

## Handbook to develop Education Systems Inspiring Peace

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## Introduction

### 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.

UPPER 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, teacher’s qualification, evaluation instruments, school practices in peace education
- a documentation and testing process
- a systemic upscaling action through broad school networks.

More information is available at: <http://eiplab.eu/>.

## Objectives and targets of the Handbook

The Handbook is aimed at guiding users of the tools developed by the UPPER project and provide explanation on the objectives and the way to use these four elements:

- the showcase of good practices;
- the competence model for teachers;
- the collaborative benchmarking system;
- the IEP Lab.

This Handbook is provided with User's guide for each tool, which describe how to handle them from the website of the EIP Lab.

**The Showcase of Good practices** is a resource for educators, teachers, trainers, heads of school or any practitioners in the field of formal and non-formal Education, Peace Education, including social actors working with immigrants and refugees, and Policy makers, which gathers existing Good Practices, meaning practices considered relevant if they are aimed at producing a positive impact on Institutions in the domain of Peace, intercultural dialogue and civic education. Then, users are expected to appropriate these practices and possibly implement some it in their local context inspired by them. The objective is first to take stock of existing practices and disseminate them. Users can also suggest practices to be considered by a commission of the EIP Lab and then added into the collection of Good Practices.

This tool is also aimed at enabling practitioners to contribute to the showcase in a ground-based approach and further develop the dynamic of exchange of Good Practices.

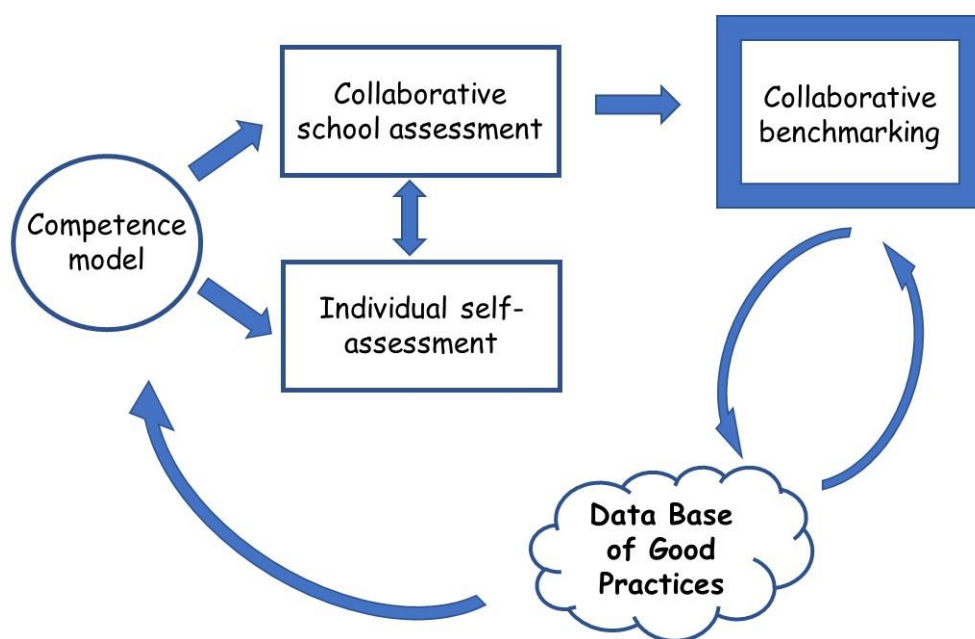
**The competence model** for educators aims to define core competences in Peace Education and help professionals to test themselves against it, on a personal level. It is a first step in a more global progress process (including also the collaborative assessment tool and the benchmarking tool), to support the school's reflection about peace Education and the means to improve the activities and positioning.

**The collaborative benchmarking system** aims at providing practitioners of Peace Education with a collaborative tool to reflect upon their practices, debate on them and possibly improve them at the school / institutional level and. Then users can exchange with other actors and practice peer learning in order to improve their practice and build a community of practice.

**The IEP Lab** aims at disseminating the outputs of the projects and sustain the development of a community in Education Inspiring Peace, at research level, at the practitioners' level (Community of practice), and also at the policy makers' level.

The target audience of the Handbook are all actors of the learning community interested in the project, field actors of Education such as teachers and Head of Schools, but also other actors and stakeholders, and policy makers (especially for the EIP Lab and its future production such as policy recommendations).

## Content of the Handbook: from Good Practices to Benchmarking your school



The UPPER project provides a collection of Inspiring Practices taking place in different contexts, firstly among the partners' regional and/or institutional context. This collection proposes the identification of specific elements that make the practice “good” and effective in its context; the comparison among the different practices belonging to the same category; and the questioning of possible similarities in approaches and results.

Some “good practice elements (GPE)” are identified as specific components of several good practices that are different in terms of inspiration and original focus. These GPE could be more “universally” transferable than the whole good practices - more heavily depending on the local context - is feeding the hypothesis that a collaborative benchmarking should be built to support collaboration among communities of practice that have been so far working in “cultural silos” with limited interaction among them.

An expected result of this comparative analysis is the identification of a limited set of indicators that might be able, once properly agreed, described and possibly associated to some level/metrics to support self-assessment, peer review and a structured comparison of policies, educators training programmes, evaluation practices, school practices and mainstreaming strategies.

These indicators based on GPEs can be grouped, levels of accomplishment and progressive achievement can be defined according to the set of practices observed, and a modular system of online self-assessment can be created.

This Collaborative Benchmarking approach would allow:

- policy makers/actors involved in policy implementation and assessment to compare their measures, resources and results;
- schools to compare their strategies and achievements;

- teacher training institutions to compare their programmes and results in the field;
- everybody involved in communication/dissemination to compare mainstreaming achievements.

Comparing is not intended here in terms of competition, rather in terms of setting the point, knowing where what the current situation is, the first step towards improvement.

