



**UNIMORE**  
UNIVERSITÀ DEGLI STUDI DI  
MODENA E REGGIO EMILIA



# **UPPER** **systemic UPscaling of Peace Education** **pRactices**

## **COLLECTION OF GOOD PRACTICES**

12<sup>th</sup> December 2018

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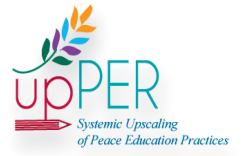
Wednesday, December 12, 2018

1





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Wednesday, December 12, 2018

2



## 1. Introduction

This document is intended to provide a global framework of Good practices (partnerships, initiatives and policies in the countries involved in the UPPER project, namely (but not exclusively): France, Italy, Malta, Netherlands.

This paper represents the first step towards a better comprehension of peace education initiative and project in Europe that will lead to design a benchmarking process to self-assess, improve, develop and evaluate peace education in schools as drivers of policies and initiatives.

## 2. The UPPER project

The UPPER project aims at putting peace, intercultural dialogue and civic participation at the core of educational policies and school practice by scaling up the results (approaches, instruments, and learning resources) of existing good practices identified in large “containers” of specific peace/democracy/tolerance/citizenship education projects and experiences. In particular, the following good practices have been selected: the Council of Europe All different all equal EUROPEAN YOUTH CAMPAIGN AGAINST RACISM, XENOPHOBIA, ANTI-SEMITISM AND INTOLERANCE, Education pack (2004), the PeaceJam Acts of Peace in the school sector, the “UNESCO Global Initiative for Building a Culture of Peace through Education and Youth Empowerment”, the UNESCO’s Programme of Action Culture of Peace and Non-Violence), the LLWINGS project and the Tolerance indicators toolkit from the Accept pluralism FP7 project in view of producing significant improvements in learning outcomes of life competencies for youngsters living in Europe.

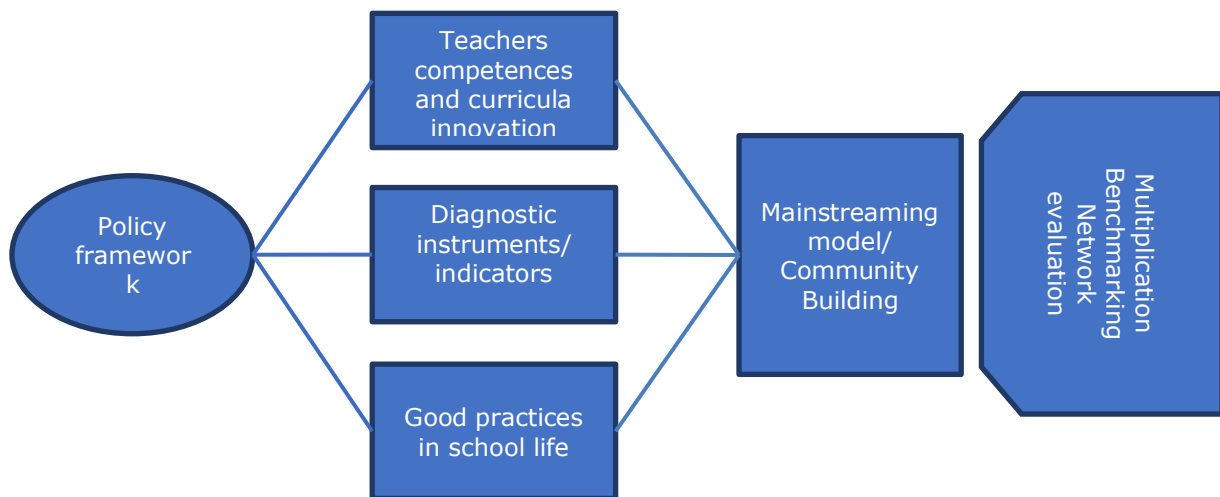
Its specific objectives are:

- Analysing, evaluating and reporting on the upscaling potential of the identified “good practices” in terms of maximising their potential for promoting intercultural understanding, peace, tolerance and democratic values in school practices.
- Organizing data and narratives on the selected good practices and enhancing their accessibility and usability in educational practice and policy making.
- Assessing the impact and the feasibility conditions for significantly upscaling and mainstreaming of the selected good practices by consulting grassroots actors and policy makers in a major international workshop to be organised in Sanremo in collaboration with the International Institute for Humanitarian Law.
- Piloting and evaluating different sets of combined good practice elements in 12 schools recruited through the participating networks and evaluating the proposed systemic approach and reviewing it as a result of the pilot phase, with a focus on teachers’ learning needs and possible qualification strategies.

- Ensuring the sustainability of the initiative by securing the support and commitment of relevant actors and synergies with similar initiatives, and by establishing a permanent laboratory on transferability of good practices in the International Institute for Humanitarian Law.
- Mobilizing education stakeholders and the digital media world in a converging effort to innovate education towards a “dialogue society for peace”.

The overall approach of UPPER is to try to make a difference in education that promotes peace by putting together 6 elements in a system approach as represented in the following scheme:

- 4 elements of good practice (the policy framework, teachers qualification, evaluation instruments, school practices in peace education),
- a documentation and testing process
- a systemic upscaling action through broad school networks.



In fact promoting peace and tolerance through education is not just about teaching subjects that facilitate mutual understanding and civic participation, but is to a large extent an issue of how teaching and learning are organized in order to develop together the qualification, the socialization and the subjective development of learners in view of a peaceful life (G. Biesta, Good Education in an age of measurement: on the need to reconnect with the question of purpose in education, talk at the European parliament, 27th April 2016); that is why a systemic approach looking for transferable elements of good practices from different contexts is likely to be more effective than fragmented attempts to transfer a single practice.

