.	Recite and discuss important concepts and theories explaining interdependencies in the world
3.	Identify mechanism of interdependencies and distinguish causes and effects of interdependencies in all three dimensions of peace
4.	Recognise, illustrate and provide examples for different forms of interdependencies on personal, social and environmental levels
5.	Distinguish desirable forms of interdependence from harmful ones existing on personal, social and environmental levels
6.	Demonstrate why some existing interdependencies are desirable and others harmful for the individual, the society and the environment
7.	Explain which forms of interdependence they wants to see on personal, interpersonal and environmental level in the world
Attitudes	
<i>The learner shall be enabled to...</i>	
1.	Believe that their well-being depends on the well-being of other living beings and the environment.
2.	Value the fact that the world is shared by all living beings and the environment

Diversity

Diversity encompasses acceptance and respect for individual features and characteristics of all living beings and the environment.

Peace education aims to embrace and celebrate all forms of diversity so that difference becomes a positive source and an asset rather than the cause for conflict and violence. The term ‘diversity’ as used here is not a mere description of reality - the world is a diverse place, both in its human and environmental realms - but an active attitude that goes beyond accepting diversity but acting for and with it.

This Frameworks highlights four areas of diversity, essential for holistic peace education activities. The list is not exhaustive but is an indication of important areas of diversity that are addressed through peace education:

- Gender diversity covers all aspects of gender and sexuality
- Cultural diversity refers to race, nationality ethnicity and religion
- Social diversity concerns social classes, groups and castes
- Biodiversity covers species and genetic variations

Diversity			
Forms of diversity	Key concepts and theories	Examples of challenges	Examples of positive developments
Gender Diversity	Gender studies	Gender-based domestic violence in Eastern Europe	EU anti-discrimination legislation
	Gender equality	Online homophobic and transphobic hate speech	
	Gender equity	Law in Saudi Arabia that doesn't allow women to drive	
	Intersectionality		
Biodiversity	LGBTQI		
	Species	Degradation of Aral Sea	
	Genetic variations	Land Reclamation in Yellow Sea	Global Footprint Network Studies
	Anthropocentrism and ecocentrism		
	Bioethics		The IUCN Red List of Threatened Species

Social Diversity	Social groups	Low social mobility in the UK	Social mobility programmes run by British employers
	Social classes		
	Discrimination	Inequality in Russia	Social inclusion programmes in Scandinavia
	Equality		
Cultural diversity	Identity	Caste system in India	Racial equality laws in Australia
	Multiculturalism	Racial discrimination in the US	
	Assimilation	Ghettoisation of immigrant communities in many Western European countries	Migrant integration programmes in Sweden
	Integration		
	Inclusion		Council of Europe minority rights legislation

Learning Objectives	
Knowledge	
The learner shall be enabled to...	
1.	Define diversity in its inner, social and environmental dimension
2.	Recite and discuss important concepts and theories explaining diversity
3.	Demonstrate the value of diversity in the world
4.	Illustrate different forms of diversity through specific examples on personal, social and environmental levels
5.	Distinguish existing problems related to diversity from positive developments and success stories
6.	Explain how they want to live together with other living beings who are different from themselves
Attitudes	
The learner shall be enabled to...	
1.	Value one's own unique identity
2.	Appreciate the uniqueness of each individual
3.	Value diversity in one's personal life, social life and the environment

Action competence areas

The action competences areas of the Framework are living peace and building peace.

Both competence areas describe competences that are connected with the personal behaviours of individuals that directly lead to transforming conflict and contributing to and sustaining peace.

Both competence areas are part of the same process and they are inseparable. Both aim to reduce violations of the development potentials of all living beings and the environment and to create sustainable nonviolent patterns of behaviour and peaceful forms of interaction of individual and societies.

While living peace focuses on the abilities to co-exist and act responsibly and peacefully in an interdependent, diverse and participatory world, building peace looks at those abilities that allow people to take an active role in shaping

nonviolent transformative processes together with others directed at all levels of inner, social and environmental peace.

- Living peace refers to competences that are connected with living harmoniously with oneself, other living beings and the environment within nearest and global reach
- Building peace refers to competences needed when working on organising, planning and implementing peacebuilding activities

Each of the two competence areas is composed of four competences which define concrete abilities that should be developed by peace education to foster peace on inner, social and environmental levels. For each competence specific learning objectives - framed in terms of knowledge, skills and attitudes - are formulated which are accompanied by matching examples of learning outcomes.

Competence Area	Living Peace	Building Peace
Description of competence area	Living peace refers to competences that are connected with living harmoniously with oneself, others, all beings and the environment within nearest and global reach	Building peace refers to competences needed when working on organising, planning and implementing peacebuilding activities
Competences	Being nonviolent Transforming conflict in everyday life Engaging with the world Exploring identity and embracing diversity	Planning, monitoring and evaluating peacebuilding activities Transforming conflict Implementing and organising grass-root peacebuilding activities Enhancing and sustaining peace

Living peace

The competence area of living peace covers competences that are connected with living in harmony and cohesion with oneself, all living beings and the environment.

As peace is both an inward and an outward process, living in peace and harmony reflects attitudes, beliefs, lifestyle and personal behaviours of individuals. It directly relates to acting peacefully and sustaining peace in their everyday lives. Yet, without inner peace one's life can appear in a constant state of conflict that could be explained as a result of disconnection with social, cultural and environmental processes or with Earth as a living system.

A source of inspiration for the competence area of living peace can be found in Gandhi's famous statement: 'be the change you want to see in the world', and his vision of nonviolence that 'without a direct action, nonviolence is meaningless'.

Living peace provides the educator with an overview of different competences that can be developed by the learner aimed at improving their personal behaviour in their daily lives in regards to violence and how to handle conflict situations. This competence is crucial when working with learners who are willing to live more peacefully with themselves, others and in co-existence with the environment.

This competence area consists of four competences:

1. Being nonviolent
2. Transforming conflict in everyday life
3. Engaging with the world
4. Exploring identity and embracing diversity

Each of these main competences are specified by learning objectives that indicate the educator's aims to be achieved throughout an educational process. For each of the learning objectives two examples of learning outcomes indicate the possible learner's results that should be achieved throughout the educational process.

Competence 1 (LP C1): Being nonviolent

While with the exception of extremists violence is widely rejected, it appears that violence is still a widespread phenomenon. Violence in direct, structural and cultural forms occurs in the relation between humans and between humans and other living beings and the environment. What is more, violence seems to be a commonly accepted approach to handle conflicts at a personal but also at a social level as various political or social conflicts indicate. Against the environment, violence is directed in multiple ways legitimised by an anthropocentric worldview.

Based on the principles of nonviolence, this competence encompasses a broad understanding and practice of peace in one's daily life. Cultivating inner peace is key to 'being nonviolent', a state of mind which allows a choice and the ability to handle inner and social conflicts in a peaceful way. On an environmental level 'being nonviolent' is reflected in the consequences of living with an eco-centric perspective and awareness of the surrounding environment, such as daily decision making about one's consumer choices.

This competence is relevant for those learners who would like to reflect on their own patterns of behaviour and become less violent in their daily lives.

Living Peace Competence 1 (LP C1): Being nonviolent		
No.	Learning objective	Example of learning outcomes
LP C1-1	To enable the learner to use nonviolent communication	<ul style="list-style-type: none">I can distinguish and explain different ways e.g., approaches, methods of nonviolent communication and refer to personal stories of my life in which I acted nonviolent.I am able to apply different ways e.g., approaches, methods of nonviolent communication appropriately in my daily life.
LP C1-2	To enable the learner to examine their life through the lens of nonviolence, determining which of their thoughts, attitudes and behaviours are violent or harm living beings and the environment	<ul style="list-style-type: none">I am able to apply nonviolent ways e.g., approaches, methods, experience-stories in my daily life.I can demonstrate that being nonviolent is essential and beneficial to me, those around me and the environment.
LP C1-3	To enable the learner to be inspired by role models of nonviolent ways of being and life-styles	<ul style="list-style-type: none">I am able to acknowledge nonviolence as a way of being in living or historical personalities.I am able to honour and learn from role models of nonviolent ways of being.
LP C1-4	To enable the learner to be honest and to practise positive thinking	<ul style="list-style-type: none">I can identify negative effects of non-acceptance and dishonesty.I can recognize and demonstrate the effects of positive thinking in my daily life.
LP C1-5	To enable the learner to actively seek and take on feedback from others to transform their violent attitudes and behavior	<ul style="list-style-type: none">I am able to listen to others' feedback and accept it without reacting defensively.I am able to see myself through the eyes of others.
LP C1-6	To enable the learner to restrain themselves from using violence in all its forms	<ul style="list-style-type: none">I am able to distinguish different forms of violence towards myself, others and the environment.I can restrain myself to use violent in my daily life for example by making informed consumer choices and acting nonviolently towards my family and peers.

Competence 2 (LP C2): Transforming conflict in everyday life

Many of the conflicts one is involved in escalate due to attitudes and behaviour that spiral violently in a give and take with the other conflicting side. Transforming conflicts in situations of rising tensions is difficult due to the complexity of conflicts, one's own emotional involvement, an inability to consider the other side and difficulty in imagining alternative realities as a result of a mutually designed and pursued transformative process.

This competence highlights the idea that transforming conflicts brings benefits to people and the environment. In this sense, it is one of the drivers of change which aims to sustain peace in one's daily life and Earth as a community. Transforming conflict begins with replacing a need to control with a willingness to reflect and understand the source of conflicts and violence in one's personal or social life. The next steps are to be able to be empathic to others, create pathways to transform inner and outer conflicts and to engage actively in transforming conflicts to reduce their negative impact on oneself, others and the environment.

This competence is relevant for those learners who would like to learn how to transform conflicts in their daily lives.

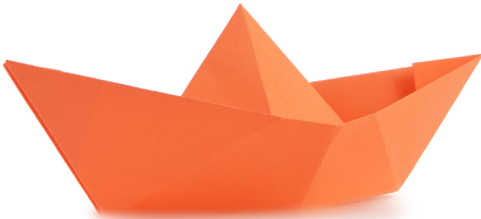
Living Peace Competence 2 (LP C2): Transforming conflict in everyday life		
No.	Learning objective	Example of learning outcomes
LP C2-1	To enable the learner to keep hope alive in a conflicted or turbulent world	<ul style="list-style-type: none">I can demonstrate how I nurture my sense of hope through activities which make me feel more connected and alive, e.g. music, being in Nature, meditation.I am able to seek forgiveness and envision a hopeful future for me, those around me and the environment.
LP C2-2	To enable the learner to analyse inner and interpersonal conflicts in order to understand parties, needs and issues at stake	<ul style="list-style-type: none">I can use analytical tools for a conflict that I am involved in or that affects my life.I am able to distinguish between my position, interest and needs and those of others.
LP C2-3	To enable the learner to be empathic towards themselves, other living beings and the environment	<ul style="list-style-type: none">I am able to accept myself as I am, and others as they are.I can look at conflict situations through the eyes of others and to understand their thoughts, point of view and emotions.
LP C2-4	To enable the learner to structure, follow and monitor a pathway to transform inner and interpersonal conflicts	<ul style="list-style-type: none">I can manage and transform my conflicted thoughts and emotions.I am able to use conflict as an opportunity for positive change.
LP C2-5	To enable the learner to constructively transform a conflict in their personal and social life	<ul style="list-style-type: none">I can apply conflict transformation skills to my personal and social life,I am able to use self-help tools and self-protective strategies, or seek help from an outside professional.