In fact collaborative benchmarking is not an alternative to self-assessment at the organisational level, to peer-reviewing, to workshops, staff mobility, joint project work, eTwinning and other collaboration practices, but a method to support all of them by providing a set of criteria and indicators defining good practice and a platform to find appropriate partners.

A two levels system of self and collaborative assessment regarding the competences linked to the activities in Education Inspiring Peace (EIP) first helps the school to reflect on “what is present and what is missing”. The collaborative benchmarking system helps to relativize own results, to identify what is, in a given time and place, the real level performance for each indicator, based on a dynamic community of respondents; and potentially stimulates, if adequately supported, collaboration and peer learning.

The first part of the Handbook focuses on the Good Practice database. It presents the way to access and browse it. It also presents a possibility to propose new innovative practices to be added to the database. This process is controlled by the EIP Lab animators.

The second part of the Handbook is dedicated to the Competence model for actors of the Learning Community in EIP.

It then explains how to use the two assessment tools related to this area of competence:

- the individual self-assessment tool enabling actors to evidence their personal profile;
- and the collaborative assessment tool providing an "institutional" profile that is the first step to then be able to answer the collaborative benchmarking questions.

The third part is devoted to the collaborative benchmarking tool.

Each of these first three parts presents the key elements of each issue:

- where to find the questionnaires(s);
- what is their purpose / intentions;
- how to use them as part of a progress process;
- how to reflect on them to improve the practices.

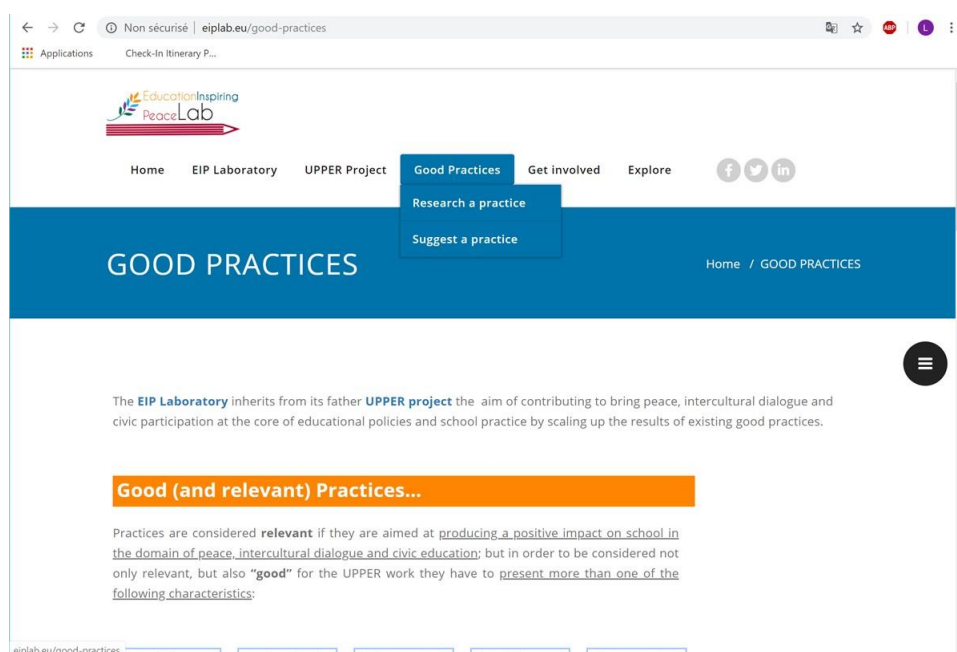
The last part explains the rationale for an EIP Lab, how it was built and how it would work.

## Part 1 – The Showcase of Good Practices

**Read about what is done in Europe (and further away) and publish what you are doing in your school**

### Where to find the Good Practices

The showcase of Good Practices is housed on the UPPER project website Web site <http://eiplab.eu>  
The tab itself is available at <http://eiplab.eu/good-practices>



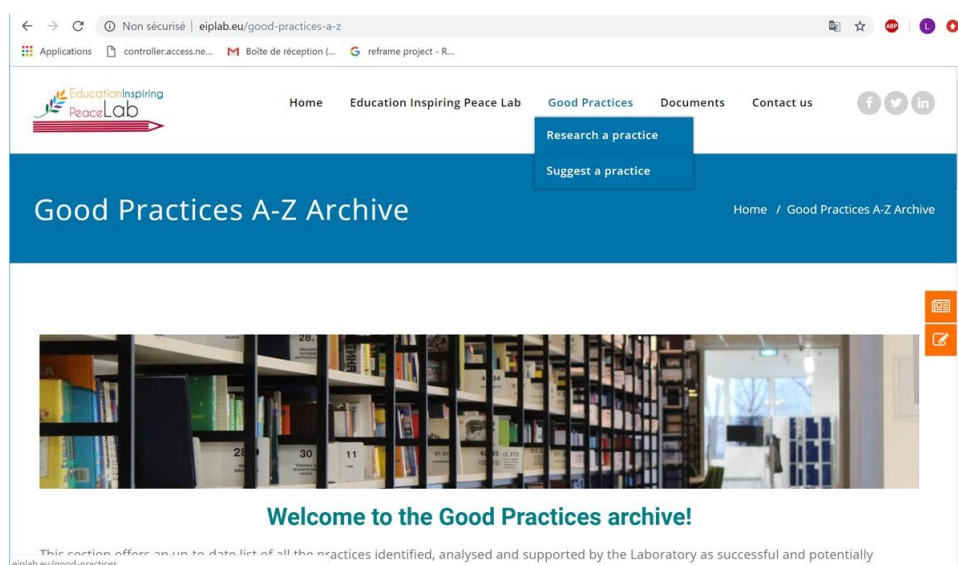
The first page explains what are considered as “good” and “relevant” practices for the UPPER project benefit and the list of strategies they might be referred to:

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.

