

UPPER Good Practice Grid	
<b>Code</b>	ESHA – GP10a
<b>Name (title) of the good practice:</b>	Peaceful Schools International (PSI)
<b>Country/region</b>	Canada
<b>UPPER Scope: Fields affected (more than one field may be indicated)</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Policy Making</b></li> <li><input type="checkbox"/> Teachers Competence Development</li> <li><input type="checkbox"/> Self-Assessment</li> <li><input checked="" type="checkbox"/> <b>Concrete School Practice</b></li> <li><input checked="" type="checkbox"/> <b>Community Building</b></li> <li><input type="checkbox"/> Mainstreaming</li> </ul> <p><i>Short Description:</i> Peaceful Schools International is to create a global network of peaceful schools to provide support and recognition to schools that have declared a commitment to creating and maintaining a culture of peace.</p>
<b>Full Description</b>	<ul style="list-style-type: none"> <li>● <i>Initiator, Partners, Target Groups, Stakeholders involved:</i> Peaceful Schools International is to create a global network of peaceful schools to provide support and recognition to schools that have declared a commitment to creating and maintaining a culture of peace. Target groups are schools.</li> <li>● <i>Content and Methodology:</i> <ol style="list-style-type: none"> <li>1. Peace education is part of the core curriculum in all educational institutions that are members of PSI. <ul style="list-style-type: none"> <li>– The curriculum for elementary, middle and high schools contains an explicit peace education component.</li> <li>– PSI and PSI member schools work to encourage the appropriate authorities to include peace education in the curriculum of elementary, middle and high schools.</li> </ul> </li> <li>2. Within PSI member schools, there is a secure, welcoming and respectful culture where all forms of violence* are unacceptable, setting an example for the community at large. <ul style="list-style-type: none"> <li>– Member schools report an improvement in school climate and/or a reduction in incidents of violence.</li> <li>– Member schools report providing conflict resolution strategies for students and staff.</li> </ul> </li> <li>3. PSI provides practical and effective peace education resources that are used by staff and students in its member schools and by others.</li> </ol> </li> </ul>

	<ul style="list-style-type: none"> <li>– Member schools report their use of and satisfaction with the resources provided by PSI.</li> <li>– PSI holds events and provides professional development opportunities (workshops, symposia, conferences, etc.) that are well-attended and receive positive evaluations.</li> <li>– PSI member schools report networking with other members to share ideas and increase knowledge and resources.</li> </ul> <p>4. There is a greater awareness of PSI and its positive impact within communities.</p> <ul style="list-style-type: none"> <li>– There is an increase in the number of PSI member schools around the world.</li> <li>– PSI actively engages in peace- and education-related events and activities in the community (for example, fairs, special days like anti-bullying day, conferences, Dept. of Education PD days, etc.).</li> <li>– Organizations and individuals express support for the work of PSI.</li> </ul> <ul style="list-style-type: none"> <li>● <i>Stage of development:</i> PSI is an existing non-profit network of schools consisting of members all over the world.</li> <li>● <i>Longitudinal analysis:</i> the organisation was founded in 2001.</li> </ul>
<p><b>Why is the case interesting?</b></p>	<p><i>Specific description of innovative value in relation to UPPER:</i></p> <p>A. a Canadian non-profit, charitable organization founded in 2001. PSI provides support to schools around the world that have declared a commitment to creating and maintaining a culture of peace. PSI act as a catalyst and clearinghouse for innovative ideas that helped to build an environment in schools where everyone feels safe, respected and valued. This practice can be used in the phase of sustainability of peace education program UPPER.</p> <p>B. For the model to be developed we could use the membership criteria to find out if schools are ready to use the program or not.</p> <ol style="list-style-type: none"> <li>1. Does your school have a collaborative approach to school-based decision making</li> <li>2. Does your school have incorporated teaching methods that stress participation, cooperation, problem solving and respect for differences</li> <li>3. Does your school provide teaching methods that stress participation, cooperation, problem solving and respect for differences</li> <li>4. Does your school provide student and community centered conflict resolution strategies such as peer mediation</li> <li>5. Does your school organises community service projects</li> <li>6. Does your school provide opportunities for professional development for all staff focused on creating a positive school climate.</li> </ol>

