

UPPER Good Practice	
<b>Code</b>	FREREF - # 2
<b>Name (title) of the good practice:</b>	PEACE CLASSES (Classes de paix)
<b>Country/region</b>	France / Auvergne-Rhône-Alpes
<b>UPPER Scope: Fields affected (more than one field may be indicated)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Policy Making</li> <li><input type="checkbox"/> Teachers Competence Development</li> <li><input type="checkbox"/> Self-Assessment</li> <li>▪ <b><u>Concrete School Practice</u></b></li> <li><input type="checkbox"/> Community Building</li> <li><input type="checkbox"/> Mainstreaming</li> </ul> <p><i>Short Description:</i> On the model of French “Green classes” or “Snow classes” in which a class happen in an another place (in the mountains, near the sea...) in order for the pupils to have outdoor activities, the Peace class proposes to have 5 full day of immersion of a class into the “Peace education” topic. The idea is to bring the class in the Vercors (Place of Memory of WWII with Resistance maquis and Nazis exactions) and to make the young people work on writing productions and artistical production with dedicated moderators. They imagine obligations of everyday life (shopping, cooking, washing up, cleaning, storage...) as means of sharing and mediations.</p>
<b>Full Description</b>	
<b>Why is the case interesting?</b>	<p>By bringing the whole class out of its usual context, the “Peace class” allow to reflect on new way of thinking what Peace is.</p> <p>The location is important as well and in case of reuse of this practices, it would be interesting to keep a Memory place as location of the week.</p> <p>Art expression and involment of other actors such as History Witnesses and artists bring the young people at the center of the action.</p>
<b>Coordinating institution</b>	The Peace School (L'école de la Paix) is a French association based in Grenoble gathering 250 members. It is recognised by territorial institutions and by the Education system as partner of the schools.
<b>Strategies (more than one strategy may be indicated)</b> Please rank the different strategies in order of importance: 4 max, 1 min)	<ol style="list-style-type: none"> <li>1. Avoiding segregation</li> <li>2. Leadership/governance</li> <li>3. Information on diversity</li> <li>4. Teacher education on diversity</li> <li>5. Diversity in teaching workforce</li> <li>6. <b><u>Curriculum and pedagogies</u></b></li> <li>7. Multilingual education</li> <li>8. <b><u>Interactive, culturally relevant methods</u></b></li> <li>9. School-Society relationship</li> <li>10. Socially responsible ICT</li> </ol>

	11. Involving NGOs and Youth organisat. 12. Incentives and reward for GP 13. Social integration 14. Awareness of injustice <b>15. Promotion of Peace Value</b> 16. Other (please specify)				
<b>Accessibility of data and persons by UPPER Team</b>	<b>Easy – Average – Difficult</b> The project is well documented and available online but only in French.				
<b>Impact</b>	<i>Short, medium and long term if possible to observe</i>				
<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>	(1min to 5max)				
<b>Matrix</b>	1	2	3	4	5
Partnership structure				X	
Methodology					X
Content of training					X
Stakeholders involvement			X		
Evaluation approach					X
Training to practitioners					
Other (please specify)					
<b>Critical aspects in the application of the practice</b>	It seems that the Peace class has not been experienced yet.				
<b>Sustainability elements and recommended use in UPPER</b>					
<b>Contact persons</b>	Richard Pétris – president of Ecole de la Paix Grenoble				
<b>Web link(s)</b>	<a href="http://www.ecoledelapaix.org/IMG/pdf/classes_de_paix.pdf">http://www.ecoledelapaix.org/IMG/pdf/classes_de_paix.pdf</a>				
<b>Filled by</b> [name and partner institution]:	Axel Joder - Freref				