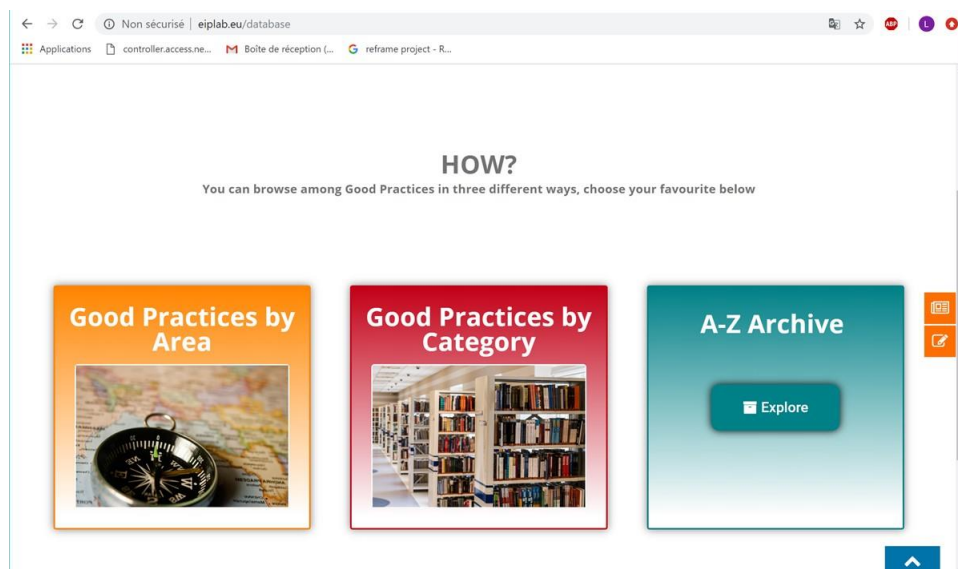


## How to browse the showcase

Click on “Research a Practice”

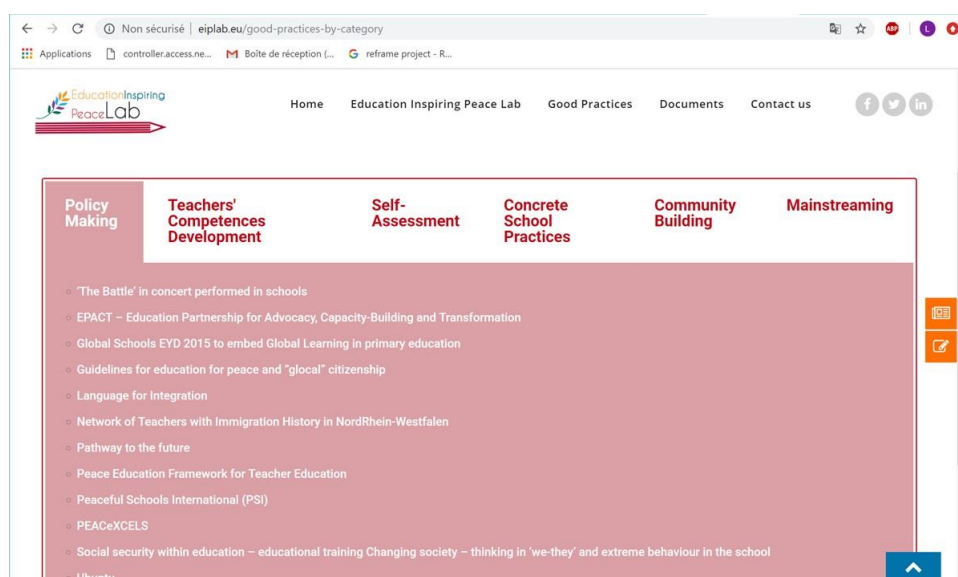


Starting from there, you may want to browse the Good Practices Data Base: then select "Research a Practice":



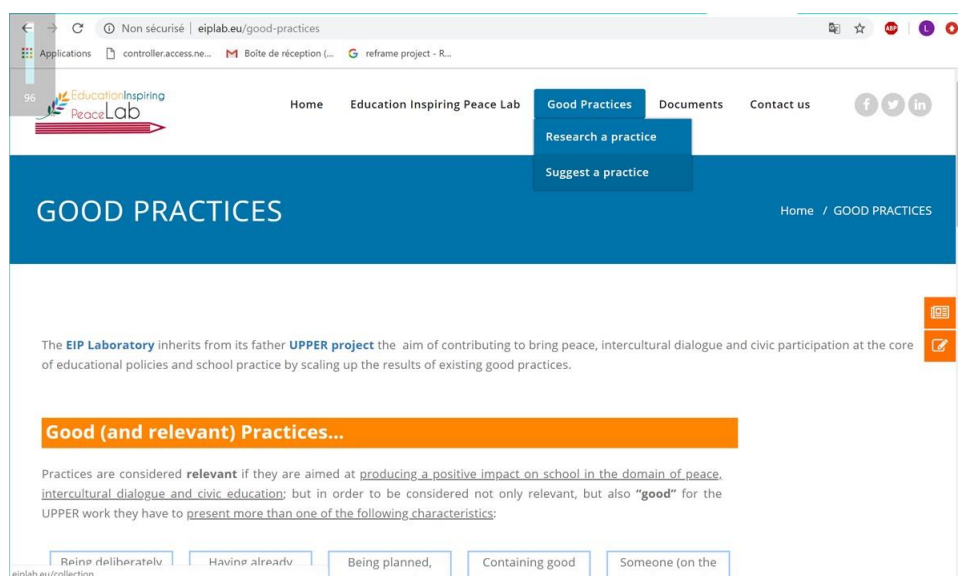
Good Practices by Area refers to the geographical Areas (Europe/Africa, Asia, Americas).