The following key methodological assumptions will be applied:

1. A strategic focus on developing teachers' competences in the four areas of: a) Understanding differences among learners, b) Opening up school education, c) Diversifying learning strategies, and d) Using plural learning assessment strategies. This approach and the learning resources were developed by the [LLWINGS project](#) in the LLL Programme and successfully presented to a set of stakeholders in a workshop held at the European Parliament in March 2013. For UPPER, the method will be re-focused on the General Objective 1 (preventing violent radicalization and promoting democratic values, fundamental rights, intercultural understanding and active citizenship)
2. The use of self-diagnostic and assessment/peer reviewing instruments developed by EU Research Projects (Tolerance indicators in curriculum and school life; Audit of lower secondary citizenship and human rights education curriculum and competences for democratic culture from the EU-Council of Europe Pilot Project Scheme on "Human Rights and Democracy in Action")
3. The targeted review of the selected good practices coming from the world of school
4. The capitalization of good practice elements and resources in a documentation and training unit able to address policies and school teaching practice, and to test their adoption through the mobilization of school networks activated through the partnership.
5. The systemic evaluation of the upscaling potential of the selected practices, and the identification of enhancing and inhibiting factors, in view of improving the process activated through the project; and finally, the full deployment of the reviewed upscaling action. Upscaling attempts that disregard local institutions, capacities, conditions and people are frequently unsustainable and can result in a poor use of funds.
6. The possibility to perform not only horizontal scaling up i.e. replication on a larger human scale of a good practice, but also vertical processes of scalability (i.e. expansion from the level of grassroots organizations to national institutions and policies) will be possible in the UPPER project thanks to the involvement of FREREF and MEDE and the plan to setup a permanent laboratory on good practices transferability in Sanremo.

The UPPER project is therefore proposing and testing a systemic approach –that might be reproduced on a broader set of good practices- which builds on available excellent practice, stimulates public interest and promotes knowledge, appreciation and practice.

12 schools from the 5 countries of the consortium will be involved in piloting, targeting at least 48 teachers, 60 school stakeholders and 960 learners.

Schools will be selected according to several criteria. An initial list of criteria, to be validated during project development, is presented below:

- The choice of schools for piloting will mirror the diversity of countries, educational systems, cultural approaches affecting implementation of good practices.
- The active involvement of representative of minority communities in the school life and possibly also the presence of teachers from minority communities in the teaching staff of the selected context will be an asset.
- The propensity to be involved in innovation actions of school stakeholders and previous experience in this domain
- The previous experience of collaboration with project partners and with local communities.

Nevertheless, piloting into schools is only the first level of upscaling foreseen by the UPPER project, the second level entail the elaboration of a transferability model which could be replicated in different contexts and the third level is related to UPPER sustainability strategy and particularly the establishment of a permanent laboratory on good practices transferability.

### **3. INTELLECTUAL OUTPUT 1: GOOD PRACTICE REPORT AND ANALYTICAL FRAMEWORK**

This output constitutes the documentation basis and the analytical ground on which the operational development of the project will take place. It will contain selected good practice elements in the fields of 1. policy making, 2. teachers competence development, 3. self-assessment approaches at individual, organisational and system level, 4. concrete school practice, 5. community building and mainstreaming. These different fields, each of which will be analysed through desk research and review of identified good practices, will be then become “building blocks” of a benchmarking model linking public policy, innovative practice and applied research/learning community elements. The approach is innovative because it involves all categories of school stakeholders in the definition of what is “good” practice in each of the 5 fields, in the appraisal of the identified Good Practice Elements (GPE) and in the process of sustainability building and mainstreaming. The partners are confident that also the content of the study will be innovative through the identification of GPE at the different levels and of unexplored connections between the six fields. Its expected impact is important due to the in-depth analysis of transferability of the identified GPE and to the system approach proposed.

This output has been carried out by all partners with the coordination of UNIMORE (Research Coordinating Partner).

Task 1.1: Definition of methodology for data collection and GPE description format

Task 1.2: Collection of good practices in the five fields identified

Task 1.3: Participative analysis of collected GPE and definition of benchmarking criteria and indicators

Task 1.4: Design of a collaborative Benchmarking approach and prototype online instrument

Task 1.5: Report writing.

## 4. GOOD PRACTICE REPORT AND ANALYTICAL FRAMEWORK: CONTEXT, AIM AND STRUCTURE OF THE GUIDE

UNIMORE and IHIL provided a Guide of the UPPER Project Intellectual output 1: Good practice Report and Analytical Framework.

Its aim was to support project partners in the identification, description and analysis of good practices in their Country or internationally, that might be relevant for the future development of activities foreseen by the project.

The following sections will respectively address the scope of the search –what are the criteria to consider a practice as “good” and relevant to the UPPER project, the process suggested to choose and analyse the practices, and the proposed template to present the information collected.

### 4.1 SCOPE OF GOOD PRACTICE SEARCH

The UPPER project is aimed at contributing to bring peace, intercultural dialogue and civic participation at the core of educational policies and school practice by scaling up the results of existing good practices.

Good practices should be found, according to the project proposal, in the following 6 fields:

1. **Policy making** (a policy is characterised by a coherent set of goals and priorities covering an extended period of duration and implying a steady and constant allocation of funding and resources. The decision-making process of policies, strategies, programmes and initiatives is a complex process involving several actors and stakeholders having different priorities, roles and interests).
2. **Teachers competence development** (developing teachers’ competences focused on valuing learners’ differences to propose more articulated learning strategies and assessment practices)
3. **Self-assessment approaches at individual, organisational and system level** (Good practices characterised by self-diagnostic and assessment/peer reviewing and instruments developed including indicators, methodological approach and toolkit for schools and teachers)
4. **Concrete school practice** (We would like to collect both institutionally-led and bottom-up movements and practices that promote the centrality of peace in the education context and propose different strategies, having all achieved a high level of formal

appreciation and consolidation, making them good sources of inspiration for the massive transfer of good practice and for the enlargement of the project network).

5. **Community building:** Good practice which capitalize on several successful examples of community building in the field of school education, at both EU and national/local level.
6. **Mainstreaming:** Good practices characterised by “multiplication strategy” that we consider interesting for the population involved and the media approach used.

## 4.2 IDENTIFICATION, DATA COLLECTION AND ANALYSIS

Practices are considered **relevant** if they are aimed at producing a positive impact on school in the domain of peace, intercultural dialogue and civic education; but in order to be considered not only relevant, but also “**good**” for the UPPER work they have to present **more than one** of the following characteristics:

- Being **deliberately “transformative”** in their purpose and in relation to their context;
- Having already produced **observable results**
- Being planned, supported, evaluated, fostered (**methodologically structured**)
- Containing good elements that are (or at least look) **potentially re-appropriable in other contexts**
- Someone (on the **beneficiary** side) **considers it a good practice**.

Good practices that present all five characteristics will be the top priority in our search, but those that present four, three or two characteristics are also eligible.

In order to allow to cover the different types of good practices corresponding to the focus agreed and to allow a balanced selection across the five fields (from policy making through community building and mainstreaming), it is suggested that, in a first phase, a bigger number of innovative practices (e.g. 10 per partner instead of the 5 formally requested as fully described cases) is identified. Of course, in the first phase just a shorter description will be required; only those practices that will be selected by the partnership (the short list) will be fully developed for the Report of good practice).

