

UPPER Good Practice	
Code	International Institute of Humanitarian Law (IIHL) – Practice n°1
Name (title) of the good practice:	Enhancing knowledge of high school students in international peace and security issues
Country/region	Italy, Liguria, Sanremo
UPPER Scope: Fields affected (more than one field may be indicated)	<ul style="list-style-type: none"> <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 ▪ <u>Mainstreaming</u> <p><i>Short Description:</i> International issues are often treated marginally in national educational programs. Since 2008 the IIHL started a programme of short educational/training internship for high school students aiming at providing specific complementary education on some of the crucial issues affecting the international peace and security context.</p>
Full Description	<p>The practice, initiated and promoted by the IIHL in collaboration with national sending schools, addresses Italian high school students with the aim of providing specific complementary education on some of the crucial issues affecting the current international peace and security scenario.</p> <p>It consists in a short educational/training internship, of a varying period (3-4 days maximum), for selected high school students at the 4th and 5th year, which takes place at the IIHL's headquarters every year. It is open to schools willing to provide specific complementary education to their students in the field of international peace and security on the basis of an agreed ad hoc programme.</p> <p>Topics addressed encompass a broad range of international issues covered by the IIHL: international humanitarian law; human rights; international refugee law; international migration law and migration flows; international peace operations; armed conflicts and rule of engagements; role of international institutions (United Nations, International Criminal Court, etc.) and their contribution to international peace and security; etc.</p> <p>On the methodology side, education activities provide a combination of interactive lectures (in English and/or French) held by the IIHL civilian and military staff, and presentations made by the students on topics previously agreed with the IIHL (in order to get students acquainted in advance with the subject matters), along with the direct attendance of the students, as observers, in some in some of the training activities for military and civilian</p>

	<p>professionals which take place at the IHL in the same period of the short educational/training internship. This gives the practice a specific and unique dimension by combining theoretical and practical learning methodology.</p> <p>This initiative started in 2008 as a pilot project with a small group of students and became, over the years, a consolidated practice involving a significant numbers of students every year from different sending high school. It has proved also to be a useful tool for further developing and consolidating teachers' skills, both in terms of content and teaching methodology.</p>
<p>Why is the case interesting?</p>	<p>The practice is interesting and provides innovative value in relation to the UPPER project because it provides a specific and unique education methodology, by combining theoretical and practical learning with the aim of enhancing knowledge of high schools students on complex international peace and security topics.</p> <p>Students benefit of a specific curriculum combining tailor made instruction on complex topic and vocational training, which provides them with analytical tools and the unique opportunity to observe specific adult learning methodologies and practices which enables them to analyse such issues from the legal and political perspectives.</p> <p><i>Good Practice specific characteristics:</i></p> <ol style="list-style-type: none"> 1. Transformative 2. Observable results 3. Methodologically structured 4. Potential for re-contextualisation 5. Beneficiaries (teachers) consider it a GP
<p>Coordinating institution</p>	<p>International Institute of Humanitarian Law</p>
<p>Strategies (more than one strategy may be indicated) Please rank the different strategies in order of importance: 4 max, 1 min)</p>	<ol style="list-style-type: none"> 1. Avoiding segregation 2. Leadership/governance 3. Information on diversity 4. Teacher education on diversity 5. Diversity in teaching workforce 6. Curriculum and pedagogies 7. Multilingual education 8. Interactive, culturally relevant methods 9. School-Society relationship 10 Socially responsible ICT 11. Involving NGOs and Youth organisation 12. Incentives and reward for GP 13. Social integration 14. Awareness of injustice 15. Promotion of Peace Value 16. Other (please specify)
<p>Accessibility of data and</p>	<p>Easy – Average - Difficult</p>

persons by UPPER Team					
Impact	Short , medium and long term The direct impact on students is conceived in the short term, with the task of developing a lasting interest in the long run.				
Brief description of the context in which the practice was applied	The practice applies in an international professional environment within the framework of the annual IIHL programme of activities				
Re-contextualisation potential (How the following elements of the GP appear to be suitable to be adopted and adapted to other contexts)	(1min to 5max)				
Matrix	1	2	3	4	5
Partnership structure		X			
Methodology					X
Content of training					X
Stakeholders involvement					X
Evaluation approach		X			
Training to practitioners	X				
Other (please specify)					
Critical aspects in the application of the practice	<ol style="list-style-type: none"> 1. Necessity to adapt the presentation of the contents to the target audience, moving from adults to adolescents perspectives, but maintaining and conveying the complexity of the subject matters. 2. The practice is conducted in English and French which poses sometimes critical questions concerning the understanding and the interaction 				
Sustainability elements and recommended use in UPPER	The practice could envisage a specific role in the UPPER project by contributing, with its elements, to further develop educational policies and school practices by improving, in particular, peace culture and civic participation and by providing teachers with the possibility of increasing their schooling skills.				
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