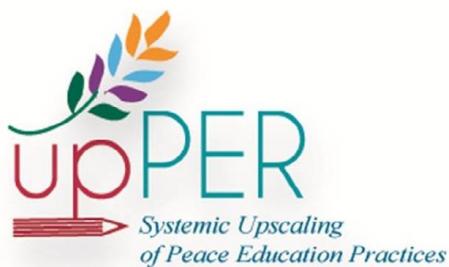




Education Inspiring Peace Laboratory

"from silos views to a systemic approach"



International Institute of Humanitarian Law
Institut International de Droit Humanitaire
Istituto Internazionale di Diritto Umanitario

WHY THE EDUCATION INSPIRING PEACE LABORATORY?

In recent years much attention has been paid to making education closer to labour market needs, renewing qualifications, establishing standards of competence and assessment. While this is important, there is the need to remind those in government, those who do research and those who educate children and young people each day in schools and universities that education also has important objectives beyond the professional dimension of human development. To be successful, education must focus on the whole development of the individual. This includes factors such as self-knowledge; an understanding of culture; the discovery of one's creativity and potential; training in the arts and music; the knowledge of other cultures; the preparation for active citizenship; understanding and appreciating diversity in the society; the development of thought; skills in analytical and independent evaluation; orientation to peace, and democracy, the confrontation of opinions and respect for rights and coexistence.

All these dimensions are part of a humanistic vision of education, oriented to peace and respectful social coexistence. This view of education has its origins in the work of Socrates and Erasmus, and led to the creation of UNESCO. Italian scholars and policy makers have made a very marked contribution to this field including the work of Maria Montessori and Loris Malaguzzi's Reggio Children Project. These holistic educational dimensions are of critical importance today and into the future especially in times when the relationship between cultures, religions, and communities plays such a crucial role in ensuring a peaceful society. The recent Declaration of the Ministers of the European Union on 'Promotion of citizenship and the common values of freedom, tolerance and non-discrimination through education' (17 March 2015) following on from twenty years since the UNESCO Declaration on "Education for peace, human rights and democracy" (November 1995) provide a clear demonstration of how the issue of humanistic education is perceived as highly relevant internationally.

AIMS OF THE LABORATORY

The Laboratory aims to carry out research, training of teachers, analysis and support for education and cultural policies at various institutional levels, to communicate the values, principles and the results of their work, to make available methodological instruments and guidance for schools and cultural institutions, and to link with similar initiatives worldwide.

In particular, it focuses on the connection between research, innovative practices and public policies. The Laboratory will encourage the use of research results to inform the orientation of public policies and provide guidance to educational activities. The Laboratory will, from the beginning of its activity and thanks to the link with the UPPER Project, convey the most effective international practices and innovations.

In practice, the Laboratory is expected to develop intense training activities, directed primarily to those who train teachers, and numerous seminars and conferences directed to the exchange of experiences and initiatives in the fields considered. Among the core activities will be the development of methods and resources for the evaluation of training systems and learning outcomes in the fields mentioned above. The training activities and communication will make use of technological tools to achieve maximum participation, visibility and international impact.

THE MISSION OF THE EIP LAB AND ITS UNIQUE IDENTITY

The EIP Lab takes the motto “from silos views to a systemic approach” as its mission statement. Many views on what peace education is, many traditions of promoting conflict transformation, citizenship education, intercultural communication, very many good practices and instruments are existing back to back to one another.

Therefore, the Lab identity is to be found in its effort to “build bridges” and to establish some collaboration practices, based on the results of applied research and aiming at the upscaling of good practice elements across education systems, schools as well as informal learning environments.

While the concrete results of the UPPER project (collection, analysis and diffusion of good practices, educators’ competence framework, policy analysis and recommendations) represent the necessary resources to start the Laboratory activities, the collaboration proposal is based on a structured collaborative benchmarking approach. Comparing achievements to progress together is the key value proposition of the EIP Lab. This implies to engage in an open-minded discussion with “peers” who may come into this domain starting from quite different worldviews, disciplinary background, assumptions on what is “good” in a practice or a policy/programme.