Competence 3 (LP C3): Engaging with the world

One of the greatest dangers to peace is a narrow worldview and isolation. Time and again it is evident that violence, whether self-harm, suicide, mass shootings or terrorist attacks, can be caused by a person or group feeling isolated from the community. At an environmental level, too, it is isolationist thinking which, in seeing species as separate, leads to violence to Earth as a community.

This competence seeks to address the danger of isolation by exploring ways of interaction with others by improving interpersonal skills, learning to work better in teams and by fostering a constructive engagement in the social, political and economic life of the local and wider community. It also seeks to create the conditions for sustaining well-being in one's life, the living beings on this planet, and the environment.

This competence is relevant for those learners who would like to enhance their abilities to connect to and communicate constructively with others and be part of a bigger community of peace activists.



Living Peace Competence 3 (LP C3): Engaging with the world		
No.	Learning objective	Example of learning outcomes
LP C3-1	To enable the learner to envision with others pathways for peaceful living	<ul style="list-style-type: none">I am able to find my own voice in a group visioning exercise.I can engage in listening to others' thoughts without interrupting.
LP C3-2	To enable the learner to take part in connected conversation with others	<ul style="list-style-type: none">I am able to engage with others in meaningful conversation exchanging meaningful life turning points.I am able to open up to others and share personal thoughts and feelings, goals and visions.
LP C3-3	To enable the learner to understand group dynamics and applying them in working peacefully within a team	<ul style="list-style-type: none">I can identify and distinguish different personality types in my family members, friends and colleagues.I am able to apply my knowledge about group dynamics in order to work peacefully with others.
LP C3-4	To enable the learner to get out into the local community to meet others in a shared vision and action	<ul style="list-style-type: none">I can find and create opportunities for myself to participate in social, cultural, political and economic life.I am able to engage constructively in participatory processes.
LP C3-5	To enable the learner to collaborate with other living beings to nurture a peaceful co-existence in a global interdependent world	<ul style="list-style-type: none">I can recognise local and global interdependencies in my daily life.I am able to adapt my lifestyle to better share the planet with other living beings.
LP C3-6	To enable the learner to co-create a group ethos for peaceful living within communities	<ul style="list-style-type: none">I am able to foster well-being and cohesion in my community life.I am able to work with others to co-create strategies and group ethos for a healthy community life.



Competence 4 (LP C4): Exploring identity and embracing diversity

Earth as a community is a habitat of a multitude of identities that are interdependent on each other. Ignorance, prejudice and fear of diversity and difference are often the cause of conflict and violence not only in multicultural society but also against the habitats of other living beings and the environment.

Likewise, unresolved identity issues, be they sexual, national, racial or religious, create inner and outer violence in one's life. On an environmental level, this manifests as a threat to biodiversity and the environment.

This competence seeks to recognise the value of identity, whilst fostering a sense of interconnectedness and being at peace within a diverse world of other identities, living beings and environment. By understanding other ways of being and cultures, one's sense of self is enriched and expanded. In the same way, by appreciating the biodiversity of planet Earth, one can learn to live in harmony with the natural world.

This competence is relevant for those learners who would like to explore aspects of diversity and the effect that diversity has on the richness of their lives.



Living Peace Competence 4 (LP C4): Exploring identity and embracing diversity		
No.	Learning objective	Example of learning outcomes
LP C4-1	To enable the learner to build and nurture their unique identity	<ul style="list-style-type: none">I am able to undertake inner practices to develop and enrich my identity.I am able to embrace and nurture my unique identity.
LP C4-2	To enable the learner to strengthen their sense of self in relationship to other unique identities	<ul style="list-style-type: none">I am able to recognise my unique identity as part of a diverse world, without being threatened by social, cultural, economic, and environmental differences.I am able to engage in peaceful and empathic communication to discover the uniqueness of each living being.
LP C4-3	To enable the learner to get to know and transform their cultural prejudices and biases	<ul style="list-style-type: none">I am able to recognise in what ways my culture plays a part in my attitudes and behaviour and what makes me culturally sensitive to others.I am able to overcome my natural prejudices by appreciating other cultures and beings.
LP C4-4	To enable the learner to be at peace with living in an environment of diverse species and cultures	<ul style="list-style-type: none">I am able to be mindful that the world consists of different habitats and cultures.I can speak and act in ways that embrace diversity.
LP C4-5	To enable the learner to find and take their place within the Earth community	<ul style="list-style-type: none">I am able to acknowledge that I belong to the Earth community.I can organise my personal and professional life according to my belonging to the Earth community.
LP C4-6	To enable the learner to appreciate and celebrate a diverse world of unique identities	<ul style="list-style-type: none">I am able to recognise that I participate in a diverse world of unique identities by sharing my unique story and being positively inspired by other stories.I am able to practice the principle of unity in diversity.



Living Peace Competence Area	
Competence	Learning objective
LP C1 Being nonviolent	<div>1. To enable the learner to use nonviolent communication</div> <div>2. To enable the learner to examine their life through the lens of nonviolence, determining which of their thoughts, attitudes and behaviours are violent or harm living beings and the environment</div> <div>3. To enable the learner to be inspired by role models of nonviolent ways of being and life-styles</div> <div>4. To enable the learner to be honest and to practise positive thinking</div> <div>5. To enable the learner to actively seek and take on feedback from others to transform their violent attitudes and behavior</div> <div>6. To enable the learner to restrain themselves from using violence in all its forms</div>
LP C2 Transforming conflict in everyday life	<div>1. To enable the learner to keep hope alive in a conflicted or turbulent world</div> <div>2. To enable the learner to analyse inner and interpersonal conflicts in order to understand parties, needs and issues at stake</div> <div>3. To enable the learner to be empathic towards themselves, other living beings and the environment</div> <div>4. To enable the learner to structure, follow and monitor a pathway to transform inner and interpersonal conflicts</div> <div>5. To enable the learner to constructively transform a conflict in their personal and social life</div>
LP C3 Engaging with the world	<div>1. To enable the learner to envision with others pathways for peaceful living</div> <div>2. To enable the learner to take part in connected conversation with others</div> <div>3. To enable the learner to understand group dynamics and applying them in working peacefully within a team</div> <div>4. To enable the learner to get out into the local community to meet others in a shared vision and action</div> <div>5. To enable the learner to collaborate with other living beings to nurture a peaceful co-existence in a global interdependent world</div> <div>6. To enable the learner to co-create a group ethos for peaceful living within communities</div>
LP C4 - Exploring identity and embracing diversity	<div>1. To enable the learner to build and nurture their unique identity</div> <div>2. To enable the learner to strengthen their sense of self in relationship to other unique identities</div> <div>3. To enable the learner to get to know and transform their cultural prejudices and biases</div> <div>4. To enable the learner to be at peace with living in an environment of diverse species and cultures</div> <div>5. To enable the learner to find and take their place within the Earth community</div> <div>6. To enable the learner to appreciate and celebrate a diverse world of unique identities</div>

Building peace

The competence area of building peace refers to competences needed when working on organising, planning and implementing peacebuilding activities from a local to a global level and in relation to social and environmental conflicts.

As peacebuilding is a complex endeavour that requires diverse competences, this competence area reflects many aspects of conflict transformation, inclusive participation and systemic thinking and acting. Without a coherent understanding of change processes and the need for translating the values of diversity, participation and interdependence into peaceful action, a peacebuilder cannot contribute constructively to peacebuilding.

Building peace provides the educator with an overview of different competences that can be developed by the learner aiming at establishing and implementing peacebuilding activities and transforming conflicts at the social and environmental level. This competence is crucial when working with learners who are planning to intervene in social and environmental violent conflicts.

The four main competences under building peace are:

1.

Planning, monitoring and evaluating peacebuilding activities
2.

Transforming conflict
3.

Implementing and organising grass-root peacebuilding activities
4.

Enhancing and sustaining peace

Each of these main competences are specified by learning objectives that indicate the educator’s aims to be achieved throughout an educational process. For each of the Learning objectives, two examples of learning outcomes indicate the possible learner’s results that should be achieved throughout the educational process.



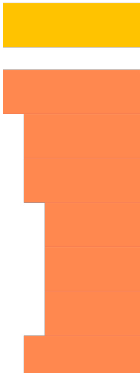
Competence 1 (BP C1): Planning, monitoring and evaluating peacebuilding activities

In order to be successful, any peacebuilding activity needs to be carefully planned, designed, monitored and evaluated. Peacebuilders often lack awareness of the complexity of peace interventions, but start their actions with a lot of enthusiasm and the inner drive to contribute to peace in their communities or at global level. While this enthusiasm and motivation is a positive factor it needs to be accompanied by the essential knowledge, skills and attitudes on conflict-sensitive intervention design and an awareness of the usefulness of in-depth planning, monitoring and evaluation.

This competence seeks to address the abilities needed for understanding conflict situations, assessing one's own capacities for change and mapping pathways of change for a potential peacebuilding intervention. Moreover, it aims to highlight the importance of needs-based and inclusive intervention logics as well as the need for formulating goals and nonviolent strategies for change. Last but not least, this competence also refers to the requirement for monitoring, evaluation and learning during and from peacebuilding activities.

This competence is relevant for those learners who plan to design and implement interventions for social and environmental violent conflicts.