The following is an indicative list of strategies – **mostly identified through the NESET II Report** “Education policies and practices to foster tolerance, respect for diversity and civic responsibility in children and young people in the EU” and **further discussed/modified at the UPPER kick-off meeting** – to which innovative practices might be referred:

1. Avoiding segregation and promoting diversity in schools
2. Ensuring effective leadership and good governance
3. Providing accurate information on diversity
4. Providing high quality teacher education on diversity
5. Encouraging diversity in the teaching workforce



6. Establishing flexible and culturally relevant curriculum and pedagogy
7. Providing bilingual and multilingual education
8. Promoting the use of interactive culturally relevant teaching methods
9. Promoting school-society relationship
10. Making socially responsible and positive use of ICT
11. Involving NGOs and Youth Organisations at school
12. Provide incentives and reward good practice
13. Social integration\*
14. Awareness of injustice\*
15. Promotion of Peace Value\*

\*The strategies 13, 14 and 15 have been added by the UNIMORE Team.

Other strategies may also be considered as a result of desk and field research, before or even during the collection of good practices.

### **4.3 UPPER DATA COLLECTION AND PRESENTATION GRID FOR INNOVATIVE PRACTICES**

The following grid is proposed, after discussion in the kick-off meeting, to collect and present information on the innovative practices identified. The fields that are requested only in the second phase (Short List) are marked with a star (\*) symbol.

Cultural, ethnic and religious diversity challenges play out at local, national and EU levels, but integration takes place at the local level, even if policies are national and guidelines are European. Equally, the collected good practices showed that intolerance and exclusion are promoted at local level by local political groups, often with the aim of gaining votes by blaming immigrants for urban decay or insufficient welfare resources, and hence hampering national policy efforts of integration.

UPPER Good Practice Grid	
<b>Code</b>	
<b>Name (title) of the good practice:</b>	
<b>Country/region</b>	
<b>UPPER Scope:</b> <b>Fields affected (more than one field may be indicated)</b>	<input type="checkbox"/> Policy Making <input type="checkbox"/> Teachers Competence Development <input type="checkbox"/> Self-Assessment <input type="checkbox"/> Concrete School Practice <input type="checkbox"/> Community Building <input type="checkbox"/> Mainstreaming  Short Description:
<b>Full Description*</b>	<ul style="list-style-type: none"> <li>● Initiator, Partners, Target Groups, Stakeholders involved</li> <li>● Content and Methodology</li> <li>● Stage of development (Pilot project, consolidating, mature, concluded/ discontinued)</li> <li>● Longitudinal analysis (start date, How it evolved from its beginning, end date if any)</li> <li>● Availability and link to evaluation results</li> <li>● Synthesis of evaluation</li> </ul>
<b>Why is the case interesting?</b>	<ul style="list-style-type: none"> <li>● Specific description of innovative value in relation to UPPER</li> <li>● Good Practice specific characteristics:               <ol style="list-style-type: none"> <li>1. Transformative</li> <li>2. Observable results</li> <li>3. Methodologically structured</li> <li>4. Potential for re-contextualisation</li> <li>5. Beneficiaries consider it a GP</li> </ol> </li> </ul>
<b>Coordinating institution</b>	
<b>Strategies (more than one strategy may be indicated)</b> <b>Please rank the different strategies in order of importance using the</b>	1 Avoiding segregation 2 Leadership/governance 3 Information on diversity 4 Teacher education on diversity 5 Diversity in teaching workforce 6 Curriculum and pedagogies

<b>asterisks: 4 max, 1 min)</b> ***** *** ** *	7 Multilingual education 8 Interactive, culturally relevant methods 9 School-Society relationship 10 Socially responsible ICT 11 Involving NGOs and Youth organisat. 12 Incentives and reward for GP 13 Social integration 14 Awareness of injustice 15 Promotion of Peace Value 16 Other (please specify)				
<b>Accessibility of data and persons by UPPER Team</b>	Easy - Average -Difficult				
<b>Impact *</b> Please specify kind of impact and if a formal impact report is available					
<b>Brief description of the context in which the practice was applied</b>					
<b>Re-contextualisation potential (How the following elements of the GP appear to be suitable to be adopted and adapted to other contexts) *</b>	Please rank the different items, if exiting: 1min to 5max.				
<b>Matrix</b>	1	2	3	4	5
Partnership structure					
Methodology					
Content of training					
Stakeholders involvement					
Evaluation approach					
Training to practitioners					
Other (please specify)					
<b>Critical aspects in the application of the practice</b>					
<b>Sustainability elements and recommended use in UPPER*</b>					
<b>Contact persons*</b>					



<b>Web link(s)</b>	
<b>Filled by [name and partner institution]:</b>	

## 4.4 Global framework of Good Practices

### IO 1 COLLECTION OF GOOD PRACTICES (UNIMORE)

Name/code	Country	Policy making	Teacher competence development	Self-assessment approaches	Concrete school practice	Community building	Mainstreaming	Total field	Transformative	Observable results	Methodologically structured	Potential for recontextualization	Beneficiaries	Total	Coordinating institution
01 Let's Play to Play	IT				X			1	X		X		X	3	Local organizations and schools, and protocol MIUR and Coni
02 Guidelines of MIUR	IT	X	X		X		X	4	X		X	X		3	Ministry of education
03 Montesole School of peace	IT		X		X	X	X	4	X	X	X	X	X	5	Fondazione Scuola di Pace di Monte Sole
04 Montessori Peace and Education	IT		X		X		X	3	X	X	X	X		4	Opera Nazionale Montessori
05 Sanitansmeble	IT			X		X	X	3	X	X	X	X	X	5	Association Sanitansmeble
06 ViVas	IT				X	X		2	X		X	X		3	Association OK club
07 We have a dream	IT		X		X	X		3	X	X	X				Comp.Inst.Mo nterotondo
08 Fostering multiculturalism among adolescents	IT	X			X	X	X	4	X	X	X	X	X	5	UNIMORE

<b>09 Fighting prejudiced bullying with mental simulation</b>	IT				X	X			2	X	X	X	X	X	5	<b>UNIMORE</b>
<b>10 Global Schools: EYD 2015 to embed Global Learning in primary education.</b>	IT	X	X		X				3	X		X	X		3	<b>CVM, Comunità volontari per il mondo (tested in Provincia di Trento and Marche Region)</b>