Around the benchmarking activities multiple occasions to debate, share experiences and shape new initiatives are created, making the Lab a hub for educators, researchers, decision-makers committed to bring the “learning to live together” at the centre of educational aims.

THE INSTITUTIONAL NATURE OF THE LAB AND ITS INTERNATIONAL NETWORK

The Laboratory is starting as a spin-off of the UPPER Project, building on the results achieved, but developing their potential impact well beyond the project official duration and the original project partnership. In order to do this, its institutional nature must evolve towards an independent association able to gather more members and supporters and to work in a sustainable way with other organisations that pursue similar objectives.

The importance of establishing a broad set of collaborations with other entities in Italy, in Europe and internationally has been recognised since the first operational steps of the laboratory and several initiatives to consolidate this collaboration have been undertaken, with very encouraging results.

While the number of full members should initially be kept relatively small (5 to 10 indicatively, mainly coming from the Upper project partnership and the Local Organising Group) to guarantee the administrative viability in the start-up phase, the number of organisations supporting specific initiatives, projects, training events or workshop/conferences is not limited *a priori*. The same is true for partner institutions, such as similar Centres, Universities, Regional and Local Authorities, Foundations and Government departments, International Organisations having operational units with related purposes.

The aim of this networking activity is to offer a large variety of contacts, resources and collaboration opportunities to the groups of users that the Laboratory addresses: educators first of all, but also learners, researchers, teachers trainers, policy makers at all institutional levels.

Members will take part in the Laboratory Board which will run the new organisation in operational terms and appoint a management team, an Advisory Board representing supporting institutions and stakeholders' representatives will also be established to advise on the main choices and monitor the Laboratory achievements. A participatory approach will characterise the development of all main initiatives of the Laboratory.

Members of the Association and supporting institutions will be encouraged to temporarily second members of their staff to Sanremo and join the early phases of the Lab development, in order to establish the levels of familiarity that are desirable among organisations that are working together on a regular basis.

WHAT THE LAB OFFERS TO ITS STAKEHOLDERS

Teachers and school leaders

In approaching peace education, many **teachers** need to acquire specific competencies which represent the necessary starting point for effective implementation of peace education policies within schools. The activities of the Laboratory are therefore conceived as a path towards a professional improvement which **starts with self-evaluation** (both on a personal and on a school level) and, **through learning and project work supported by available methodological tools, lectures examples, peace games, good practices collection**, takes to the **development of effective intercultural learning approaches, innovative pedagogy and personal skills**. With the help of the **self-assessment questionnaire** educators can also find out where they need more help or additional training, while enabling them to assess the individual progress they have made in peace education.

School leaders play a vital role in creating a peaceful school environment, where every stakeholder ranging from educators, pupils, parents and surrounding community is heard and

appreciated. They are expected to become active supporters of peace education, and encourage the entire school community to take their part. The tools we designed are here to help assessing where more attention and resources are needed. The **organisational readiness questionnaire** is a useful tool for every school leader to get a **participatory overview of the strengths and weaknesses of the school** regarding peace education and the progress that is made over a period of time. The **online collaborative benchmarking system allows to position each school with respect to a set of indicators** emerging from the analysis of good practices.

Young learners

Children have the right to grow up in a nurturing environment, surrounded by individuals who make the wellbeing of the child their priority. The attention paid to every child in all their individual needs will create a safe place where the children flourish and reach their full potential: in school and within the community. We strive to have a needs-led education focusing on emergent educational frameworks in order to provide a tailor-made educational journey. Schools should be means of bridging the gap by providing the beneficial experiences needed to equip the learners as democratic and responsible global citizens. In the EIP Lab **children and young learners will find ideas to play peace and concrete suggestions for school-based and out-of-school activities** which lead to their education as active and peace-oriented citizens.

