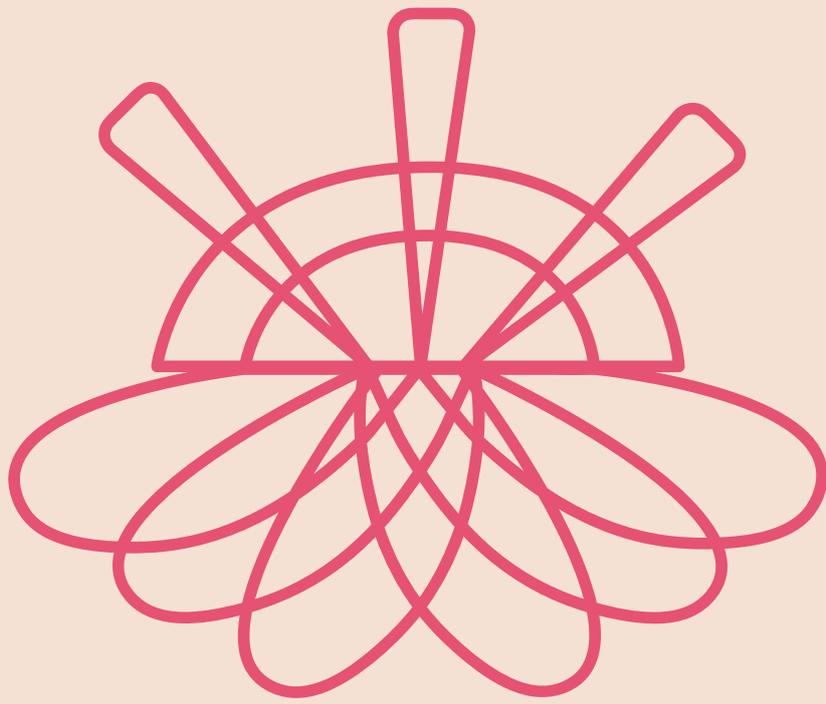


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education for peace

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## programme name:

# Education for Peace - curricula for becoming a local peacebuilder

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## analysis of the context:

[How is the situation now? What is the challenge?]

The average level of country peacefulness deteriorated by 0.56 per cent in the 2024 Global Peace Index. This is the fifth consecutive year that global peacefulness has deteriorated. Having this data in hand, we would like to address the deterioration in peacefulness and we believe young people play a vital role in this task. However, to play a role in peacebuilding, young people need peace education in their formal education programmes. With the programme “Education for peace” we propose an example of how to teach about eliminating social injustice and rejecting violence.

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## target group:

[For whom is the programme? Who will be participating?]

The programme is designed for students of 15-17 years old and is advised to be implemented in cooperation with the school management.

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## learning objectives:

[Which competences of your participants you want to develop?]

Aim of the programme is to empower young students with the competences to contribute to development of the culture of peace in their local communities.

### The objectives of the programme are:

- to develop participants` understanding of concepts of peace, peace education and peacebuilding;
- to explore peacebuilding tools important in peace education, such as nonviolent communication, alternative narratives and education for human rights;
- to raise awareness about existing conflicts and tools for their analysis;
- to gain awareness on the importance of nonviolent conflict resolution by getting familiar with a concept of nonviolence and ways to incorporate it into practice;
- to get inspiration for engagement in peacebuilding actions, through exploring movement for climate action, and ways for volunteering.

## methodology and sessions:

[What will be inside your programme? How will you make sure it is long term and not a one time workshop?]

Working methods will be based on the non-formal education approaches.

The programme could consist of the following sessions:

### **Session 1: Introduction to the subject of Peace Education**

(class in November).

Session with the following elements:

- building a sense of community and belonging in the group of learners and mapping learning needs
- introduction to the concept of peace education, including concepts of peace, conflict and violence
- discussion on why in text books there is more knowledge about war than peace?
- exploration of nonviolence as a value (potential inspiration: Squid Game, season 1, episode 6, finding ways on resolving conflicts in a peaceful way)

### **Session 2: Empathetic communication - peace at the interpersonal level**

(class in December).

Session focussing on introducing nonviolent communication (method described by M. Rosenberg) as a tool to transform conflicts nonviolently (see inspiration: Communication Canvas by Co.Wonders - canva "NVC circle")

### **Session 3: Alternative Narratives - critical thinking and creating new narratives**

(class in January).

This session will focus on understanding narrative dynamics by learning the distinction between story and narrative, as well as developing skills to build alternative narratives (see inspiration: "Book of Peace Design by Youth Peace Ambassadors Network, p. 140)

### **Session 4: Human Rights Education**

(class in February)

Session aiming to explore the approach of education for human rights through experiential learning (see inspiration: "Take a step forward" from Compass - Manual on Human Rights Education with Young People by the Council of Europe).



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## **Session 5: Contemporary conflicts** (class in March)

Session to create a space to look closer at the context of contemporary armed or frozen conflicts in Europe (inter alia conflict in Ukraine, Cyprus, Balkans, Caucasus) and beyond.

## **Session 6: Legal education** (class in April)

This session focuses on the importance of education boosting legal awareness, such as rights at peaceful assemblies. The workshop can be based on the simulation of the trial before the European Court of Human Rights (see inspiration: “A day in the court” from Bookmarks - A manual for combating hate speech online through human rights education by the Council of Europe)

## **Session 7: Climate Action** (class in May)

Session with focus on understanding the climate crisis, its impacts, connection to peacebuilding and activism around it and how to be part of the global climate action movement.

## **Session 8: Volunteering** (class in June)

This session serves to explore the context of volunteering both at the local, national and regional. It contains examples of volunteering and creates space to plan the spaces in which learners could engage in it.

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## **format and timeframe:**

The programme is planned for implementation throughout the school year (with offline class every month starting from November till June). The programme can be easily adapted to the online space.



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## evaluation:

[What will be the impact/change you would like to see? How to measure it?

The impact to be measured after the implementation of the programme would be:

- motivation to get engaged and numbers of learners engaged in the peacebuilding activities at local, national and regional level;
- level of understanding of concepts of peace, nonviolence and peacebuilding;
- use and multiplying effect of the peacebuilding tools;
- level of awareness about existing conflicts.

Tools to measure the impact would be written forms and interviews.

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## inspirations & further readings:

- **Communication Canvas by Co.Wonders** - canva "NVC circle
- **Book of Peace Design by Youth Peace Ambassadors Network**
- **Compass** - Manual on Human Rights Education with Young People by the Council of Europe
- **Bookmarks** - A manual for combating hate speech online through human rights education by the Council of Europe
- **Peace Bag** by UNOY
- **Recommendation** on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development by UNESCO

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