Code	Avoiding	Leaders	Information diversity	Teacher	Diversity workforce	Curriculum	Multilingual education	Interactive	School-society	Socially responsible	Involving NGOs	Incentives	Social integration	Awareness injustice	Promotion peace values	Other
<b>01 Let's Play to Play</b>	3		2	3					3		3		1	4	4	
<b>02 Guidelines of MIUR</b>	3			3		4		1	2				3	3	4	
<b>03 Montesole School of peace</b>	3	2	4					2	4		3		4	4	4	

<b>04 Montessori Peace and Education</b>	4		3	4		4		3	2				4	4	4	
<b>05 Sanitasm eble</b>	3		3					1			3		4	4	4	
<b>06 ViVas</b>	4		4				2	3			1		3	3	4	
<b>07 We have a dream</b>	4				3	3			3		3		4	4	4	
<b>08 Fostering multiculturalism among adolescents</b>	4		3	4	2	3		4					4	4	4	
<b>09 Fighting prejudiced bullying with mental simulation</b>	4		3	4	2	3		4					4	4	4	
<b>10 Global Schools: EYD 2015 to embed Global Learning in primary education.</b>		3		4		2			2				3	3	4	

Code	Impact	Re- conte xtuali zatio n	Parters hip structu re	Metho dology	Conten t training	Stakeh olders	Evaluat ion approa ch	Trainin g	Other note	Critical aspects	Sustainability	Top-down / Bottom-up
01 IT	Informal		4	5	5	4	3	5		New vision of the sports and the role of sport in education	Consolidated experience based on learning resources available online	Bottom-up
02 IT	Informal		5	5	4	4	4	4		NA	Systemic approach based on previous experiences of teachers network	Bottom -up and Top down
03 IT	No formal evaluation		5	5	5	5	4	5		NA	Transferability of the approach of the school	Bottom-up
04 IT	formal evaluation		4	5	5	5	5	5		NA	Montessori Method is valorised and promoted by ONM with a specific curricula and courses for teachers	Bottom-up and Top-down
05 IT	Informal evaluation		5	5	5	5	5	5		Created and managed by private organizations	Educational model, involvement of beneficiaries, strong network and sponsor	Bottom-up



06 IT	Informal evaluation		5	5	5	4	3	4		Arts and folklore are not appreciated by adults	Associations and international partners	Bottom-up
07 IT	Evaluation available on line		5	5	3	5	5	5		Lack of spaces for the collaboration to share and exchange experience and tools.	Involvements of local actors, integration of “peace and legality” in the PDM	Bottom-up
08 IT	Short, medium and long term evaluation		5	5	5	5	5	5		Really difficult to create the videos; It is necessary to train teachers.	High replicability of the practice, activities theoretically-driven and evaluated, collaboration between different actors	Bottom -up
09 IT	Short, medium and long term evaluation		5	5	5	5	5	5		To be effective it requires a high number of individuals and the involvement of experts	High replicability of the practice, activities theoretically-driven and evaluated, collaboration between different actors	Bottom up
10 IT			4	4	4	5	3	4		NA	NA	Bottom-up

## IO 1 COLLECTION OF GOOD PRACTICES (IIHL)

Name/code	Country	Policy making	Teacher competence development	Self-assessment approaches	Concrete school practice	Community building	Mainstreaming	Total field	Transformative	Observable results	Methodologically structured	Potential for recontextualization	Beneficiaries	Total	Coordinating institution
01 IIHL Enhancing knowledge of high school students in international peace and security issues	Italy						X	1	X		X	X		3	International Institute of Humanitarian Law
02 IIHL Enhancing education of high school students on international peace and security	Italy						X	1			X	X	X	3	International Institute of Humanitarian Law
03 IIHL One Billion Acts of Peace	USA global		X		X		X	3			X	X	X	3	Peacejam Foundation
04 IIHL PEACeXCELS	South-East Asia	X	X		X		X	4	X	X	X	X	X	5	South Est Asian Ministers of Educational
05 IIHL Peace Education framework for the teach education	India	X	X		X		X	4			X	X		2	UNESCO New Deli and NIEPA
06 IIHL Neither better n worse, just different	Greece		X		X			2	X	X	X	X		4	NA
07 IIHL Network of Teachers with immigration History in NordRhein-Westfalen	Germany	X	X		X	X	X	4	X	X		X	X	4	NRW Government and Parliament
08 IIHL Imagine Peace/Respecting diversity	Greek International		X		X	X	X	4	X		X	X		3	International Olympic Truce Centre

<b>09 IIHL Montessori for everyone</b>	<b>USA International</b>		X		X	X				<b>3</b>			X	X		<b>2</b>	<b>Montessori Services</b>
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Code	Avoiding	Leaders	Information diversity	Teacher	Diversity workforce	Curriculum	Multilingual education	Interactive	School-society	Socially responsible	Involving NGOs	Incentives	Social integration	Awareness injustice	Promotion values	Other	
<b>01 IIHL</b>						X	X	X	X					X	X		
<b>02 IIHL</b>						X	X	X	X						X		
<b>03 IIHL</b>								4		3	1	2			2		
<b>04 IIHL</b>		2							3				4		1		
<b>05 IIHL</b>						3			2						1		
<b>06 IIHL</b>			4	3				2						1			
<b>07 IIHL</b>					4				3		1		2				
<b>08 IIHL</b>						2			3		1				4		

09 IIHL						2			3					4		
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Code	Impact	Re- cont extu aliza tion	Partner ship struc ture	Metho dology	Conte nt trainin g	Stakeh olders	Evalua tion appro ach	Traini ng	Total	Critical aspects	Sustainability	Top- down / Botto m-up	
01 IIHL	Short, medium and long term evaluation		2	5	5	2	2	5		Necessity to adapt the presentation of the contents to the target audience Practices in English and French	Specific role of the UPPER project		
02 IIHL	Short and medium term evaluation		2	4	4	1	2	5		Initial difficulty to reiterate the practice because of the resilience of the public school system in integrating the practice in the annual programme	Specific role of the UPPER project.		
03 IIHL	No official evaluation of impact		2	4	5	3	2		Innova tion	It is a typical “American Style” initiative, that may not appear totally transparent to the institutional world of education.	The practice has a huge participation and a demonstrated sustainability. Upper may collaborate with the PeaceJam Foundation in	Top down	

											view of creating worldwide collaboration with the Peace Education Lab. The PJF also organises training programmes in the US.		
04 IIHL	Available formal evaluation short and medium term		2	4	5	3	4	2		Being an international model emerging from a different world region, it is “not invented here” in any EU Country, but it may inspire UPPER in several dimensions;	The practice has a demonstrated sustainability, having started in 2003 with the development of Competence Framework and being supported by Ministries of Education of the SEA Region, in the frame of a UNESCO scheme: Asia-Pacific Centre of Education for International Understanding.	Top down	