Parents

It takes a village to raise a child – we all know this saying. Parents, grandparents, family members, neighbours, local businesses, neighbourhood associations, youth organisations, libraries, museums, sports clubs and of course schools are all part of this village. But parents have a special role in the education of a child and some may not be aware of that. By law, according to the UN Convention on the Rights of the Child, it is the parents (and not the school that many think) who bear the full responsibility for the upbringing and education of their children. It is thus not enough to decide which school to choose for your child, but parents need to be there to shape, support and evaluate their work to ensure the best interest of their children. Therefore, we invite parents to be advocates of peace education in their community, and to work hand-in-hand with the schools, create a peaceful environment where everybody is respected and appreciated. **In the EIP Lab parents will find good practices from Europe and beyond which will inspire their own educators' role and their stakeholders' role within the school community.**

Policy-makers

Re-balancing the aims of education systems through an adequate consideration of the “civic” competences and attitudes among the key learning outcomes of school is the rationale of the UPPER Project and of the EIP Lab. This can be done through a bottom-up approach, by encouraging and equipping the school community to move in this direction; but it also requires support by policy making authorities. **Policy makers and other people contributing to the policy definition process can find in the EIP Lab:**

- specific good practices referring to the policy level;

- a collaborative policy benchmarking system to self-assess and compare the levels of awareness and achievement that can be associated to their existing initiatives and programmes in the field of education to peace, active citizenship and democratic culture.

Associations and NGOs

Many associations and non-profit organisations contribute to the education of children and adults through cultural, social and sport activities. They are important actors in the process of inspiring peace through “doing things together”, a kind of informal education that is particularly important to inspire peace. The EIP Lab pays particular attention to these organisations and invite them to explore good practices, present their own experiences and connect their activities to those of the Lab. In the near future a specific module of the benchmarking system will be developed for them and with them, in order to support consolidation of good practices and international collaboration.

Researchers

The world of research is invited to use the EIP Lab as a source of information and inspiration for existing and future research activities, and as a partner for dissemination and impact multiplication of their research results. The documentation base on good practices is available to go deeper on the analysis of enhancing and inhibiting factors; the international network of stakeholders.

ACTION PLAN 2019-20

The Laboratory defines an action plan for each School Year through the consultation with the UPPER Project Partners and the Local Organising Group, until when a stable Management Body is constituted. The following scheme reflects the present version of the Action Plan till August 2020.

	Activity		2019			2020							
	Code	Description	O	N	D	J	F	M	A	M	J	J	A
GOOD PRACTICES	1.1	• Direct collection of good practices											
	1.2	• Spontaneous uploading of good practices											
	1.3	• Practices analysis – Development of new research questions											
	1.4	• Updating of the GP report											
INSTITUTIONALISATION OF THE LABORATORY	2.1	• Drafting of the statute of the EIP Laboratory											
	2.2	• Identification of the founding members											
	2.3	• Agreements with supporting members											
	2.4	• Search for institutional support (Italian and/or international)											
	2.5	• Stipulation of cooperation agreements with similar institutions											
	2.6	• Operational headquarters in place											

EDUCATORS TRAINING	3.1	<ul style="list-style-type: none"> • Dissemination of competences/Self-assessment 												
	3.2	<ul style="list-style-type: none"> • Promotion of mobility of teachers and educators (with the possibility of involving first developers of good practices) 												
	3.3	<ul style="list-style-type: none"> • Development of webinars 												
	3.4	<ul style="list-style-type: none"> • Face to face training 												
BENCHMARKING	4.1	<ul style="list-style-type: none"> • Public launch of the benchmarking system 												
	4.2	<ul style="list-style-type: none"> • Report on the results 												
	4.3	<ul style="list-style-type: none"> • Evaluation of results 												
POLICY	5.1	<ul style="list-style-type: none"> • Presentation of the indicators/Benchmarking levels 												
	5.2	<ul style="list-style-type: none"> • Regional peer learning pathways/workshops 												
	5.3	<ul style="list-style-type: none"> • Policy recommendations 												

Education Inspiring Peace Laboratory

↗ www.eiplab.eu | ✉ sanremo@eiplab.eu