Building Peace Competence 1 (BP C1): Planning, monitoring and evaluating peacebuilding activities		
No.	Learning objective	Example of learning outcomes
BP C1-1	To enable the learner to analyse contexts and conflicts jointly with other stakeholders	<ul style="list-style-type: none">I can use conflict analysis tools and determine entry points for my activities.I am able to identify stakeholders and conduct conflict and context analyses together with them in a mutually beneficial process.
BP C1-2	To enable the learner to assess honestly their own capacities for change	<ul style="list-style-type: none">I am able to use tools and identify my/our own resources and their value and benefit for a given conflict.I am able to use tools to check if I plan my/our interventions according to my/our capacities.
BP C1-3	To enable the learner to set nonviolent pathways of change by creating a theory of change	<ul style="list-style-type: none">I can identify conditions and preconditions to achieve a desired change.I am able to set measures to verify if conditions and preconditions are achieved.
BP C1-4	To enable the learner to co-create needs-based and inclusive intervention logics, goals and nonviolent strategies for change	<ul style="list-style-type: none">I can identify needs, plan nonviolent actions and set goals in a given context through inclusive and participatory processes.I am able to design group processes during which grass-root activists plan and design needs-based interventions.
BP C1-5	To enable the learner to monitor and evaluate own peace interventions transparently throughout the entire duration of the intervention	<ul style="list-style-type: none">I am able to establish measures to track the implementation of the actions planned and their impact.I can distinguish between activity, results, long-term goals and to put the appropriate means for monitoring and evaluation in place.
BP C1-6	To enable the learner to identify main learning outcomes based on needs, successes and failures and transfer the lessons learnt into action	<ul style="list-style-type: none">I am able to draw conclusions from a peacebuilding activity and to document the resulting learning outcomes.I am able to integrate the lessons learnt from the past into my current planning processes.



Competence 2 (BP C2): Transforming conflicts

Transforming conflicts is a very sensitive process with many obstacles. It requires significant changes in relationships, interests and even core values of a given society to end cultural, structural and direct violence.

Depending on the conflict at stake different measures have to be undertaken to achieve this transformation by nonviolent means, while at each stage of the change process obstacles pave the transformative path. Thus, being aware of these obstacles and existing power relations is a prerequisite for peacebuilders. Only then they can make qualified choices for their transformative approach and design appropriate strategies together with others in an inclusive process of shared decision making.

This competence aims to provide the learner with a comprehensive set of abilities to set-up a vision for conflict transformation, to better understand how to raise awareness about injustice and oppression amongst others, to effectively empower and include all the actors - including victims and perpetrators of violence - as part of the process for transforming conflict, and to imagine and integrate alternative power dynamics and approaches to conflict transformation through shared decision making processes and nonviolent actions.

This competence is relevant for those learners who would like to actively engage and shape change processes of transforming violent conflicts.

Building Peace Competence 2 (BP C2): Transforming conflicts		
No.	Learning objective	Example of learning outcomes
BP C2-1	To enable the learner to envision peaceful transformation of a specific conflict	<ul style="list-style-type: none">I can imagine alternative realities when I see an unjust situation.I can name the main pillars of power that need to be changed to reach a more peaceful reality in a given context.
BP C2-2	To enable the learner to raise awareness about injustice and oppression	<ul style="list-style-type: none">I am able to identify injustice and oppression and explain why a situation is unbalanced, unjust or oppressing a certain group of people.I can use different methods to inform others of existing injustices and oppressions.
BP C2-3	To enable the learner to empower communities and other stakeholders and create barrier-free opportunities for inclusive participation	<ul style="list-style-type: none">I am able to provide participatory spaces to different groups and make them accessible, particularly for marginalised and oppressed groups.I can engage with others, include them and lead them to take action.
BP C2-4	To enable the learner to mobilise and connect communities sensitively without creating additional divisions	<ul style="list-style-type: none">I can engage others in community building processes by motivating them to care about peaceful co-existence and to become part of a peace process.I am able to build bridges between divided communities on local level by creating a platform for dialogue.
BP C2-5	To enable the learner to share decision making powers and create pathways for change	<ul style="list-style-type: none">I am able to create horizontal power structures and create shared visions for peace.I can plan pathways for change together with others.

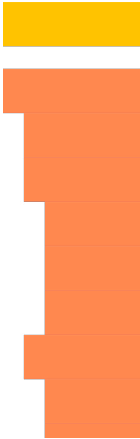
Competence 3 (BP C3): Implementing and organising grass-root peacebuilding activities

When confronted with conflict, particularly when this conflict has a social or environmental dimension of a bigger scale, many people say that nothing can be done from the grass-root level. The conflict seems too complex and too big to trigger a transformation process as individuals or a small group of activists. While there are many successful examples of grass-root peacebuilding initiatives and a large portfolio of peacebuilding measures and concrete actions to draw from, many peacebuilders are not aware of the wide range of possible activities they could undertake to bring about change.

This competence is based on the notion that grass-root peace initiatives are needed to build peace and aims to provide the learner with different forms and methods of peacebuilding such as lobbying and awareness raising methods, nonviolent actions or people to people approaches for reconciliation processes. In this sense it adds to the other competences a structured overview of possible peacebuilding measures to choose from for conflict transformation.

This competence is relevant for those learners who are eager to learn about the different means of peacebuilding and concrete actions for building sustainable peace on the ground.

Building Peace Competence 3 (BP C3): Implementing and organising grass-root peacebuilding activities		
No.	Learning objective	Example of learning outcomes
BP C3-1	To enable the learner to advocate and lobby for peace	<ul style="list-style-type: none">I am able to develop a message that promotes peace and includes statement, evidence, example, goal and desired action.I can select the most appropriate format to deliver my message to my selected target group.
BP C3-2	To enable the learner to organise nonviolent actions	<ul style="list-style-type: none">I can explain different methods of nonviolent action e.g. protest, intervention, non-cooperation and their suitability in different situations.I am able to plan and implement a nonviolent action effectively.
BP C3-3	To enable the learner to build confidence and reconciliation via collective people-to-people processes and shared responsibility	<ul style="list-style-type: none">I can name the main obstacles and supporting mechanisms for a reconciliation process.I am able to create spaces for safe and meaningful dialogue between those who have been victims and perpetrators of violence.
BP C3-4	To enable the learner to build peace with negotiations and mediation involving all affected communities and stakeholders	<ul style="list-style-type: none">I am able to act as a mediator - external party to a conflict - and create options for agreements together with the conflicting parties.I can apply a structured and peaceful approach to negotiation.
BP C3-5	To enable the learner to co-create participatory communities and social cohesion	<ul style="list-style-type: none">I can construct mechanisms in a group or society to increase the cohesion and involvement of each of its members.I can demonstrate respect and build on positive aspects of local traditions for building peace in a community by using a participatory approach.
BP C3-6	To enable the learner to engage with different groups, coordinating and creating joint actions with a common vision of peace	<ul style="list-style-type: none">I can explain a vision for peace and engage others to act towards it.I can construct a network consisting of different stakeholder on the local level in order to use the insights of a diverse group of people to coordinate local peacebuilding activities.



Competence 4 (BP C4): Enhancing and sustaining peace

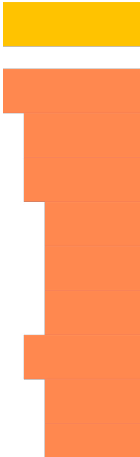
Peace does not only need to be planned but also has to be sustained. Often peacebuilding processes are jeopardised by missing a follow up after successful interventions and unfortunately people tend to forget the value of peace when they enjoy it.

Thus, the threat of recurring violence has to be addressed in a similarly strategic and structured manner as peace needs to be built. Learners often do not perceive this task of enhancing and sustaining peace as important when they live in a state of relative peace, which makes building an infrastructure for peace even more relevant for peacebuilders.

This competences seeks to provide the learner with the essential abilities for peace monitoring, early warning and response mechanisms, establishing formal and informal institutions for peace and aims to highlight the necessity for constantly reinforcing the value and need for peace in any society.

This competence is relevant for those learners who are interested in using a strategic approach toward enhancing and sustaining peace after a certain degree of nonviolence is already achieved.

Building Peace Competence 4 (BP C4): Enhancing and sustaining peace		
No.	Learning objective	Example of learning outcomes
BP C4-1	To enable the learner to monitor the level of violence in a given context	<ul style="list-style-type: none">I know what are the manifestations of violence in a given context and how to identify them.I know monitoring mechanisms and can create them to monitor the level of violence in a given context.
BP C4-2	To enable the learner to establish grass-root mechanisms of early warning and response to violence	<ul style="list-style-type: none">I can predict potential escalations of violence and create potential responses to it.I can involve different stakeholders to react against violence in a fast manner.
BP C4-3	To enable the learner to consolidate and reinforce civil society initiatives and institutions that contribute to and sustain peace	<ul style="list-style-type: none">I am able to connect relevant civil society initiatives and institutions in a specific context that work towards a similar goal.I can implement a scaling up strategy of a peace activity by linking the initiative to other civil society initiatives such as a local media programme runned by a local community group.
BP C4-4	To enable the learner to build formal and informal institutions enhancing peace.	<ul style="list-style-type: none">I can create a local peace council in my community, that brings together community leaders, religious leaders and local decision makers to discuss current conflicts.I can organise an informal network of youth led initiatives that support social cohesion in my community/region.
BP C4-5	To enable the learner to raise awareness on the value of peace	<ul style="list-style-type: none">I know how to communicate to others the importance of peace even when there is not a high level of violence.I know what are the benefits of peace in a given context and how it benefits every living being and the environment.



Building Peace Competence Area	
Competence	Learning objective
BP C1 - Planning, monitoring and evaluating peacebuilding activities	1. To enable the learner to analyse contexts and conflicts jointly with other stakeholders
	2. To enable the learner to assess honestly their own capacities for change
	3. To enable the learner to set nonviolent pathways of change by creating a theory of change
	4. To enable the learner to co-create needs-based and inclusive intervention logics, goals and nonviolent strategies for change
	5. To enable the learner to monitor and evaluate own peace interventions transparently throughout the entire duration of the intervention
	6. To enable the learner to identify main learning outcomes based on needs, successes and failures and transfer the lessons learnt into action
BP C2 - Transforming conflicts	1. To enable the learner to envision peaceful transformation of a specific conflict
	2. To enable the learner to raise awareness about injustice and oppression
	3. To enable the learner to empower communities and relevant stakeholders and create barrier-free opportunities for inclusive participation
	4. To enable the learner to mobilise and connect communities sensitively without creating additional divisions
	5. To enable the learner to share decision making powers and create pathways for change

BP C3 - Implementing and organising grass-root peacebuilding activities	1. To enable the learner to advocate and lobby for peace.
	2. To enable the learner to organise nonviolent actions.
	3. To enable the learner to build confidence and reconciliation via collective people-to-people processes and shared responsibility
	4. To enable the learner to build peace with negotiations and mediation involving all affected communities and stakeholders
	5. To enable the learner to co-create participatory communities and social cohesion.
	6. To enable the learner to engage with different groups, coordinating and creating joint actions with a common vision of peace
BP C4 - Enhancing and sustaining peace	1. To enable the learner to monitor the level of violence in a given context
	2. To enable the learner to establish grass-root mechanisms of early warning and response to violence
	3. To enable the learner to consolidate and reinforce civil society initiatives and institutions that contribute to and sustain peace
	4. To enable the learner to build formal and informal institutions enhancing peace.
	5. To enable the learner to raise awareness on the value of peace





2

EDUCATIONAL GUIDELINES

This chapter provides guidelines for educators on designing educational pathways for groups of learners, based on the Competence Framework. The guidelines include a brief introduction to key steps in designing an educational pathway as well as three sample educational pathways based on the Framework.