Code	Impact	Re-contextualization	Partnership structure	Methodology	Content training	Stakeholders	Evaluation approach	Training	Other note	Critical aspects	Sustainability	Top-down / Bottom-up
05 IIHL	NA		2	4	5	1	1	5	Innovation	Approach proposed rather large and not too conditioned by Indian curriculum; it starts from the contextualization of peace and applies it to both contents and teaching/learning methods	The main sustainability element comes from the institutional origin, that guarantees its penetration into school environment.	Top down
06 IIHL	NA		3	5	4	3	5	4		Availability of teachers time and working under “laboratory” conditions in view of proper evaluation	The method proposed seems to be interesting and a possible content for future train the teacher activities, following the Upper in the Lab	Bottom-up
07 IIHL	NA		2	3	–	3	4	–		NA	Positive attitudes and resources from policy makers	Bottom -up and Top-down
08 IIHL	No formal evaluation		5	5	5	5	4	5		NA	Transferability of the approach of the school	Bottom-up
09 Montessori for everyone	NA		4	5	5	5	5	5		NA	Montessori Method is valorised and promoted by ONM with a specific curricula and courses for teachers	Bottom-up and Top-down

## IO 1 COLLECTION OF GOOD PRACTICES (ESHA)

Name/code	Country	Policy making	Teacher competence development	Self-assessment approaches	Concrete school practice	Community building	Mainstreaming	Total field	Transformative	Observable results	Methodologically structured	Potential for recontextualization	Beneficiaries	Total	Coordinating institution
<b>NL 01 'The Battle' in concert performed in schools</b>	NL	X			X	X	X	4	X	X		X		3	National Committee Veterans Day
<b>NL 02 Social security within education – educational training: Changing society – thinking in 'we-they' and extreme behaviour in the school</b>	NL	X	X		X	X		4	X			X		2	Foundation School & Safety with the help of the Dutch ministry
<b>NL 03 Dialogue under pressure</b>	NL		X			X		2	X			X		2	Foundation School & Safety with the help of the Dutch ministry
<b>04 The Peace Education Program (PEP) The Prem Rawat Foundation</b>	NL		X	X	X		X	4	X	X	X	X	X	5	The Prem Rawat Foundation
<b>05 VBJK Centre for innovation in the early years (ECEC)</b>	NL	X	X		X	X	X	5	X	X	X	X	X	5	VBJK together with Kind en Gezin and Ghent University

<b>06 The Anne Frank Foundation – Education Anne Frank in the classroom</b>	<b>NL</b>		X	X	X	X		<b>4</b>	X	X	X	X	X	<b>5</b>	<b>The Anne Frank Foundation</b>
<b>07 VRIEND EN VIJAND (FRIEND AND ENEMY)</b>	<b>NL</b>			X	X			<b>2</b>	X	X	X	X	X	<b>5</b>	<b>Critical Mass</b>
<b>08 The Peaceful school with emphasis on children’s own strength!</b>	<b>NL</b>		X	X	X	X	X	<b>5</b>	X	X	X	X	X	<b>5</b>	<b>CED group in Rotterdam</b>
<b>09 Resolving Conflict Creatively Program</b>	<b>USA NYC</b>		X	X	X			<b>3</b>	X			X		<b>2</b>	<b>National Institute of Justice NIJ</b>
<b>10 Peaceful Schools International (PSI)</b>	<b>CA</b>	X			X	X		<b>3</b>	X			X		<b>2</b>	<b>Peaceful Schools International (PSI)</b>
<b>11 Hope Flowers School</b>	<b>Bethlehem Palestine</b>		X		X			<b>2</b>	X	X	X	X	X	<b>5</b>	<b>Private School</b>



Code	Avoiding	Leaders	Information diversity	Teacher on diversity	Diversity workforce	Curriculum	Multilingual education	Interactive	School-society	Socially responsible	Involving NGOs	Incentives	Social integration	Awareness injustice	Promotion values	Other	Total
01 NL	2	4						4	4				2	3	4		
02 NL	4		4	4				3	3				3	3	4		
03 NL	4		4	4	3			2	2				2	4	4		
04 NL	4	3			3	4		2			2		4	4	4		
05 NL	4	2	3	2	2		3	2	4				4	4	4		
06 NL	4		4	2				4	4		3		3	4	3		
07 NL	4		4	4		4		4	3	3			4	4	4	4 Teachers and students learning together	
08 NL	4	1	3	3	2	4		1	4	2			4	4	4		
09 NL	4	2	4	4	4	2		2	4				4	3	4		

10 NL	4	2				1			1	2	4	4	4	2	4		
11 NL	4	4	4	4	2	4		2	2				4	4	4		

Code	Impact	Re- contex- tualiza- tion	Partners hip structu- re	Metho- dology	Conten- t training	Stake- holders	Evaluat- ion approa- ch	Training to practitioner- s	Total	Critical aspects	Sustainability	Top- down / Bottom- -up	
01 NL	Available framework		2	5	5	2	5	5		Different countries have different relations with the ministry of defence and the military force. In the Netherlands it is very easy to connect with employees/ministry of the military.	By offering The Battle in a total package together with a visit from a Veteran in the classroom the discussion during the performance can continue in the classroom.	Bottom up	
02 NL	Available framework, long term		2	4	3	3	3	4		Culture sensitive and materials in Dutch.	This program is seen as an in-company training for schools and adjusted to	Top down	

											specific situation. The concept/framework can be very well used for UPPER.		
<b>03 NL</b>	Available framework, short term		-	5	5	5	3	5		When schools are not even aware of the fact radicalisation is taking place in their school. It is a booklet and can be individually used in the school. Should be accompanied by self-insight training of teacher before using in classroom.	I would highly recommend to use this booklet/training in one of the teacher competence trainings.	Top down	
<b>04 NL</b>	Long term impact		5	5	5	5	5	5		NA	This is a full program which can be used on all levels in schools, starting with teachers training as facilitators who can give these workshops in schools. Other programs can be built on top of this basic understanding of peace in peoples lives and therefore in	Top down	



											story, it will appeal to many people. This will contribute to the willingness of discussing the subject and to the debate on the themes of antisemitism, racism and discrimination in the organisation.		
07 NL	Available framework		3	5	5	3	3	4		Program in Netherlands, w need to be developed for other countries	A road map is available for the implementation of the program in the school. By following the road map the program will be used not only in the school yard but continue in and outside the class room as well.	Bottom up	
08 NL	Available framework		4	5	5	5	4	4		Materials will have to be translated to English. There might be costs involved.		Top down	