Good Practices by category displays the following elements

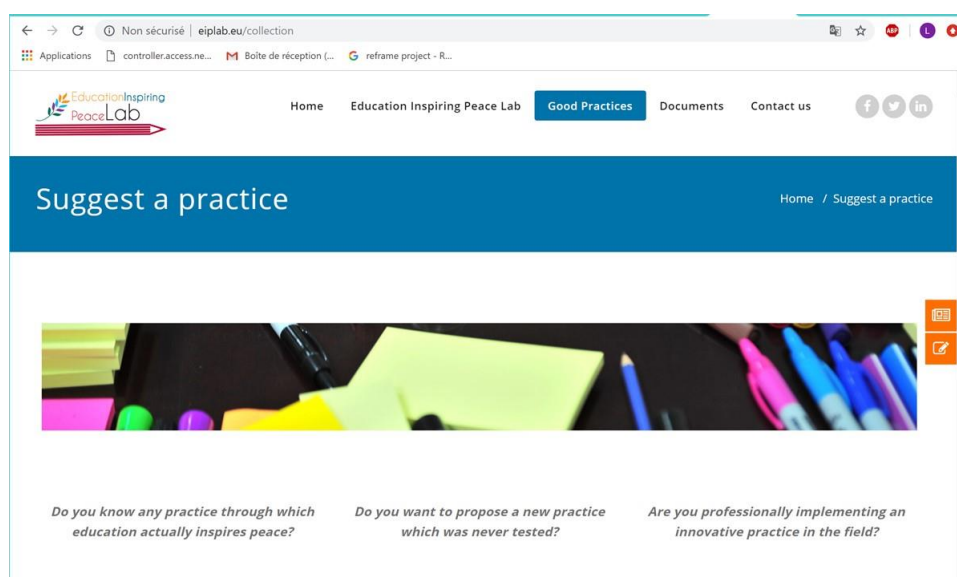


Good Practices A-Z archives presents the list of all practices currently recorded by alphabetical order of the titles.

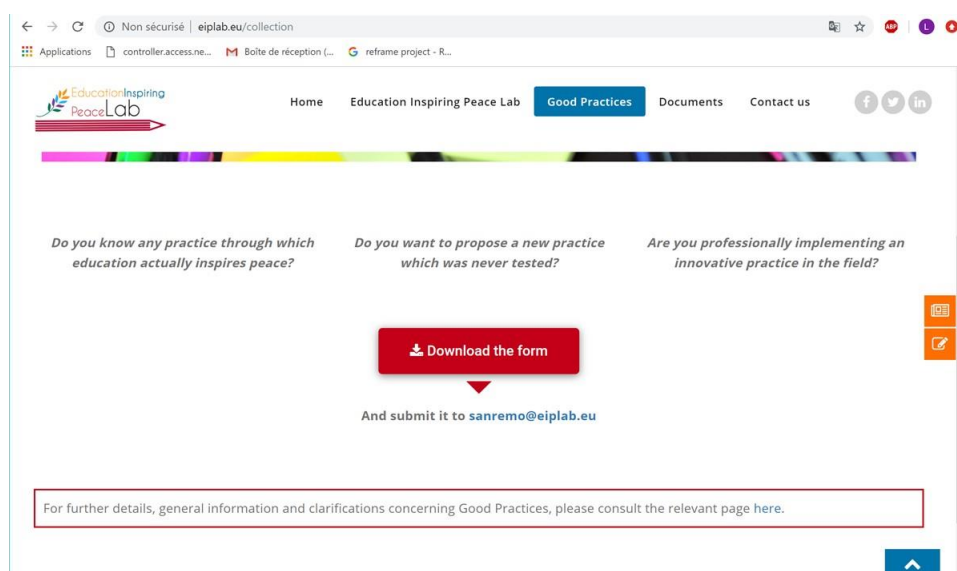
## How to contribute with your own Good Practices



Click on “Suggest a Practice”, then download the form to be submitted o the reviewing committee in the EIP Lab in Sanremo.



Then scroll down the page:



Once accepted, your suggestion will be added to the showcase.

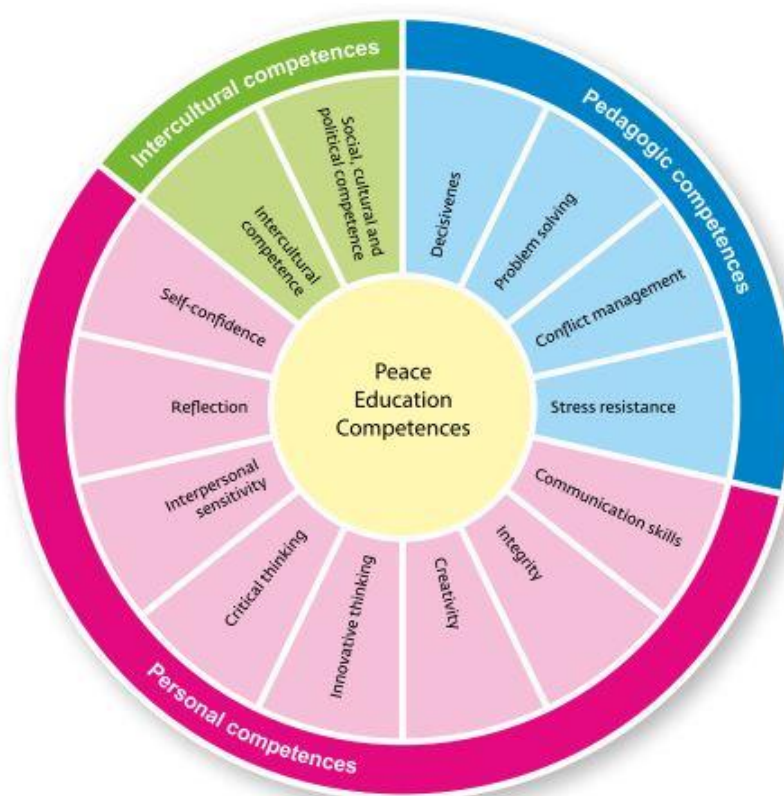
## Part 2 – UPPER competence model for Teachers Inspiring Peace