Developing an educational pathway
key steps

Developing an educational activity based on the Competence Framework is a complex process and depends on a number of factors, including the objectives of the activity, the competences of the educator, the environment in which the activity takes place, the organisation they work with or for, the intended target group and their identified learning needs. It is not the purpose of this publication to provide guidelines covering the whole variety of educational environments, but to provide advice for key stages of a planning process to ensure a quality learning environment. They include:

1. Identifying learner needs
2. Matching learning needs with the Framework
3. Creating indicators for the selected learning outcomes
4. Designing an activity programme - and identifying suitable educational tools and methods

1. Identifying learner needs

As the Framework is flexible and adaptable to both educator and learner, the ways of identifying learner needs can vary greatly from one context to another. What is essential for any peace education activity is that learner needs are a departure point for any planning process or activity. The Framework has been conceived as a tool to be adopted by educators and organisations to suit specific needs.

Examples of identification measures can include one or several of the following:

- Contextual analysis of learner environments, communities and organisations
- Interviewing learners
- Benchmarking previous experience using shared assessment methods for the whole group of learners
- Recording learning needs in learner application forms and motivation letters
- Analysis of learner curricula/ previous training experience of the learner
- Learner observation

Learner needs should be recorded and preserved for the purpose of planning, monitoring and evaluation of learning. Furthermore, they should be matched against the Framework competences including learning objectives and learning outcomes.

2. Matching learning needs with the Framework

Once learning needs have been established and recorded, they need to be matched against the Framework. As the Framework is designed as a flexible and adaptable tool, the educator(s) may choose to pick only a single competence area or a few specific competences from either the contextual or action competence areas (or both).

The matching process can also depend on the character of the educational project in question, but as a general principle it should start with identifying competences matching learning needs, and drawing learning objectives from them. Learning objectives indicate the educator’s aims to be achieved throughout a specific educational process. Once learning objectives have been identified, they can be narrowed down further to specific learning outcomes which indicate the possible learner’s results that should be achieved throughout the educational process.

The contextual competence areas include definitions, forms, key concepts and theories, challenges and positive developments followed by learning objectives. Learning objectives for contextual competence areas are framed in terms of knowledge and attitudes. In the case of an educational programme being based on or including contextual competence areas, learning outcomes can be based on the learning outcomes already available or built on the definitions and concepts provided.

The action competence areas of this Framework include a number of learning objectives for each

competence. They also include examples of learning outcomes based on the objectives. Any educational activity based on action competence areas can use those objectives if suitable to learning needs identified, or generate new ones using the examples as guidance.

3. Creating indicators for the selected learning outcomes

Once learning objectives and outcomes have been established, the educator(s) can move on to defining indicators for each of the learning outcomes.

Indicators are specific evidence (e.g. behaviour, third-party testimony or materials) that enables the educator and the learner to determine whether the learning outcomes of an educational activity have been achieved. Indicators can relate to all aspects of a competence: knowledge, skills and attitudes. Within this Framework, all three areas are addressed. Within the contextual competences, this is narrowed down to knowledge and attitudes, whereas the action competences areas cover all three.

Indicators should be built upon learning outcomes - they are a further step in narrowing down the specific benefits to the learner involved in a learning activity based on the Framework.

See opposite for examples of indicator development for knowledge, skills and attitudes.

Example 1	Example 2	Example 3
Knowledge Aim: Understanding the causes of conflict	Skill Aim: Improved communication skills	Attitude Aim: Development of tolerance
Possible Outcome: Students will be able to describe likely causes of typical conflicts in their lives.	Possible Outcome: Students will demonstrate effective listening.	Possible Outcome: Students will demonstrate attitudes of acceptance and respect for persons who are different from themselves in terms of race or ethnicity.
Possible Indicators: <ul style="list-style-type: none">Students will be able to list various causes of conflict including: conflicts over resources, conflicts over feelings, conflicts over values or beliefs.When presented with a description of a typical conflict in their school or community, students will be able to identify a likely cause, and explain their reasoning.Students will be able to identify conflicts in which there may be more than one cause.	Possible Indicators: <ul style="list-style-type: none">After listening to another, students will show that they can accurately restate the speaker’s ideas.After listening to another, students will show that they can accurately reflect the speaker’s feelings.Students will demonstrate an ability to ask open-ended questions.Students will demonstrate that they can listen without re-directing the conversation to another topic.Students will remain silent while listening to another, when appropriate.Students will demonstrate body language that conveys respect to the speaker.	Possible Indicators: <ul style="list-style-type: none">When asked to work together to complete a task in a group composed of peers of varying racial or ethnic groups, students will cooperate effectively.Students will demonstrate that they can refrain from using racial or ethnic stereotypes in their speech.In situations where others express racial or ethnic stereotypes, students will respond by countering the stereotype in some way, such as correcting misinformation, or providing examples of individuals who do not fit the stereotype.Students will be able to list the contributions of the different racial and ethnic groups in their community or country to the society as a whole.Students will be able to give at least one reason why racial and ethnic stereotypes can be harmful.

Fountain, S. (1999: 35-36)

4. Designing an activity programme and identifying suitable educational tools and methods

As stated previously, the educational approach of peace education is holistic in the sense that it focuses on:

- Competence development, understood as the development of knowledge, skills and attitudes to ensure that the learning process translates into changed behaviour
- Different forms of learning - cognitive, emotional and tactile - to contribute to a learning process that responds to different learning styles

As the Framework draws on non-formal learning environments and methodologies, principles of non-formal education shall also apply. These are within the context of the Framework:

- **Learner-centred**
The needs of the learner are in the centre of the educational process and the programme is tailored to the specific circumstances and learning intentions of the learner. That is why an assessment of learning needs and the formulation of learning goals is placed at the beginning of the educational activity.
- **Flexible and adaptable**
Content and methodology are flexible to adapt throughout the learning process to the learning needs and intentions of the learner. This means changes to made plans are rather the rule than the exception, because only via this approach is it possible to respond to the learning needs of the learner.
- **Inclusive**

No learning obstacles shall affect the participation of the learner in the educational programme. That is why it is essential to create a barrier free programme making it accessible for anybody by a sensitive use of exercises and language. The level of complexity raises with the learner and not against them.

- **Planned**
All educational activities are planned alongside the learning intentions of the learners and have clear objectives in relation to competence development. This allows not only for the evaluation of the entire educational programme, but also for the evaluation of single programme elements such as sessions, exercises or simulations based on debriefing techniques and learner-based feedback.
- **Voluntary**
All participation is at all times voluntary and based on the free choice of the learner. All learning achievements are welcome and considered right.

Based on these principles, the methods and educational tools used for peace education shall have the following characteristics:

- They are often open-ended and, rather than offering definitive answers, challenge the learner to draw their own conclusions
- They are highly reliant on active contributions by the learners
- They favour cooperative learning over competitive learning
- They are holistic and, even if the learning outcome or indicator pertains to one area of competence (e.g. skills), other areas are also

- concerned; the same applies to inner, social and environmental dimensions of learning
- They are flexible and adaptable to learner needs, including changing the tools and methods during the educational activity on the basis of learner feedback or overall monitoring and evaluation
- They are based on experience and reflection

The specific methods that can be applied in peace education are wide-ranging. Examples are:

- Workshops and discussions to provide space and time for the participants to generate and exchange their ideas and thoughts on the respective topic
- Structured input sessions to introduce key thematic concepts and to conceptualise the learnt content
- Simulation activities and role plays to involve the participants emotionally and to expose them to specific situations which allow the educator to debrief on jointly observable behaviour, displayed attitudes and emotions and to make use of these experiences for competence development
- Exercises to foster the participants' critical thinking and creativity to think outside of the box
- Case studies to enhance analytical thinking and to learn from experiences from the past and other real life contexts
- Study visits to deepen knowledge and to inspire participants with examples of other people's work
- Monitoring and evaluation measures (e.g. joint setting of learning objectives, daily

reflections, evaluation forms) to make the learning process transparent, receive ongoing feedback from the participants, be able to respond immediately to the learners needs and evaluate and learn from the experience

It is the task of the educator or team of educators to choose the appropriate educational methods - bearing in mind the approach, principles and characteristics of peace education - and to match the specific method to the group of learners they work with, the educational pathway and sequence of activities, ensuring an appropriate diversity of educational methods.

As with any value-based education, the educational set-up of peace education has to reflect the values and principles it proclaims.

Thus, any activity programme that builds on the Competence Framework has to be coherent with the values and principles of the contextual competence areas. As an example, an activity that will not guarantee learner participation in defining the activity content, or any activity that does not respond to the uniqueness of the individual learner as well as to the diversity of the group, will not be considered as operating within the contextual areas.

In order to assure compliance of the educational activity with the contextual areas, the educator(s) can review the activity programme using contextual competence areas as guidelines, making sure they observe the following principles (among others):

Participation:

- Provide all learners with a safe space to express their opinions and to be heard
- Guarantee that group decisions are based on consensus and reflect the different needs within the group
- Acknowledge the rights of each of the members to be part of the group in the way they consider most comfortable to their needs
- Make sure that each person is able to follow the learning process if they want to do so
- Encourage the expression of minority voices and ideas and provide a space for their exploration
- Find creative solutions to accommodate as many ideas and mechanisms as needed by the group and its members

Diversity:

- Take note of individual needs and preferences and react accordingly
- Ensure different ideas and opinions in the group are heard and acknowledge them
- Use inclusive and non-discriminatory language
- Use different approaches to education, acknowledging different learning styles within the group
- Explore diversity and be ready to open discussions which may include several different points of views and perceptions
- Use the diversity in the group to bring empathy and develop understanding about differences

Interdependence:

- Take note of the personal background of the learners, the setting of the educational activity and the time frame as factors influencing group dynamics and learning achievements
- Consider power structures and interdependencies in the relation between the educator(s) and the learners as well as amongst the learners
- Provide mechanisms to reinforce the cooperation among learners and avoid competitive incentives
- Acknowledge the relevant interdependencies that the educational activity is subject to, including external influences and the impact of the activity on its surroundings
- Consider the environmental impact of the activities and act to minimise it

Educational pathways

The purpose of sample educational pathways is to illustrate the process of designing an educational pathway through practical examples based on a specific group of learners and covering the journey from identifying their needs to devising an activity programme. As it serves primarily as an example it is not meant for direct implementation but can be adapted or used as a map in developing an actual educational activity based on a real group of learners.