09 NL	Available framework and results		3	2	4	2	2	3		It is a great training for teacher as a mediator and to my opinion it can be a valuable part of an integral program.	Schools were very enthusiastic during the introduction of pupil mediators, but could not sustain that enthusiasm. The methods appeared to remain on the shelf at almost all schools after a relatively short period of time, and the results also turned out to be meagre.	Bottom up	
10 NL	Available framework and long term		3	4	2	4	3	2		It is not totally clear how active the network is for its members. There is membership list available on the website.	This GP covers a part of the program and focusses on the sustainability of the defined program by building a network. UPPER could use this practice.	Bottom up	
11 NL	NA		3	5	4	4	2	4		This a great example of peace education. Very specific situation country	The fact that this approach has been taken	Bottom up	

										<p>depended in the Middle-East.</p>	<p>for over 30 years is a clear sign of continuity. And now sustainability is coming into the picture with plans for water recycling and solar energy, even as these developments are not obvious in the context of Westbank economic restrictions imposed by occupation. For Hope Flowers School, sustainability is linked to self-sufficiency, thus enhancing independence.</p>		
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## IO 1 COLLECTION OF GOOD PRACTICES (MEDE)

Name/code	Country	Policy making	Teacher competence development	Self-assessment approaches	Concrete school practice	Community building	Mainstreaming	Total field	Transformative	Observable results	Methodologically structured	Potential for recontextualization	Beneficiaries	Total	Coordinating institution
<b>01 Open doors</b>	MT				X	X		2	X	X	X	X	X	5	<b>Sliema Primary School- St Claire' College</b>
<b>02 Pathway to the future</b>	MT	X					X	2	X	X	X	X		4	<b>Zejtun Secondary School – St Thomas Moore College</b>
<b>03 Embracing the Students' Home Culture (Arabic culture)</b>	MT				X	X	X	3	X	X		X		3	<b>Blata l-Bajda Middle School (San Gorg Preca College)</b>
<b>04 Unity in Diversity – When diversity is the norm</b>	MT				X	X	X	3	X			X		2	<b>Pietà Primary School (San Gorg Preca College)</b>
<b>05 "Kellimni" – Let's Talk</b>	MT			X	X	X		3	X			X		2	<b>Pembroke Secondary School – St Claire's College</b>



<b>06 Language for Integration</b>	MT	X			X			2		X	X	X		3	<b>Mellieha Primary School – Maria Regina College</b>
<b>07 Celebrating Mother Languages</b>	MT				X	X		2	X	X		X		3	<b>Migrant Learners' Unit- Naxxar Hub</b>
<b>08 Making Friend bringing Friends Club</b>	MT				X	X		2	X	X	X	X	X	5	<b>The Migrant's Learners Unit, Ministry for Education and Employment with Foundation for educational services</b>

Code	Avoiding	Leaders	Information diversity	Teacher	Diversity workforce	Curriculum	Multilingual education	Interactive	School - society	Socially responsible	Involving NGOs	Incentives	Social integration	Awareness injustice	Promotion values	Other
01 MT	2	1							4				3		1	
02 MT	4			3			2								1	
03 MT	2		4	3					1				4	1	1	
04 MT	4	1	1		1				2				3		1	
05 MT	3			1			4		1				2	1	1	
06 MT	2					1	4		1				3			
07 MT	1		3	1			4		1				2		1	
08 MT	4		1					3	1				2		1	

Code	Impact	Re-cont extu aliza tion	Partner ship struct ure	Metho dology	Conte nt trainin g	Stakeh olders	Evalu ation appro ach	Traini ng of practi oners	Total	Critical aspects	Sustainability	Top- down / Bottom- up	
01 MT	Available framework		1	3	4	1	5	-		NA	NA	Bottom up	
02 MT	Available framework		1	2	4	3	1	5		NA	NA	Bottom up	
03 MT	Available framework		3	5	4	4	3	5		The vast majority of migrant learners attending the school are Arabs.		Bottom up	
04 MT	Available framework		-	4	-	-	1	-		NA	NA	Bottom up	
05 MT	Available framework and results		5	5	-	5	5	-		NA	NA	Bottom up	
06 MT	Available framework and results		5	5	-	-	-	-		NA	NA	Bottom up	
07 MT	Available framework and results		-	5	5	-	-	-		NA	NA	Bottom up/Top down	
08 MT	Available framework and results		4	4	-	5	3	-		NA	NA	Top down	

## IO 1 COLLECTION OF GOOD PRACTICES (FREREF)

Name/code	Country	Policy making	Teacher competence development	Self-assessment approaches	Concrete school practice	Community building	Mainstreaming	Total field	Transformative	Observable results	Methodologically structured	Potential for recontextualization	Beneficiaries	Total	Coordinating institution
<b>FR 01 GRAINES DE MEDOATIERS</b>	Belgium				X			1		X	X	X		3	Université de Paix asbl
<b>FR 02 PEACE CLASSES</b>	FR				X			1							Peace School (L'école de la Paix) French association
<b>FR 03 EDUCATE TO NON VIOLENCE AND TO PEACE LETTER</b>	FR		X				X	2				X		1	Association Coordination pour l'éducation à la non-violence et à la paix
<b>FR 04 RETHINK-Remembrance education for THINKing</b>	FR		X									X		1	Erasmus + Lead by CIEP Centre international d'études pédagogiques in Paris
<b>FR 05 EPACT Education partnership for Advocacy, Capacity-</b>	Western Balkans region		X		X			2				X		1	CDRSEE (Center for Democracy and Reconciliation in Southeast

<b>Building and transformation</b>																<b>Europe) and EUROCLIO</b>
<b>FR 06 Village de la Paix – Friedensdorf (Peace Village)</b>	SWITZERLAND		X			X	X	3	X				X	2		<b>Friedensdorf – Village de la Paix</b>
<b>FR 07 Passy-Dunant Peace Indicator</b>	FR						X	1			X	X		2		<b>Association Modus operandi (Irénée.net)</b>
<b>FR 08 Citizenship Calendar</b>	Belgium				X			1	X				X	2		<b>Iles de Paix (Peace islands) - Belgian NGO</b>