	<p><i>Good Practice specific characteristics:</i></p> <ol style="list-style-type: none"> <li><b>1. Transformative</b></li> <li>2. Observable results</li> <li>3. Methodologically structured</li> <li><b>4. Potential for re-contextualisation</b></li> <li>5. Beneficiaries consider it a GP</li> </ol>
<b>Coordinating institution</b>	<p>Peaceful Schools International (PSI): PSI is a charitable organization run by volunteers. PSI support schools around the world that have made a commitment to creating and maintaining a culture of peace.</p>
<p><b>Strategies (more than one strategy may be indicated)</b> Please rank the different strategies in order of importance: 4 max, 1 min)</p>	<ol style="list-style-type: none"> <li><b>1. Avoiding segregation (4)</b></li> <li><b>2. Leadership/governance (2)</b></li> <li>3. Information on diversity</li> <li>4. Teacher education on diversity</li> <li>5. Diversity in teaching workforce</li> <li><b>6. Curriculum and pedagogies (1)</b></li> <li>7. Multilingual education</li> <li>8. Interactive, culturally relevant methods</li> <li><b>9. School-Society relationship (1)</b></li> <li><b>10. Socially responsible ICT (2)</b></li> <li><b>11. Involving NGOs and Youth organisation (4)</b></li> <li><b>12. Incentives and reward for GP (4)</b></li> <li><b>13. Social integration (4)</b></li> <li><b>14. Awareness of injustice (2)</b></li> <li><b>15. Promotion of Peace Value (4)</b></li> <li>16. Other (please specify)</li> </ol>
<b>Accessibility of data and persons by UPPER Team</b>	Easy - <b>Average - Difficult</b>
<b>Impact</b>	<b>Long term</b>
<b>Brief description of the context in which the practice was applied</b>	<p>PSI has more than 350 member schools. Approximately two thirds of their members are in North America, with the rest in countries including Finland, Cameroon, Jamaica, New Zealand, Northern Ireland, Pakistan, Serbia, Sierra Leone and Liberia.</p> <p>PSI relies on a network of volunteer Regional Coordinators who provide support to schools in their local geographic areas.</p>
<b>Re-contextualisation potential (How the following elements of the GP appear to be suitable to be adopted and adapted to other</b>	<p>The organisation consist of members: Peaceful Schools International recognizes the intentions, actions, and effort of schools to create a climate of peace. An educational institution can register as a member of PSI at any time as a sign of the institution’s commitment. There is an initial fee of \$150 to join PSI. PSI is committed to working with all educational institutions that</p>

<b>contexts)</b>	<p>want to make a commitment to peace, regardless of ability to pay. For the UPPER project a European oriented organisation connected to the international organisation could be of interest. The organisation should be used for implementing, promoting and function as a catalyst for innovative ideas that help to build an environment in schools where everyone feels safe, respected and valued. Exchange of experiences is of great value.</p>				
<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		X			
Other (please specify)					
<b>Critical aspects in the application of the practice</b>	<p>It is not totally clear how active the network is for its members. There is membership list available on the website.  <a href="http://peacefulschoolsinternational.org/become-a-psi-member-schools/psi-members">http://peacefulschoolsinternational.org/become-a-psi-member-schools/psi-members</a></p>				
<b>Sustainability elements and recommended use in UPPER</b>	<p>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.</p>				
<b>Contact persons</b>	<p>Email: <a href="mailto:info@peacefulschoolsinternational.org">info@peacefulschoolsinternational.org</a></p>				
<b>Web link(s)</b>	<p><a href="http://peacefulschoolsinternational.org/">http://peacefulschoolsinternational.org/</a></p>				
<b>Filled by</b> [name and partner institution]:	<p>European School Heads Association – Monique Westland</p>				