Each educational pathway outlines the main steps of designing an educational process, including:

- a description of the learning profile, serving as a base for identifying learning needs
- a list of the competences matched with the needs identified
- a list of the learning objectives and learning outcomes from within the competence area selected on the basis of the identified learning needs

- indicators developed on the basis of the learning objectives and learning outcomes
- tools, methods and resources – a pool of learning ideas and approaches suitable to address the learning objectives selected
- a sample activity programme, based on a generic 7-day residential full-time schedule, covering all the learning objectives identified
- a sample programme script, explaining each programme activity in terms of objectives, methods used and providing a link to a detailed session description (those are based on external materials, not part of the publication itself)
- additional resources and materials relevant for each pathway, included in Chapter 6 (Resources)



Sample education pathway 1 - living peace

The first educational pathway refers to the core competence area of living peace. It addresses all four competences and is thus an example of an educational pathway that cuts across an entire competence area.

Learner profile and competences

Learner profile	Matching competences
<ul style="list-style-type: none">Age range: 22-25Countries: EU Member StatesProfile: VolunteersExperience: Short-term local and long-term international volunteering, local activism for social changeAreas of interest: Intercultural dialogue, equality and diversity, anti-racism, citizenship issuesLearning needs: Explore the idea of peace, address violence and conflict in their daily life, be able to apply peace education to own activities to be able to 'live peace'	<ul style="list-style-type: none">C1 - Being NonviolentC2 – Transforming conflict in everyday lifeC3 – Engaging with the worldC4 – Exploring identity and embracing diversity

Learning objectives, learning outcomes and indicators

Based on the identified competences that need to be addressed for this specific group of learners, the table opposite displays the corresponding learning objectives, learning outcome, indicators verifying their achievement and references to general examples for educational tools and methods.

No.	Learning objective	Learning outcome	Indicator	Tools, methods and resources
LP C1-1	To enable the learner to use nonviolent communication	I can distinguish and explain different ways e.g., approaches, methods of nonviolent communication and refer to personal stories of my life in which I acted nonviolent.	The learners can describe a range of problems or issues they are facing in their daily life using nonviolent communication.	<ul style="list-style-type: none">Rosenberg, M.B. (2003) Nonviolent Communication - A Language of LifeNVC UK: http://tiny.cc/nvc-uknonviolentcommsWikiHow, How to Practice Nonviolent Communication: tr.im/wikihownonviolent
LP C1-2	To enable the learner to examine their life through the lens of nonviolence, determining which of their thoughts, attitudes and behaviours are violent or harm living beings and the environment	I am able to apply nonviolent ways e.g., approaches, methods, experience-stories in my daily life.	The learner can propose a nonviolent alternative to a number of forms of violent behaviour in their daily life.	<ul style="list-style-type: none">Centre for Nonviolent Communication – Key Facts About Nonviolent Communication (NVC): http://tiny.cc/nonviolentcommskeyfacts
LP C1-4	To enable the learner to be honest and to practise positive thinking	I can recognize and demonstrate the effects of positive thinking in my daily life.	The learner can present a range of intended life improvements using positive thinking methods.	<ul style="list-style-type: none">Peale, N.V. (1990) The Power Of Positive Thinking.10 Tips to Overcome negative Thoughts: http://tiny.cc/tinybuddha10tips
LP C2-4	To enable the learner to structure, follow and monitor a pathway to transform inner and interpersonal conflicts	I can manage and transform my conflicted thoughts and emotions.	The learner can describe conflicted emotions within them and design a pathway of transforming them positively.	<ul style="list-style-type: none">Redekop, P. (2015) Inner Peace Through Conflict Transformation.Goleman, D. (2005) Emotional Intelligence: Why It Can Matter More Than IQ.The EQ Toolbox: http://tiny.cc/eqtoolboxexercisesThe Emotional Intelligence Toolkit: http://tiny.cc/motionmachineRecognising and Managing Emotions: http://tiny.cc/skillsyouneed
LP C3-3	To enable the learner to understand group dynamics and apply them in working peacefully within a team	I can identify and distinguish different personality types in my family members, friends and colleagues.	The learner can correctly identify personality types within a given group (e.g. other learners, family, community).	<ul style="list-style-type: none">Montgomery, S. (2002) People Patterns: A Modern Guide to the Four TemperamentsThe Enneagram Institute: tr.im/enneagraminstEnneagram personality Types: http://tiny.cc/enneapersonalitytypesPersonality Test: tr.im/temperamentstest

No.	Learning objective	Learning outcome	Indicator	Tools, methods and resources
LP C3-4	To enable the learner to get out into the local community to meet others in a shared vision and action	I am able to engage constructively in participatory processes.	The learner can identify a number of participatory processes in their community and ways of engaging in them.	<ul style="list-style-type: none">Council of Europe. Revised European Charter on the Participation of Young People in Local and Regional Life: http://tiny.cc/coeparticipationofyouthCouncil of Europe. "Have Your Say Manual". Revised European Charter on the Participation of Young People in Local and Regional Life: https://http://tiny.cc/coemanualFamily Health International.Youth Participation Guide: Assessment, Planning, and Implementation: tr.im/unfpayouthparticipationSALTO-YOUTH. Participation Resource Centre: http://tiny.cc/saltoyouthparticipationThe Freechild Project. Hart's Ladder of Youth Participation: http://bit.do/learningtolearnParticipation Cymru. Practitioner's' Manual for Public Engagement: tr.im/participationcymrumanualTechnical Assistance for Civil Society Organisations. CSO's and Citizens Participation: http://tiny.cc/tacsocsosandcitizens
LP C4-1	To enable the learner to build and nurture their unique identity	I am able to embrace and nurture my unique identity	The learner can outline a plan for developing and enriching their identity considering its inner, social and environmental dimensions	<ul style="list-style-type: none">Maslow, A.H. (2014) Toward a Psychology of BeingMaslow's Hierarchy of Needs: http://tiny.cc/maslowsheirarchyofneedsSelf Identity: http://tiny.cc/authenticselfidentityPersonal Identity: http://tiny.cc/moreselfesteem
LP C4-6	To enable the learner to appreciate and celebrate a diverse world of unique identities	I am able to recognise that I participate in a diverse world of unique identities by sharing my unique story and being positively inspired by other stories.	The learner can describe the main elements of their own identity and share a positive inspirational story of someone who inspired and influenced their identity	<ul style="list-style-type: none">SALTO-YOUTH. ID Booklet Ideas for Inclusion and Diversity: http://tiny.cc/saltoculturaldiversitySALTO-YOUTH. Understanding You(th) - Exploring identity and its Role in International Youth Work: http://tiny.cc/saltounderstandingyouthSALTO-YOUTH. Intercultural Communication Resource Pack: http://tiny.cc/saltointerculturalcommsLau, M., et al. Swapping Cultures Initiative: valuing differences – learning to live together: http://tiny.cc/swappingcultures

Sample activity programme

The sample activity programme below responds to the learning needs of the learners, the identified learning objectives, learning outcomes and indicators.

The programme script details the activity programme by describing for each session objectives and educational methods.

	Morning	Afternoon
Day 1	Course introduction	Team-building activities
Day 2	Nonviolent communication workshop <ul style="list-style-type: none">Introduction to NVCEmpathic 'listening' exercises (e.g. blindfold leading in pairs)Practicing NVC in pairs with role play	Positive thinking workshop <ul style="list-style-type: none">Role play - negative and positive thought patterns,re-writing your script
Day 3	Dealing with emotions <ul style="list-style-type: none">Introduction to Emotional Intelligence (presentation or video)Using drama exercises to explore and transform conflicted emotions(e.g.Forum Theatre)	Understanding your personality type <ul style="list-style-type: none">Exploring different Personality Type systems (e.g. The Four Temperaments, The Enneagram)
Day 4	Understanding participation <ul style="list-style-type: none">BrainstormingIntroduction to levels of participation and their relation to inner, social and environmental dimensions	Ladder of youth participation <ul style="list-style-type: none">Hart's model
Day 5	Engaging with own community <ul style="list-style-type: none">Designing own participation and engagement plan	Exploring own identity <ul style="list-style-type: none">Identity analysis: atom/onion/listSharing outcomes
Day 6	Identity stories <ul style="list-style-type: none">Writing and presenting stories of inspiring individuals influencing one's identity	Exploring diversity Linking stories and identifying diverse elements
Day 7	Reviewing learning outcomes	Evaluation and closing

Activity title	Objective - why?	Method - how?	Detailed session description
Course introduction	To introduce the course objectives, programme, team and participants	Combination of trainer presentations and participant inputs	N/A - generic content
Team-building activities	To build trust and a safe, collaborative atmosphere between participants	One indoor team-building activity based on spoken interaction (Lost at Sea)	Lost At Sea http://tiny.cc/lostatsea
		One outdoor team-building activity based in physical interaction (Pass the Orange)	Pass the Orange: http://tiny.cc/passtheorange
Nonviolent communication workshop	To learn how to use nonviolent communication	Activity that combines individual work, working in small group (3 participants) and group debriefing	Workshop on Nonviolent Communication http://tiny.cc/saltononviolentcomms
Positive thinking workshop	To practice positive thinking in life	Group activity with cards or role play examining negative and positive responses. Individual exercise to transform negative thought patterns: rewriting your script	Positive Thinking Workshop http://tiny.cc/samaritanspositivethink
Dealing with emotions	To constructively transform a conflict in one's personal and social life	Working with Forum Theatre to analyse personal and social conflicts and find effective solutions	Forum Theatre Exercises I - V (p.44 - 52) http://tiny.cc/usaiddconflictransform
Understanding your personality type	To understand group dynamics and apply them in working peacefully within a team	Team exercise to discover and learn to work positively with different personality types	Exercise to strengthen Emotional Intelligence in Teams http://tiny.cc/mindshift2015exercise

Activity title	Objective - why?	Method - how?	Detailed session description
Understanding participation	To get out into the local community to meet others in shared vision and action	Discussion on examples of participation in participants' environments Small working groups on different levels of participation with examples, pros and challenges	Levels of Participation http://tiny.cc/instofdevelopmentstudies
Ladder of youth participation		Presentation of Hart's ladder of participation Small group work on how to enable full youth participation	Hart's Ladder of Young People's Participation http://bit.do/learningtolearn
Engaging with own community		Participants work individually on their participation and engagement plans	Materials from previous sessions and management tools: SWOT Analysis and GANTT Chart (p. 45-49) http://tiny.cc/novact
Exploring own identity	To build and nurture his/her unique identity	Identity analysis tools: Onion, Molecule Dividing identity elements into personal, social and environmental, mapping connections	Let's Talk About Culture http://bit.do/edupack
Identity stories		Participants first reflect, then write up stories of inspiring personalities that influenced their identities	N/A - participants generate contents
Exploring diversity	Appreciate and celebrate a diverse world of unique identities	Working with stories from the previous session, analysis of key diversity dimensions, e.g. social, cultural, gender etc.	Value the Difference Resource Pack http://tiny.cc/saltovaluethedifference
Reviewing learning outcomes	To review the learning progress	Discussion on participant learning outcomes, using Youthpass guidelines	What is Youthpass? http://tiny.cc/saltotrainingandcoop
Evaluation and closing	To evaluate the project	Combination of spoken, written and creative evaluation methods	T-Kit Educational Evaluation in Youth Work http://tiny.cc/educationalevaluation

Sample education pathway 2 - building peace

The second educational pathway refers to the core competence area of building peace. It addresses three competences and is thus an example for an educational pathway that does not refer to all competences of a given competence area.