Code	Avoiding	Leaders	Information diversity	Teacher	Diversity workforce	Curriculum	Multilingual education	Interactive	School - society	Socially responsible	Involving NGOs	Incentives	Social integration	Awareness injustice	Promotion values	Other
01 FR		X												X	X	
02 FR						X		X							X	
03 FR	X	X	X	X		X		X					X	X	X	
04 FR	X			X		X					X				X	
05 FR				X		X									X	
06 FR				X		X									X	
07 FR		X						X						X	X	
08 FR			X								X			X		

Code	Impact	Re-cont extu aliza tion	Partner ship struc ture	Metho dology	Conte nt trainin g	Stakeh olders	Evalu ation appro ach	Traini ng of practi oners	Total	Critical aspects	Sustainability	Top- down / Bottom- up	
01 FR	A report of the first period is available		2	4	5	3	5	-				Bottom up	
02 FR	Available framework		4	5	5	3	5	-		NA	NA	Bottom up	
03 FR	Available framework		4	4	4	4	3	5		NA	NA	Bottom up	
04 FR	In course		1	4	4	4	4	-		NA	NA	Bottom up	
05 FR	Available framework		1	5	2	5	4	-		NA	NA	Bottom up	
06 FR	NA		3	1	4	4	2	-		NA	NA	Bottom up	
07 FR	Available framework		1	5	4	1	5	-		NA	NA	Bottom up	
08 FR	NA		5	5	5	5	-	-		NA	NA	Bottom up	

## 5. Final considerations

During the first year of the project, the project team identified and described a set of Good Practices in different countries: this is a first step, because the Good Practices collection is a continuous working process on which the benchmarking process will be built.

Consequently, this section aims at relating and framing the Good Practices with the general and broader discussion about the process of bringing peace, intercultural dialogue and civic participation in the schools' practices and educational policies.

At the moment, we collected 46 Good Practices, not only in European Countries but also internationally. The Good Practices may be considered "exemplary" in the sense that they exemplify and illustrate the different levels of intervention and typology of strategies that the project decided to adopt (see below), but they cannot be considered fully representative of the great variety and number of grassroots practices observable in Europe and beyond. The two starting points of the collection were 1. to cover different levels of policy action/initiative (from policy analysis to classroom practice, evaluation and mainstreaming) and 2. to distinguish different strategies (moving from those identified by the NESET II Report "Education policies and practices to foster tolerance, respect for diversity and civic responsibility in children and young people in the EU", to which some new strategies were added by the upPER consortium.

Good practices have been found, according to the project proposal, in the following 6 fields, that correspond to the different levels of action:

1. **Policy making:** a policy is characterised by a coherent set of goals and priorities covering an extended period of duration and implying a steady and constant allocation of funding and resources. The decision-making process of policies, strategies, programmes and initiatives is a complex process involving several actors and stakeholders having different priorities, roles and interests.
2. **Teachers competence development:** developing teachers' competences focused on valuing learners' differences to propose more articulated learning strategies and assessment practices.
3. **Self-assessment approaches at individual, organisational and system level:** Good practices characterised by self-diagnostic and assessment/peer reviewing and instruments developed including indicators, methodological approach and toolkit for schools and teachers.
4. **Concrete school practice:** We collected both institutionally-led and bottom-up movements and practices that promote the centrality of peace in the education context and propose different strategies, having all achieved a high level of formal appreciation and consolidation, making them good sources of inspiration for the massive transfer of good practice and for the enlargement of the project network.



5. **Community building:** Good practice which capitalize on several successful examples of community building in the field of school education, at both EU and national/local level.
6. **Mainstreaming:** Good practices characterised by “multiplication strategy” that we consider interesting for the population involved and the media approach used.

Considering the Policy Recommendations for policy makers and decision makers at European/national/regional level, the innovative practices collected are referred to the main strategies agreed by the project team. The strategies have been mostly identified by adapting and extending the typology proposed by the NESET II Report “Education policies and practices to foster tolerance, respect for diversity and civic responsibility in children and young people in the EU” and **further discussed/modified at the UPPER kick-off meeting**. Specifically, the strategies 13, 14 and 15 have been added by the UNIMORE Team.

As above mentioned, the Good practices collection is a “work in progress” and other strategies may also be considered as a result of desk and field research.

1. **Avoiding segregation and promoting diversity in schools:** How Policy-makers (at different levels) could encourage the development of intercultural competence of teachers and students, and ensure that migrants and minorities are equitably represented across schools to avoid schools with high and low diversity? How to ensure equal access to all students, notwithstanding their ethnic, religious, socio-economic status or gender?
2. **Ensuring effective leadership and good governance:** The personal commitment of school leaders and other members of school management teams to an ethos of diversity is critical in developing respect for diversity among students and improving their intercultural competence. How to reinforce such commitment by professional development in these areas?
3. **Providing accurate information on diversity:** More research and data regarding what works to combat intolerance and promote respect for diversity is needed. Though there is some evidence to show what works when combating intolerance and promoting diversity, most evidence remains anecdotal. Much more systematic and solid evidence is needed. At School, teachers have to provide "education about religion and beliefs" in a balanced and human rights framework. The religion and belief dimension are a critical aspect of a child’s social-emotional development. It also has the potential to promote respect for diversity.
4. **Providing high quality teacher education on diversity:** Member States should ensure high quality pre-service education and in-service training for teachers at all levels of education. Initial teacher education (ITE) programmes and continuous professional development (CPD) should help all teachers develop their intercultural competence and, in turn, the necessary skills to work with a diverse body of students including

ethnic, religious, linguistic and sexual minorities; as well as students from lower socio-economic backgrounds and those with special educational needs. In addition, teachers should be adequately prepared to approach sensitive issues and address bullying.

5. **Encouraging diversity in the teaching workforce:** How to attract more representatives from minority communities to the teaching profession and provide support to retain such teachers? How to create networks of teachers with an immigrant background?
6. **Establishing flexible and culturally relevant curriculum and pedagogy:** Stakeholders, each at their own level, have a role to play in developing a more diverse curriculum and methods, considering the realities of all students. How to move towards the implementation of a more culturally responsive pedagogy in primary and secondary schools? Educational policy-makers at national levels should promote the use of educational materials that deal with migrant histories and that can lead to a better understanding of the experiences of migrants. How to implement culturally responsive pedagogies in all schools, starting from teachers' pre-service education and in-service training?
7. **Providing bilingual and multilingual education:** Education Ministries should ensure where possible that all students have the opportunity to learn their mother tongue at school, especially through two-way bilingual immersion approaches. Education policy-makers should promote education policies that value and foster students' mother tongues and educational programmes that help students to make connections between languages.
8. **Promoting the use of interactive culturally relevant teaching methods:** At present there is a significant lack of diversity among the ranks of teachers and principals in schools across Europe. Teachers need diversity training. How can we strengthen the intercultural competence of teachers in Europe?
9. **Promoting school-society relationship:** Policy makers should create enabling conditions for practicing whole-school approach that would engage entire community in education process. How Education policy-makers could promote policies that build sustainable bridges between schools and community?
10. **Making socially responsible and positive use of ICT:** New media present both a threat and an opportunity. Cyber bullying is an increasing danger to young people in today's classrooms, as is exposure to extremist ideas and hate speech. However, new media products are also showing potential in fostering tolerance and encouraging respect for diversity.
11. **Involving NGOs and Youth Organisations at school:** Policy-makers at the national and local levels should include experienced NGOs in the development of their policies to address the increasing diversity in society, and look for ways to collaborate with such NGOs.
12. **Provide incentives and reward good practice:** what good practices are in place in schools with respect to promoting tolerance, helping students develop intercultural