### How to enrol your teachers and staff and improve your practice, individually and collaboratively

#### The UPPER competence model

##### Educators Competences in Peace Education

ESHA proposes 3 core competences sub-divided into 14 peace competences. In the model below, the core competences are depicted in the outer ring of the model with the subdivision of the peace competences leading to the core. The model aims to show that peace competences can be generic, and thus necessary for all educators regardless of their subject, and specific to peace education.



##### Core Competence 1: Environment Competences

###### Peace competence 1: Intercultural competence

Intercultural competence is a range of cognitive, affective, and behavioural skills that lead to effective and appropriate communication with people of other cultures. Effective intercultural communication relates to behaviours that culminate with the accomplishment of the desired goals of the interaction and all parties involved in the situation. Appropriate intercultural communication includes behaviours

that suit the expectations of a specific culture, the characteristics of the situation, and the level of the relationship between the parties involved in the situation. It also takes into consideration one's own cultural norms and the best appropriate, comfortable compromise between the different cultural norms.

#### Peace competence 2: Environmental Competence

Environmental competence refers to the ability to effectively use the physical environment to meet desired goals (Steele 1980). The question of how, and to what degree, teachers understand and effectively use instructional space to their pedagogical advantage continues to receive only limited attention in education research (Taylor 2005; Horne-Martin 2002; OECD 1989; Taylor and Vlastos 1983; Richardson 1970)

### **Core Competence 2: Conflict Competences**

#### Peace competence 3: Decisiveness

Decisiveness is defined as being characterized by firmness and decision. Being decisive means that you have the strength to decide for yourself. Based on the strength of your decision you then have the ability to act on your environment effectively.

#### Peace competence 4: Problem solving

Problem solving in peace education relates to (social) psychology and refers to the process of finding solutions to problems encountered in life. Solutions to these problems are usually situation- or context-specific. The process starts with problem finding and problem shaping, where the problem is discovered and simplified. The next step is to generate possible solutions and evaluate them. A solution is selected, implemented and verified. Social psychologists look into the person-environment relationship aspect of the problem and independent and interdependent problem-solving methods. Problem solving can be defined as a higher-order cognitive process and intellectual function that requires the modulation and control of more routine or fundamental skills.

Problem solving has two major domains: mathematical problem solving and personal problem solving. Both are seen in terms of some difficulty or barrier that is encountered. Empirical research shows many different strategies and factors influence everyday problem solving. Interpersonal everyday problem solving is dependent upon the individual personal motivational and contextual components. In conceptualization, human problem solving consists of two related processes: problem orientation and the motivational/attitudinal/affective approach to problematic situations and problem-solving skills. Studies conclude people's strategies cohere with their goals and stem from the natural process of comparing oneself with others.

#### Peace competence 5: Conflict management

Conflict management is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in an organizational and cultural setting. Properly managed conflict can improve group outcomes.

Due to the conflicting terminology used in conflicts, we have chosen the all-encompassing term of 'conflict management'. This term encompasses concepts such as conflict resolution, (nonviolent) conflict transformation and other terms that are commonly used.

#### Peace competence 6: Stress resistance

Stress tolerance can be defined as threshold at which an individual can effectively and consistently deal with and manage stressful situations. Stress is a normal biochemical reaction that occurs when the prefrontal cortex of the brain secretes and regulates a stress hormone called dopamine. A small amount of stress can be beneficial to a person by increasing focus on routine tasks and/or trigger warnings against potential threats. However, high levels of stress can impair cognitive function (i.e., concentration), interfere with relationships at home and/or work, and lead to detrimental future health issues.

### **Core Competence 3: Personal competences**

#### Peace competence 7: Communication skills

Communication is the act of conveying meanings from one entity or group to another through the use of mutually understood signs, symbols, and semiotic rules.

The main steps inherent to all communication are the formation of communicative motivation reason, message composition (further internal or technical elaboration on what exactly to express), message encoding (for example, into digital data, written text, speech, pictures, gestures and so on), transmission of the encoded message as a sequence of signals using a specific channel or medium, noise sources such as natural forces and in some cases human activity (both intentional and accidental) begin influencing the quality of signals propagating from the sender to one or more receivers, reception of signals and reassembling of the encoded message from a sequence of received signals, decoding of the reassembled encoded message and interpretation and making sense of the presumed original message.

#### Peace competence 8: Integrity

Integrity is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values. In ethics, integrity is regarded as the honesty and truthfulness or accuracy of one's actions. Integrity can stand in opposition to hypocrisy, in that judging with the standards of integrity involves regarding internal consistency as a virtue, and suggests that parties holding within themselves apparently conflicting values should account for the discrepancy or alter their beliefs. The word integrity evolved from the Latin adjective integer, meaning whole or complete. In this context, integrity is the inner sense of "wholeness" deriving from qualities such as honesty and consistency of character. As such, one may judge that others "have integrity" to the extent that they act according to the values, beliefs and principles they claim to hold.

#### Peace competence 9: Creativity

Cultural phenomena such as globalization and digitization; mobility, migration processes, cultural encounters, and the formation of identities; urban and social transformations; economic changes; etc. have an important impact on complex and reflective European societies. Cultural creativity is a key concept to understanding all of these processes from a deep and complex perspective, both in the specific field of cultural production and in society as a whole. ([www.culturalbase.eu](http://www.culturalbase.eu)).