Learner profile and competences

Learner profile	Matching competences
<ul style="list-style-type: none">Age: 20 to 30Profile: Social activists, project managersExperience: Local activism for social change, work in NGO fundraising and planning actionsAreas of interest: Mobilization and involvement of civil society, justice and equality, campaigning.Learning Needs: Identify and develop strategic interventions for peace, increase the capacities to develop strategic peacebuilding activities, mobilization of other citizens, project development	<ul style="list-style-type: none">C1 - Planning, monitoring and evaluating peacebuilding activitiesC2 - Transforming conflictsC3 - Implementing and organizing grass-root peacebuilding activities

Learning objectives, learning outcomes and indicators

Based on the identified competences that need to be addressed for this specific group of learners, the table opposite displays the corresponding learning objectives, learning outcome, indicators verifying their achievement, and references to general examples for educational tools and methods.

No.	Learning objective	Learning outcome	Indicator	Tools, methods and resources
BP C1-1	To enable the learner to analyse contexts and conflicts jointly with other stakeholders	I can use conflict analysis tools and determine entry points for my activities.	The learner can use at least 5 different tools to analyse the context and the contradictions of a given context	Council of Europe. Youth Transforming Conflict - T.Kit 12 (p.175-177) focusing on the Conflict Analysis tools mentioned http://bit.do/coeactivities
BP C1-3	To enable the learner to set nonviolent pathways of change by creating a Theory of Change	I can identify conditions and preconditions to achieve a desired change.	The learner can state a vision (or goal) and set up conditions, pre-conditions and actions to achieve it	New Tactics in Human Rights. Explore Tactics: tr.im/newtacticsdeveloping The Change Agency. Critical Path Analysis.. http://tiny.cc/changeagencycriticalpath
BP C1-4	To enable the learner to co-create needs-based and inclusive intervention logics, goals and nonviolent strategies for change	I can identify needs, plan nonviolent actions and set goals in a given context through inclusive and participatory processes.	The learner can define concrete goals to respond to the needs and choose a consistent pathway of change	North Carolina State University (NCSU) Libraries. Learning Space Toolkit. Needs Assessment Process: http://tiny.cc/learningspaceassessment
BP C2-1	To enable the learner to envision peaceful transformation of a specific conflict	I can imagine alternative realities when I see an unjust situation.	The learner can describe alternative realities based on the ideas of conflict transformation.	New tactics in Human Rights. Create a Vision: tr.im/newtacticsbuilding NOVACT (2013). Handbook for training in nonviolence and social transformation. (pp. 6-25): http://tiny.cc/novact Training for Change Tool. Vision Gallery Exercise: tr.im/trainforchangevision
BP C2-2	To enable the learner to raise awareness about injustice and oppression	I am able to identify injustice and oppression and explain why a situation is unbalanced, unjust or oppressing a certain group of people.	The learner considers and includes activities to raise awareness among different stakeholders about the injustice and oppression that sustains the conflict	Amnesty International (2001).Campaigning Manual: tr.im/amnestymanual New Tactics in Human Rights. Strategy Toolkit: tr.im/newtacticsstrategy Laurence, C. (2005) How to plan a campaign v1: http://tiny.cc/howtoplanacampaign
BP C3-2	To enable the learner to organise nonviolent actions	I am able to plan and implement a nonviolent action effectively.	The learner is able to identify and plan necessary steps to organize concrete nonviolent actions	History is a weapon. War Resisters League International: http://bit.do/historyisaweapon Center for applied NonViolent Action and Strategies (2006).Nonviolent struggle. 50 crucial points. A strategic approach to everyday tactics: tr.im/nonviolentactionstrategies

Sample activity programme

The sample activity programme below responds to the learning needs of the learners, the identified learning objectives, learning outcomes and indicators.

The programme script details the activity programme by describing objectives and educational methods for each session.

	Morning	Afternoon
Day 1	Course Introduction	Teambuilding
Day 2	Peace, conflict and Peacebuilding <ul style="list-style-type: none">Brainstorming with the groups.Preparing an exhibition about the main concepts to explain or Human Sculptures and group discussion.	Our theoretical framework <ul style="list-style-type: none">Quotes exhibition and discussion on main values of the members of the group and the group itself
Day 3	Nonviolence and campaigning <ul style="list-style-type: none">Introduction to the main idea of nonviolence and the different approaches. Introduction of a Case Study and analysis (A force more powerful)	Theory of Change (Vision and Introduction) <ul style="list-style-type: none">Introduction to common vision and goal through the Vision Gallery Exercise.
Day 4	Conflict Analysis Tools (Problem Tree, Stakeholders, Power) <ul style="list-style-type: none">Introduction to conflict analysis and analytical tools. Group work analyzing realities and using the tools.Mentoring by the trainers.	Conflict Analysis Tools <ul style="list-style-type: none">(ABC Triangle, Peace Flower)Introduction to conflict analysis and analytical tools. Group work analyzing realities and using the tools. Mentoring by the trainers.
Day 5	Theory of Change <ul style="list-style-type: none">Give different visions, proposed by the trainer and which sound irrelevant or fun, and also difficult.Create a theory of change and share it with the group.	Theory of Change (Conditions and Preconditions, Activities) <ul style="list-style-type: none">Group work developing the theory of change for the vision and the objectives identified by each group. Mentoring by trainers.
Day 6	Designing intervention (Impact chain) <ul style="list-style-type: none">Group work developing a concrete impact chain based on the first conditions and preconditions identified.Mentoring by trainers.	Review and feedback of interventions <ul style="list-style-type: none">Creative presentations by participants.Open space to exchange feedback, ideas and to adapt the projects.
Day 7	Review of learning outcomes	Evaluation and closing



Activity title	Objective - why?	Method - how?	Detailed session description
Course Introduction	To introduce the course objectives, programme, team and participants	Combination of trainer presentations and participant inputs	N/A - generic contents
Teambuilding	To build trust and a safe, collaborative atmosphere between participants	N/A - generic contents	N/A - generic contents
Peace, conflict, violence and Peacebuilding	To understand the main concepts and set a common understanding among all participants	Interactive presentation with theater methods.	<ul style="list-style-type: none">Adaptation of the human sculptures method including the main concepts http://tiny.cc/humansculpturesgame
Our theoretical framework	To set common understanding on our values and be able to envision peaceful transformation according to them	Presenting the Competence Framework	<ul style="list-style-type: none">Vision Gallery Exercise tr.im/trainforchangevision
Nonviolence and campaigning	To familiarize with nonviolent action and understand the importance of strategy and Theory of Change	Case study and group discussion.	<ul style="list-style-type: none">A force more powerful documentary series - “We were warriors” http://tiny.cc/aforcemorepowerful
Theory of Change (Vision and Introduction)	To set a shared vision and start exploring what is Theory of Change	Individual work, group discussion and agreement	<ul style="list-style-type: none">Create your vision exercise tr.im/newtacticsbuilding
Conflict Analysis Tools (Problem Tree, Stakeholders, Power) Conflict Analysis Tools (ABC Triangle, Peace Flower)	To analyse contexts and conflicts	Work in groups of maximum 5 people created by participants according to their interests and type of problem/conflict they want to address.	<ul style="list-style-type: none">Adaptation of the exercise from Youth Transforming Conflict - T.Kit 12 (p.175) focusing on the tools mentioned. http://tiny.cc/ectransformingconflictAdaptation of the exercise from Youth Transforming Conflict - T.Kit 12 (p.175) focusing on the tools mentioned.http://bit.do/coeactivities
		Working in the same groups as in the previous session.	

Theory of Change	To set nonviolent pathways of change	Simulation exercise and group work of 4-5 participants and presentations in plenary.	<ul style="list-style-type: none">Exploring tactics, Experiential Exercise for Understanding a Strategic Path tr.im/newtacticsstrategicpath
Theory of Change (Conditions and Preconditions, Activities)	To set nonviolent pathways of change in a concrete situation in which participants are working/willing to work	Working in the same groups as in the sessions of conflict analysis.	<ul style="list-style-type: none">Same as previous sessions but focusing on Conditions, Preconditions and Activities.
Designing intervention (Impact chain)	To create needs-based and inclusive intervention logics, goals and nonviolent strategies	Working in the same groups as in the sessions of conflict analysis.	<ul style="list-style-type: none">Developing strategic path exercisetr.im/newtacticsdeveloping
Review and feedback of interventions	To exchange the results of the work done and gain new perspectives and ideas	Group presentation and Open Space exercise	<ul style="list-style-type: none">Open Space Technology exercisehttp://tiny.cc/doinganopenspace
Review of learning outcomes	To review the learning progress	Discussion on participant learning outcomes, using Youthpass guidelines	<ul style="list-style-type: none">T-Kit Educational Evaluation in Youth workhttp://bit.do/coeyouthwork
Evaluation and closing	To evaluate the project	Combination of spoken, written and creative evaluation methods	<ul style="list-style-type: none">T-Kit Educational Evaluation in Youth workhttp://bit.do/coeyouthwork

Sample education pathway 3 - building peace II

The third educational pathway refers to the core competence area building peace. It addresses only the first competence (planning, monitoring and evaluating peacebuilding activities) and is thus an example for an educational pathway that entirely focuses on one competence of a given competence area.