competences and respecting classroom diversity: how to identify and reward schools and projects that are successful in promoting tolerance and respect for diversity?

13. **Social integration\***: Equality, diversity and inclusion are especially important to create a more cohesive society. Intercultural awareness must also be an integral part of the school curriculum. The schools, by mixing participants from different backgrounds, can provide a curriculum which is balanced, broadly-based and promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
14. **Awareness of injustice\*** Everyone has had of feeling unjustly treated or feeling that someone else was being unjustly treated: the experience and awareness of injustice are probably universal. People have the power to fight against injustice: in small but substantial ways, individuals, organizations, institutions and the judiciary played an active role in preventing the further decline of our countries. The project team identified projects and initiatives aiming at creating a just society: Film, art, and music can be effective ways of raising awareness about issues and injustices; sometimes people are more receptive when an issue is presented in a way that they might be more able to relate to.
15. **Promotion of Peace Value\***: Peace is intended as key concept, as the founding principle of society, as universal value driving humanity.

Considering the full set of good practices, their background and the “reasons why” they were initiated, we identified different general perspectives to which the actions and practices could be referred:

1. **Citizenship education**, education to civic awareness, social engagement, political participation, respect for democratic institutions and dialogue as the method to solve controversy. Achieving world peace requires effort from every individual. It calls for empathy, a caring attitude and empathy towards others, amongst many other things. The aim of developing citizens who will create a better, more peaceful world lies at the heart of schools’ practices. This is a transversal approach, that we could call “Peace and legality”, that involves the whole institute or school in order to build education for peace and awareness of the own rights and duties, to become good active citizens.

2. **History from a world perspective**: Overcome the traditional “national” and ethnocentric approaches to history, to adopt a new approach, recognizing the different “viewpoints” in order to allow to analyze an historical event or period in a multi-perspectives’ way. Knowledge of the historical processes, events and protagonists could also serve as a stimulus for a deep reflection on the mechanisms that led to these events: these GP (Anne Frank Foundation and Monte Sole School Peace Foundation) are the result of the collaboration of social actors, teachers with civil society organizations and public institutions and embody the cultural heritage, competences and experiences of each member. These projects are a “Carrefour” of educators, parents and people whose inspiring principle it’s “Never again”.

**3. Managing (real or potential) conflict:** multiculturalism, understood as the multiplication of experienced difference, is today at the forefront of social transformation. It entails opportunities, risks and conflict, but how can we deal with these, especially the latter? The process of Peacekeeping and peacebuilding, the complex path from conflict to peace, is a multidimensional action and process aiming at assisting schools' teachers and decision makers, reducing the risk of relapsing into conflict and at laying the foundation for sustainable peace and development of social integration.

**4. Arts, Sports and joint activities:** a set of GP identified aim at promoting sports, arts and music learning. The key idea is creating events and artistic events in empowering children and young people of the area, sometime together with their families, through participation in a project that requires commitment, dedication and study in view of a common goal of inclusive, harmonious community (ViVas, Sanitansemble, Let'splay to play).

**5. Social media, Twinning schools, ICT:** As above mentioned, Internet and the social media provide both opportunities and threats for inclusive learning. Collaboration between schools (eTwinning) and NGOs take place, online communities of teachers and students are created to enhance mutual knowledge and respect for diversity. ICT can also play a key role in dissemination, valorisation of GP as well as in the mainstreaming process (Peace Jam).

**6. Peace Education program avoiding and fighting against violent radicalization and terrorism:** The recent terrorist attacks in Europe have put in evidence a new perspective to peace education, generating measures and education programs aiming at social inclusion, as well as peace education process as a measure to prevent the risk of violent radicalization and terrorism in the different countries.

Finally, we can highlight that the vision and the perspective on which the GP collected are really different (in terms of the context where good practice is implemented and the related goals): three basic context conditions may apply:

- 1) The value of peace in a multicultural context and social civic participation: the peace is a prerequisite for living in peace, recognizing gender, religious cultural differences and building bridges between different groups and people. In this case, the focus is on the recognition of injustices, which are often "hidden" and not clearly visible. Making them visible therefore constitute a necessary prerequisite for subsequent actions leading to peace within a given social context.
- 2) The value of peace in social context of normality: how to overcome the indifference? Mutual knowledge to build mutual trust and empathy. Often, the obstacle of peaceful coexistence in fact of structural disadvantage is the indifference shown by individuals. Reducing conflict is in fact complementary, but not a replacement for acting against inequalities. GP may indeed be structured to specifically target civic participation and engagement to actively creating a more peaceful society.
- 3) The value of peace in process of forgiveness and reconciliation. How to overcome the mutual anger (the heritage of the war) and build a new social context where to live? In some situations, the context is that of a prolonged conflict, or the immediate aftermath of ongoing conflict and sometimes war. In these cases, in order to promote reconciliation, GP might specifically focus on forgiveness, and on reducing the process of competitive victimhood (whereby groups in conflict compete over who has suffered more), which represents a relevant obstacle to peaceful relations.

As above mentioned, even if the perspective and the key values are different (peace as universal principle, traditional universal pacifism, pacifism understood as the founding value of the Christian religion), the Good Practices collected and described can find a ground for comparison and mutual learning when we move, through analytical work, from the level of analysis “good practice” to the lower level “good practice element”, identified through a cross-perspective approach. In simple words, good practices originating from different perspectives to peace education share a lot of practical “good practice elements”; these elements (GPE), in the upPER hypothesis, may constitute the building blocks of a collaborative benchmarking exercise, able to involve communities of practice that have been working in “cultural sylos” with limited interaction among them.