#### Peace competence 10: Innovativeness

Innovation in its modern meaning is a "new idea, creative thoughts, new imaginations in form of device or method". Innovation is often also viewed as the application of better solutions that meet new requirements, unarticulated needs, or existing market needs. Such innovation takes place through the

provision of more-effective products, processes, services, technologies, or business models that are made available to markets, governments and society. An innovation is something original and more effective and, as a consequence, new, that "breaks into" the market or society.

#### Peace competence 11: Critical thinking

Critical thinking is the objective analysis of facts to form a judgment. The subject is complex, and several different definitions exist, which generally include the rational, sceptical, unbiased analysis, or evaluation of factual evidence. Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem-solving abilities as well as a commitment to overcome native egocentrism and sociocentrism.

#### Peace competence 12: Interpersonal sensitivity

Interpersonal sensitivity (emotional and social) is the ability to accurately assess others' abilities, states, and traits from nonverbal cues. This competence includes empathy, which is the action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner.

#### Peace competence 13: Reflection

A reflective person is one who enjoys learning and listening to others. She/he insightful and perceptive; capable of seeing past false masks and facades and not easily fooled by superficial implications. A person who is quick to make connections and observations that people often let pass their head. A reflective person tries to have a broad and encompassing understanding of human nature and of self, knows not only what she/he likes and dislikes but why so. A reflective person shows to have thought enough about what her/his interests and preferences are, to know the fundamental nature of self.

#### Peace competence 14: Self-confidence

Confidence is a feeling of trust in someone or something. To be self-confident is to have confidence in yourself. Self-confident people don't doubt themselves. This is usually a positive word: you can be self-confident without being cocky, arrogant, or overconfident. If you know what you're doing, you have every reason to be self-confident

| Competence               | Definition                                                                                                                              | Behavioural indicators                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Source                                                                                                                                                                                      |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Intercultural competence | <u>Intercultural competence</u> means being open- minded and communicating easily with others, regardless of their cultural background. | <ul style="list-style-type: none"> <li>• The educator is aware of his or her own standards and values and their influence in contacts with others.</li> <li>• The educator is able to look at herself/himself critically.</li> <li>• The educator can easily adapt to new and unknown situations.</li> <li>• The educator has knowledge of the circumstances (historical and religious) and cultures of other groups and is able to respond to issues arising due to cultural differences.</li> </ul>                    | UPPER project                                                                                                                                                                               |
| Environmental competence | <u>Being aware of the environment</u> means being well informed about social and political developments.                                | <ul style="list-style-type: none"> <li>• The educator is aware of relevant external developments.</li> <li>• The educator knows how to integrate political and/or social developments in daily education.</li> <li>• The educator has a good antenna for the environmental factors that can influence education.</li> </ul>                                                                                                                                                                                              |                                                                                                                                                                                             |
| Decisiveness             | <u>Being decisive</u> means being able to make choices and to make decisions.                                                           | <ul style="list-style-type: none"> <li>• The educator will consider and decide, even if certain factors are not sufficiently clear and will 'probably' remain so.</li> <li>• The educator can involve relevant parties in the decision-making process.</li> <li>• The educator can take well-informed decisions.</li> <li>• The educator does not postpone decisions and/or actions unnecessarily.</li> <li>• The educator dares to express his or her own opinion, yet allows her/his pupils to do the same.</li> </ul> |                                                                                                                                                                                             |
| Problem solving          | <u>Problem solving capability</u> means that you are capable of identifying problems and find adequate solutions to problems.           | <ul style="list-style-type: none"> <li>• The educator makes connections between situations that have arisen.</li> <li>• The educator can recognise possible causes of a problem.</li> <li>• The educator can assess risks.</li> <li>• The educator can come up with appropriate solutions for problems.</li> <li>• The educator can take (instant and) appropriate actions.</li> </ul>                                                                                                                                   | The Qualities of Teachers Who Instruct Peace Education: Views of Prospective Educators' Who Attended the Peace Education Programme (2016). Journal of Education and Practice. Vol.7, No.28, |



|                      |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                     |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Conflict management  | <u>Conflict management</u> means ensuring that in a situation where two or more people have opposing views or wishes, a suitable solution is found.                                                           | <ul style="list-style-type: none"> <li>• The educator recognises conflicts between pupils and can intervene effectively.</li> <li>• The educator promotes communication between students who are in conflict.</li> <li>• The educator is capable of anticipating situations and thus prevent escalations.</li> <li>• The educator is capable of bringing back together students who have a (non-)violent conflict.</li> <li>• The educator has control over his/her own emotions.</li> </ul>                                                                             | The Qualities of Teachers Who Instruct Peace Education: Views of Prospective Educators' Who Attended the Peace Education Programme (2016). Journal of Education and Practice. Vol.7, No.28,                                                         |
| Stress resistant     | <u>Stress-resistant</u> means you continue to work effectively and keeps your head cool under time pressure, in the event of complications, setbacks, disappointment or opposition.                           | <ul style="list-style-type: none"> <li>• The educator continues to work effectively under time pressure.</li> <li>• The educator continues to work effectively in uncertain situations.</li> <li>• The educator does not allow himself to be thrown out of control.</li> <li>• The educator continues to have a keen eye for the consequences of his or her own ideas and points of view and that of others.</li> <li>• The educator remains aware of the consequences of his/her actions on others in crisis situations.</li> </ul>                                     | The Qualities of Teachers Who Instruct Peace Education: Views of Prospective Educators' Who Attended the Peace Education Programme (2016). Journal of Education and Practice. Vol.7, No.28,                                                         |
| Communication skills | <u>Communicative competence</u> means that you listen, summarize and ask questions. You are able to really understand what someone means and you give the other person the feeling that they are being heard. | <ul style="list-style-type: none"> <li>• The educator will show that he or she is able to pick up important information from oral and written announcements.</li> <li>• The educator asks additional questions so as to understand better and gives others the space to express themselves.</li> <li>• The educator will respond to what others say.</li> <li>• The educator perceives the other person's emotional message in conversations.</li> <li>• The educator will adapt the way of informing and communication style to the needs of another person.</li> </ul> | <p>The Qualities of Teachers Who Instruct Peace Education: Views of Prospective Educators' Who Attended the Peace Education Programme (2016). Journal of Education and Practice. Vol.7, No.28.</p> <p>Competency Framework FOR EDUCATORS (2004)</p> |