Learner profile and competences

Learner profile	Matching competences
<ul style="list-style-type: none">Age: 25 to 35Profile: Project managersExperience: Project development and management with NGOs, fundraising, peace and conflict studiesAreas of interest: Strategic Peacebuilding, intervention designLearning needs: Identify and develop strategic interventions for peace, increase the capacities to develop strategic peacebuilding activities, mobilization of other citizens, project development.	C1 - Planning, monitoring and evaluating peacebuilding activities

Learning objectives, learning outcomes and indicators

Based on the identified competences that need to be addressed for this specific group of learners, the table opposite displays the corresponding learning objectives, learning outcome and indicators verifying their achievement and references to general examples for educational tools and methods.

No.	Learning objective	Learning outcome	Indicator	Tools, methods and resources
BP C1-1	To enable the learner to analyse contexts and conflicts jointly with other stakeholders	I can use conflict analysis tools and determine entry points for my activities.	The learner use conflict analysis tools to identify new entry points to the context they are working with.	<ul style="list-style-type: none">Sida (2006).Manual for conflict analysis). tr.im/sidamanual
BP C1-2	To enable the learner to assess honestly their own capacities for change	I am able to use tools and identify my/our own resources and their value and benefit for a given conflict.	The learner use internal analysis tools to better understand its constituency and opportunities for intervention.	<ul style="list-style-type: none">NOVACT (2013). Handbook for training in nonviolence and social transformation. NOVACT 2012 (pp. 45-50) http://tiny.cc/novact
BP C1-3	To enable the learner to set nonviolent pathways of change by creating a Theory of Change	I can identify conditions and preconditions to achieve a desired change.	The learner develops an entire Theory of Change for its intervention with a mid-term approach (3 to 5 years).	<ul style="list-style-type: none">Training for Change Tool. Vision Gallery Exercise: tr.im/trainforchangevisionThe Change Agency . Force Field Analysis. Macro Strategy Exercise http://tiny.cc/changeagencyforcefield
BP C1-4	To enable the learner to co-create needs-based and inclusive intervention logics, goals and nonviolent strategies for changes	I can identify needs, plan nonviolent actions and set goals in a given context through inclusive and participatory processes.	The learner determines needs based on the target groups of the activities and set-up plans for intervention.	<ul style="list-style-type: none">Training for Change. Getting Help: Setting Goals that Matter. http://tiny.cc/trainforchangegoalsTraining for Change. Review of activities. http://tiny.cc/trainforchangeactivities
BP C1-5	To enable the learner to monitor and evaluate own peace interventions transparently throughout the entire duration of the intervention	I am able to establish measures to track the implementation of the actions planned and their impact.	The learner set-up measures for monitoring each step on the progress of the intervention and the concrete means of verification to verify them.	<ul style="list-style-type: none">Providing participants with a selection tools and practicing and mentoring with them.Special EU Programmes Body (2007). A Monitoring and Evaluation framework for Peace-Building: http://bit.do/pobalframework
BP C1-6	To enable the learner to identify main learning outcomes based on needs, successes and failures and transfer the lessons learnt into action	I am able to integrate the lessons learnt from the past into my current planning processes.	The learner identifies similar actions and activities in the same and/or another context and adapt the planning process to the main learning outcomes of the actions studied.	<ul style="list-style-type: none">Lederach, J.P, et al. (2007) Reflective Peacebuilding. A planning, monitoring and learning toolkit. http://bit.do/reflectivepeacebuilding

Sample activity programme

The sample activity programme below responds to the learning needs of the learners, the identified learning objectives, learning outcomes and indicators. The programme script details the activity programme by describing for each session objectives and educational methods.



	Morning	Afternoon
Day 1	Course Introduction	Teambuilding
Day 2	Presentation of actions and field of work Individual or movement preparation of presentations. Open space sharing the information with the other members of the group.	Nonviolence and Power <ul style="list-style-type: none">Theater of the oppressed variations exercise, input and/or case study on a nonviolent movement that switched power balance.
Day 3	Identification of problems and Conflict Analysis Tools (Problem Tree) Introduction to conflict analysis and analytical tools. Group work analyzing realities and using the tools. Mentoring by the trainers	Needs analysis <ul style="list-style-type: none">Review of analysis participants developed before arriving to the training.
Day 4	Internal analysis (SWOT) Introduction to internal analysis and analytical tools. Group work analyzing own movements and capacities. Mentoring by the trainers.	Conflict Analysis (Stakeholders, Power ABC Triangle, Peace Flower) <ul style="list-style-type: none">Group work analyzing realities and using the tools.Mentoring by the trainers.
Day 5	Theory of Change (Vision, Conditions and Preconditions) Simulation exercise with vision created by the trainers and group work developing the theory of change for the vision and the objectives identified by each group. Mentoring by trainers.	Theory of Change (Logical Framework and Activities) <ul style="list-style-type: none">Group work developing the theory of change for the vision and the objectives identified by each group.Mentoring by trainers.
Day 6	Theory of Change (Indicators, monitoring measures, risks) Group work developing the theory of change for the vision and the objectives identified by each group. Mentoring by trainers.	Theory of Change (Project Drafting) <ul style="list-style-type: none">Simulation of a call, sharing it with participants and developing a draft application combining the work done in the previous days.Mentoring by the trainers.
Day 7	Presentation of project proposals and peer-to-peer feedback	Evaluation and closing



Activity title	Objective - why?	Method - how?	Detailed session description
Course Introduction	To introduce the course objectives, programme, team and participants	Combination of trainer presentations and participant inputs	N/A Generic content
Teambuilding	To build trust and a safe, collaborative atmosphere between participants	NA - Generic content	NA - Generic content
Presentation of actions and field of work	To get to know the work of each member of the group and identify potential cooperation opportunities	Groups representing each movement or initiative present in the activity	<ul style="list-style-type: none">World Cafe exercise http://tiny.cc/worldcafemethod
Nonviolence and Power	To understand the key elements of nonviolence and how it helps to bring change in the power structures	Theater of the oppressed variations, input and/or case study	<ul style="list-style-type: none">Augusto Boal's exercise: the soldiers and the skippers tr.im/forumtheatreteachers
Identification of problems and Conflict Analysis Tools (Problem Tree)	To understand the conflict and identify the main problems in a given context	Work in groups of maximum 5 people created by participants according to their interests and type of problem/ conflict they want to address.	<ul style="list-style-type: none">Youth Transforming Conflict - T.Kit 12 (p.175) focusing on the tools mentioned http://tiny.cc/ectransformingconflict
Needs analysis	To assess and identify the capacities of the movement, the organization and its members.	Working in the same groups as in the sessions of conflict analysis. If there are different movements/NGOs in one group, first analysis refers to each movement, then sharing.	<ul style="list-style-type: none">Providing participants with a selection of tools. Practicing the tools and mentoring participants.Learning Space Toolkit. Needs Assessment Process. http://bit.do/learningspacetoolkit
Internal analysis (SWOT)			<ul style="list-style-type: none">Providing participants with a selection of tools. Practicing the tools and mentoring participants.Handbook for training in nonviolence and social transformation. (pp.45-50). http://tiny.cc/novact
Conflict Analysis (Stakeholders, Power ABC Triangle, Peace Flower)	To analyse contexts and conflicts	Working in the same groups as in the previous sessions on conflict analysis.	<ul style="list-style-type: none">Youth Transforming Conflict - T.Kit 12 (p.175) focusing on the tools mentioned. http://tiny.cc/ectransformingconflict

Activity title	Objective - why?	Method - how?	Detailed session description
Theory of Change (Vision, Conditions and Preconditions)	To set a shared vision and create a consistent Theory of Change	Individual work, group discussion and agreement.	<ul style="list-style-type: none">Creating a common vision exercise tr.im/newtacticsbuilding
Theory of Change (Logical Framework and Activities)		Working in the same groups as in the previous sessions on conflict analysis for the rest of the sessions.	<ul style="list-style-type: none">Developing a strategic path exercise tr.im/newtacticsdeveloping
Theory of Change (Indicators, monitoring measures, risks)			<ul style="list-style-type: none">Providing participants with a selection tools and practicing and mentoring with them.A monitoring and Evaluation framework for peacebuilding. http://bit.do/pobalframework
Theory of Change (Project Drafting)	To bring into concrete project steps the Theory of Change developed by participants.	Working in the same groups as in the previous sessions on conflict analysis.	<ul style="list-style-type: none">Putting together all the information resulting from the previous work done by participants into a project proposal. Providing participants with tools and/or models and mentoring.The Logical Framework http://tiny.cc/secologicalframework
Presentation of project proposals and peer-to-peer feedback	To exchange the results of the work done and gain new perspectives and ideas	Group presentation and open space for feedback.	<ul style="list-style-type: none">Open Space Technology Exercise http://tiny.cc/doinganopenspace
Evaluation and closing	To evaluate the project	Combination of spoken, written and creative evaluation methods	<ul style="list-style-type: none">T-Kit Educational Evaluation in Youth work http://tiny.cc/educationalevaluation



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RESEARCHERS AND EDITORS

Researchers



Inga Belousa

is a board member of the Latvian Platform for Development Cooperation, a DEAR project coordinator at NGO Zaļā Brīvība (Green Liberty), a visiting Professor in Latvia University, Liepāja University and the Latvian Academy of Sport Education teaching study courses connected to ESD and qualitative research. Inga holds a PhD from Fordham University, New York, and a certificate of mentorship with rights to provide education-related mentoring. Her academic, research and administrative experience has been developed at Daugavpils University, Latvia, where she has worked as a leading Researcher, a Director of the Master's study program, an associated Professor of Education at the Institute of Sustainable Education and a chair of the Department of Education Methodology. Inga is an author of publications about social, intercultural, emotional and spiritual aspect of teacher education, teacher professional mastery, and education for sustainable development. Also, she has been an expert in projects of the Latvian Ministry of Education and Science, UNESCO Latvian National Commission and European Commission.



Adrian Locher

has a background in theatre with many years' experience as an actor, theatre producer, voice coach and trainer. He trained at the London School of Speech and Drama before studying the History of Ideas at Sussex University. Over the years he has worked continually with the performing arts, both on and off stage! He is currently co-director of the Gloucester Theatre Company, which stages professional, youth and community theatre productions and runs Erasmus+ training courses in Georgia, Albania and the UK. As the Artistic Director of the ASHA Centre since 2006, he has run many drama-based programmes, including Peace through the Performing Arts, creating theatre productions with young people from Israel/Palestine and South Africa. He has recently obtained a diploma in Group Facilitation and Conflict Resolution from the NAOS Institute.