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|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Integrity           | <u>Integrity</u> means that you consistently maintain generally accepted social and ethical standards in word and behaviour. Being accountable for it and holding others accountable for it | <ul style="list-style-type: none"> <li>• The educator complies with generally accepted social and ethical standards, also under pressure.</li> <li>• The educator calls others to account about whether or not generally accepted social and ethical standards are maintained.</li> <li>• The educator will handle personal and/or sensitive information with care.</li> <li>• The educator prevents conflicts of interest and makes interests clear in conflict situations.</li> </ul> |                                                                                                                                                                                           |
| Creativity          | <u>Creative</u> means that you are able to think outside the box and come up with new ways of working and solutions.                                                                        | <ul style="list-style-type: none"> <li>• The educator is capable of breaking through existing thinking frameworks.</li> <li>• The educator combines existing approaches into new solutions.</li> <li>• The educator comes up with innovative ideas and working methods that appeal to others.</li> <li>• The educator can easily come up with several solutions or approaches to a problem.</li> </ul>                                                                                  | A Peace Pedagogy Model for the Development of Peace Culture in An Education Setting<br><i>The Open Psychology Journal</i> , 2017, 10, 182-189                                             |
| Innovative thinking | <u>Innovative</u> means that you are good at thinking about what people need in the future.                                                                                                 | <ul style="list-style-type: none"> <li>• The educator is constantly on edge of innovation.</li> <li>• The educator's attention is also focused on the future.</li> <li>• The educator shares ideas with others, allowing ideas to spread and develop further.</li> </ul>                                                                                                                                                                                                                | A Peace Pedagogy Model for the Development of Peace Culture in An Education Setting.<br><i>The Open Psychology, Journal</i> , 2017, 10, 182-189 Competency Framework FOR EDUCATORS (2004) |

|                   |                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                    |
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| Critical thinking | <p><u>Critical thinking</u> means trying to understand the reasons behind structures and actions, not believing everything you see and exploring alternatives.</p> | <ul style="list-style-type: none"> <li>• The educator is able, independently or not, to gather information, acquire knowledge and assess an issue before reaching an opinion.</li> <li>• The educator can distinguish between relevant and irrelevant information.</li> <li>• The educator asks himself questions about statements and conclusions, definitions and evidence, opinions and beliefs.</li> <li>• The educator is able to arrive at well-founded conclusions and is prepared to explain, defend and adapt these points of view, opinions and convictions.</li> </ul> | <p>The Qualities of Teachers Who Instruct Peace Education: Views of Prospective Educators' Who Attended the Peace Education Programme (2016). Journal of Education and Practice. Vol.7, No.28,</p> |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