Israel Peralta

is a freelance trainer and consultant on Peace Education. He studied law, graduated in Journalism and specialized in 'Communication in conflicts and peace'. Since 2007 Israel is working and collaborating with different peace focused NGOs, consulting and training on the topics of peacebuilding, nonviolent action and participation. Israel consulted and worked with CSOs from Georgia, Azerbaijan, Armenia, Ukraine, Belarus, Poland, Hungary, the Netherlands, Spain and England. Since 2010 his regional focus has been on Eastern Europe and the South Caucasus, where he has lived since February 2012. Israel is also an external expert advisor at the International Institute for Nonviolent Action and a member of the permanent council at the International University for Peace.



Imre Veeneman

is the Capacity Development program coordinator at the United Network of Young Peacebuilders. She holds a Master's degree in Cultural Anthropology with a focus on youth and refugees. She has been involved in a coordinating capacity building projects for youth organisations active in the field of peacebuilding and has worked for several peacebuilding, humanitarian and international development organisations in the Netherlands. Imre was also the project co-ordinator for the United Network of Young Peacebuilders.



Edin Zaim

is an urbanist, specialized in sustainable planning. He holds a Master's Degree in Urban Planning while he has research project experience on 'Sustainable urban planning for Urban Resilience and Ecosystem Services'. Edin also has international experiences on 'Urbanization and Current Trends on 'Ecological Planning'' and 'Environmental Conflicts and Struggles between Local People and Planning Authorities Caused by Spatial Interventions on Natural Areas'.



Editors



Max Fras

is a freelance consultant and researcher in civil society, education, research, culture and youth policy. He obtained an MA in International Relations at the University of Wroclaw and another one in interfaith dialogue at the Cambridge Centre for Jewish-Christian Relations. He also holds a PhD in sociology from the Open University. He has been involved in training, management, developing educational resources, civil society and youth policy development in a range of European countries and regions including Poland, the UK, South-East Europe, Eastern Europe and the South Caucasus.



Sebastian Schweitzer

is a freelance trainer and consultant who has been working in the educational sector since 2003. He studied Political Science and started working in civic education in Germany. Since 2006, he focused his work on the South Caucasus and the Western Balkans. Sebastian facilitates seminars and training courses on topics such as peace-building, conflict transformation, active participation and peace education for youth, educators, civil society activists and project managers. Sebastian was also the project co-ordinator for the European Intercultural Forum.





PROJECT PARTNERS AND COORDINATORS

Project Partners

The ASHA Centre



Gunn Mill House,
Lower Spout Lane, nr. Flaxley,
Gloucestershire, GL170EA,
United Kingdom

+44 15 94 82 23 30
contact@ashacentre.org
www.ashacentre.org

Vision

A humanity in harmony with itself and the earth

Mission

ASHA's mission is to create opportunities and spaces for young people to experience inspiration, connection and purpose through community, land and arts based activities.

Themes

Peace Education, Sustainable Development, Conflict Transformation, Interfaith Dialogue/ Intercultural Learning, Social Inclusion, Social Cohesion, Youth, Empowerment, Volunteering, Social Entrepreneurship, Capacity Building and Networking.

Humana People to People in Latvia



Lapu street 17, LV-1002,
Rīga, Latvia

(+371) 283 52 648
hppinlatvia@gmail.com
www.hpplatvia.com

Vision

HPPL believes in a world in which people reflect on the realities of the globalised, interdependent

world and their own role in it, and join their minds, ideas, hands and hearts to create fair and sustainable societies based on solidarity.

Mission

Our mission is to raise awareness on global education issues in Latvia, particularly intercultural education, sustainable development, gender equity by developing methodological teaching materials for schools, providing teachers trainings and involving young people in non-formal education initiatives and projects.

Themes

Global education, sustainability, cultural diversity, gender equity, active global citizenship.

European Intercultural Forum e. V.



Postfach 65 20 25, 13315
Berlin, Germany

eif.germany@googlemail.com

www.european-intercultural-forum.org

Vision

Our vision is a world in which everybody can develop to their full potential without external or internal restrictions.

Mission

Our mission is to provide opportunities for self-development to young people, civil society organisation representatives and social activists in Europe and beyond. We foster multiplying effects by means of empowerment, education and capacity development.

Themes

Peace Education, Active Citizenship and Volunteering, Capacity Development, Empowerment

United Network of Young Peacebuilders



Laan van Meerdervoort
70, 2517 AN,

Den Haag, Netherlands

+31 70 36 47 799

info@unoy.org

www.unoy.org

Vision

A world free from violence in which young people actively participate and lead in the peaceful transformation of conflicts and work towards cultivating a culture of peace.

Mission

UNOY Peacebuilders is a global network of youth peace organisations whose core work is rooted in a positive orientation towards conflict. We empower youth as actors in sustainable peace and conflict transformation through capacity development, advocacy and providing support spaces for cultivating a culture of peace.

Themes

Peacebuilding, conflict transformation, capacity building, advocacy, youth.

Habitat Association



Gayrettepe Mahallesi Barbaros
Bulvarı N.143/A Beşiktaş

Istanbul, Turkey

+90 21 22 65 33 14

info@habitatdernegi.org

www.habitatdernegi.org/en/

Vision

Habitat believes that young people are not only leaders of tomorrow but partners of today.

Mission

Supporting children, youth, women, and people with disability in terms of sustainable development and participation in decision making processes through developing the capacities of young people.

Themes

Inclusive Participation, Governance, Sustainable Development, Volunteering, Capacity Building On Financial Awareness, Entrepreneurship And ICT, Networking, Advocacy, Facilitation, Policy Development.

Project Coordinators



Rūta Kronberga

is a project manager and leader of the NGO “Humana People to People in Latvia”. Rūta has 5 years experience leading NGOs and developing local and international projects in the field of global education, youth work and project management. Rūta is a visiting lecturer at the University of Latvia, Faculty of Pedagogy, Psychology and Art, teaching study course on sustainability and global education. She is actively involved in the Latvian Platform for Development Cooperation Global education working group that unites Latvian NGOs active in the global education field.



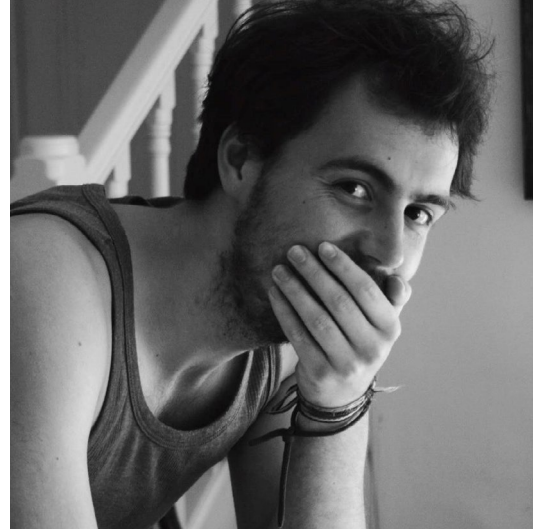
Sandy Ascenso Carreira

is the Learning and Development Manager at the ASHA Centre, working there since 2009. She holds a degree in Social Pedagogy, specialized in Local Development, and also completed a course in ‘Winning Resources and Support’ at The Open University Business School, in the UK. Sandy has worked for civil-society organisations in Portugal, Germany and Finland. She is a youth trainer, a volunteer coordinator and supports international networking and project management. Sandy was responsible for the lead coordination during this two-year strategic partnership and highly stands for a Culture of Peace.



Semiha Turgut

is an urban planner with a Master's degree in Regional Planning. Between 2007 and 2011 she worked voluntarily in local NGOs on local development and participation in slum areas. Since 2015 she has been the governance program coordinator of the Habitat Association which supports children, young people, women and the disabled in terms of sustainable development and participation in decision-making processes.



Alexander Scott

is the Project Manager at the ASHA Centre. Originally from Wolverhampton, he holds a degree in Politics with International Relations within which he studied and worked in France. Having previously interned inside the French Ministry of Youth (Salto-Youth EuroMed Resource Centre), Alexander is currently responsible for the coordination and administration of a wide variety of both national and international projects, partnerships and networks on behalf of the ASHA Foundation.





RESOURCES AND FURTHER READINGS

Chapter 1 - Peace Education Competence Framework

Theoretical and terminological background of the framework

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GLOSSARY

Building peace
refers to competences needed when working on organizing, planning and implementing peacebuilding activities

Conflict
is a perceived or actual contradiction of goals of interrelated actors or inner, social and environmental forces which is characterized by mutual influence between them.

Competence
is a combination of knowledge, skills and attitudes. Knowledge refers to the things you know and understand based on experiences and/ or study. Skills refer to the ability to take action or do something based on practice. Attitudes refer to settled ways of thinking and feeling about something, including patterns of actions and underlying values.

Diversity
encompasses acceptance and respect for individual features and characteristics of all living beings and the environment.

Earth community
is a declaration of universal responsibility for one another and the earth. It rests on the principles of respect and care for the community of life, ecological integrity, social and economic justice, democracy, nonviolence, and peace.

Environment
refers to all biophysical surroundings on and around the Earth, including living and nonliving beings.

Indicator
is specific evidence (e.g. behaviour, third-party testimony or materials) that enables the educator and the learner to determine whether the learning outcomes of an educational activity have been achieved.

Interdependence
refers to all forms of mutual reliance and dependence that determine the well-being of living beings and the environment.

Learning objective
refers to what the educator aims to achieve throughout an educational process.

Learning outcome
indicates the possible learner's results that should be achieved throughout the educational process.

Living peace
refers to competences that are connected with living harmoniously with oneself, other living beings and the environment within nearest and global reach

Nonviolence
is any human activity that deals with conflicts and confrontational realities without using violence. It also includes social and strategic nonviolence.

Participation
refers to all forms of active human engagement with all living beings and the environment

Peace
is a participatory nonviolent process that seeks to reduce all forms of violence and creates conditions for inner, social and environmental well being.

Peacebuilding
refers to any process aiming at stopping violence and destructive conflict and building just and sustainable peace.

Peace education
is any holistic multidisciplinary and transformative educational activity that aids the competence development for living and building peace.

Violence
includes any human attitude, behaviour or context that harms any living being or the environment.



**THIS PUBLICATION AIMS TO SUPPORT EDUCATORS
IN FORMAL AND NON-FORMAL EDUCATION
IN DEVELOPING PEACE EDUCATION ACTIVITIES.**

The Peace Education Competence Framework seeks to enhance the professionalisation of peace education in the youth and non-formal education sectors by providing a tool for planning, monitoring, evaluation and assessment of competence development for young people through peace education.

Additionally, the Framework provides a springboard for further co-operation between organisations involved in its creation and their current and prospective partners.

The Framework contributes to this aim in three ways

- by conceptualising peace and peace education
- by outlining peace education competences, together with learning objectives and learning outcomes
- by offering guidance on developing learning pathways and finally by suggesting a number of additional readings and resources on peace education.