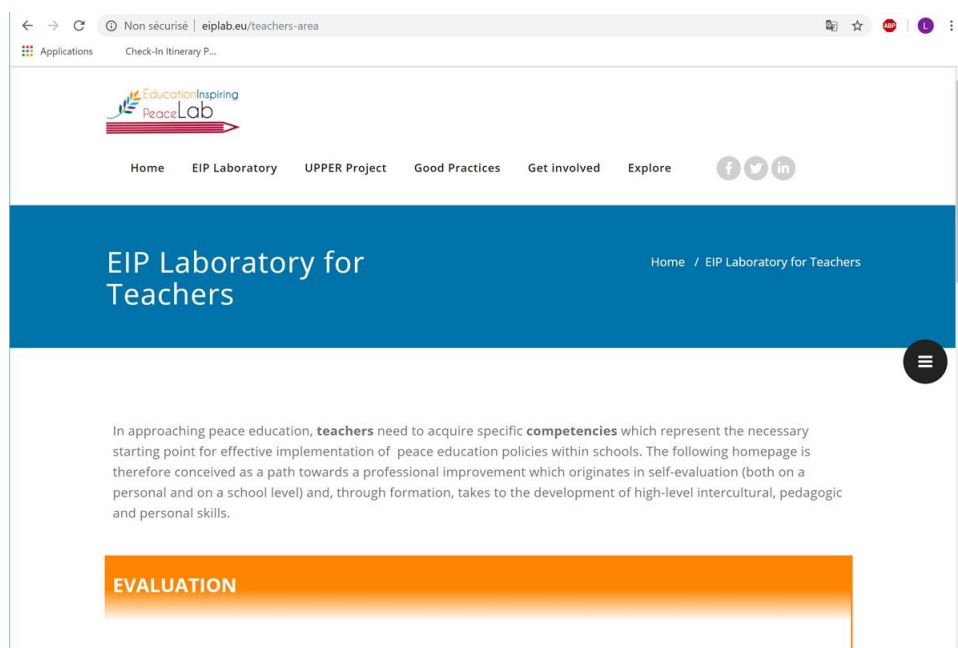
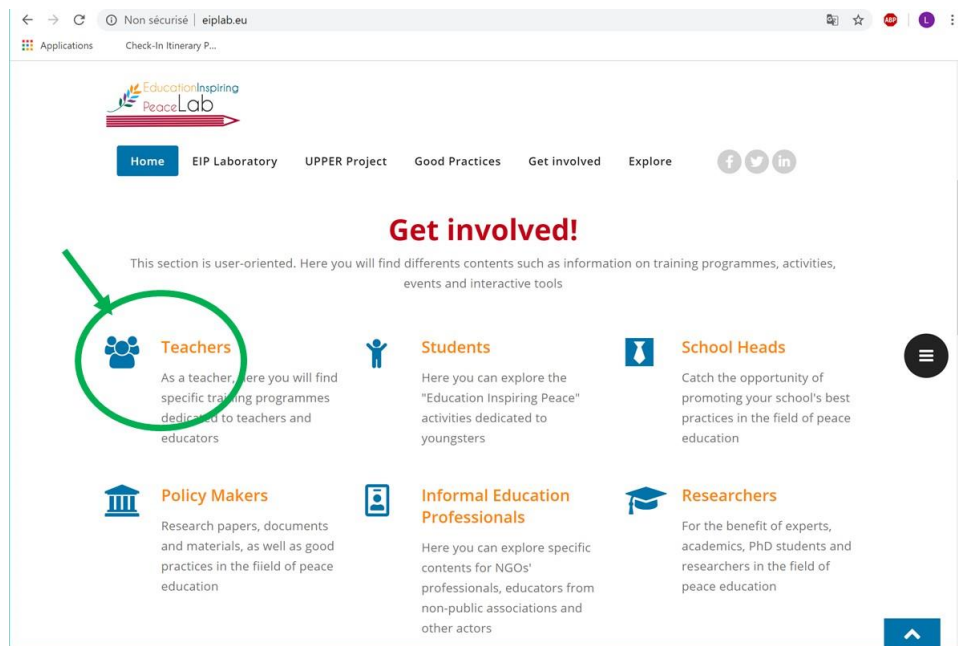
|                           |                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Interpersonal sensitivity | <u>Interpersonal sensitivity</u> means that you recognise the needs and feelings of others and that you take them into account.                                  | <ul style="list-style-type: none"> <li>• The educator takes the feelings of others into account in his or her own behaviour.</li> <li>• The educator allows others in their value and moves into the position of another.</li> <li>• The educator recognises the feelings and needs of others.</li> <li>• The educator is aware of the influence of his or her own actions on others.</li> <li>• The educator identifies tensions and makes them discussable.</li> <li>• The educator recognises the consequences of his or her own decisions on the functioning of others.</li> </ul> | <p>The Qualities of Teachers Who Instruct Peace Education: Views of Prospective Educators' Who Attended the Peace Education Programme (2016). Journal of Education and Practice. Vol.7, No.28.</p> <p>Monisha Bajaj (2015) 'Pedagogies of resistance' and critical peace education praxis, Journal of Peace Education, 12:2, 154-166, DOI: 10.1080/17400201.2014.991914</p> |
| Reflection                | <u>Reflecting</u> means that you hold up a mirror to yourself to reflect on how you work, what choices you make within it, what skills you use and how it feels. | <ul style="list-style-type: none"> <li>• The educator is capable of reflecting on own development.</li> <li>• The educator is capable of learning from own experience.</li> <li>• The educator is capable of learning to adapt the working method if the situation demands it.</li> </ul>                                                                                                                                                                                                                                                                                              | Competency Framework FOR EDUCATORS (2004)                                                                                                                                                                                                                                                                                                                                   |

|                 |                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                       |  |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Self-confidence | <p><u>Self-confidence</u> means that you act confidently and calmly and that you maintain this impression, even with resistance or the emotions of others.</p> | <ul style="list-style-type: none"> <li>• The educator makes a confident impression in his/her performance.</li> <li>• The educator puts forward views and proposals with self-confidence.</li> <li>• The educator maintains his or her certain impression even when he or she resists his or her point of view or actions.</li> </ul> |  |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

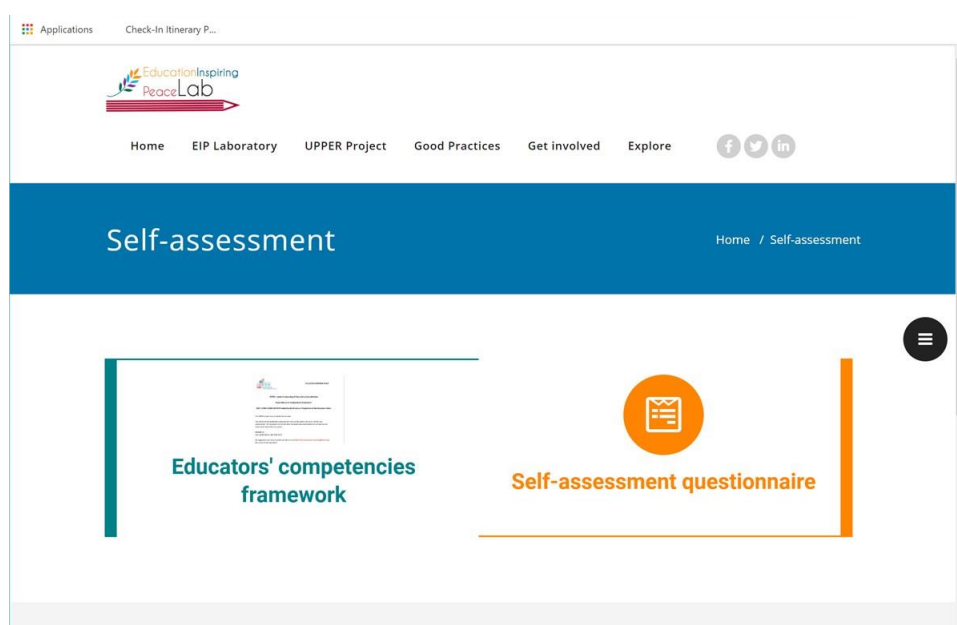
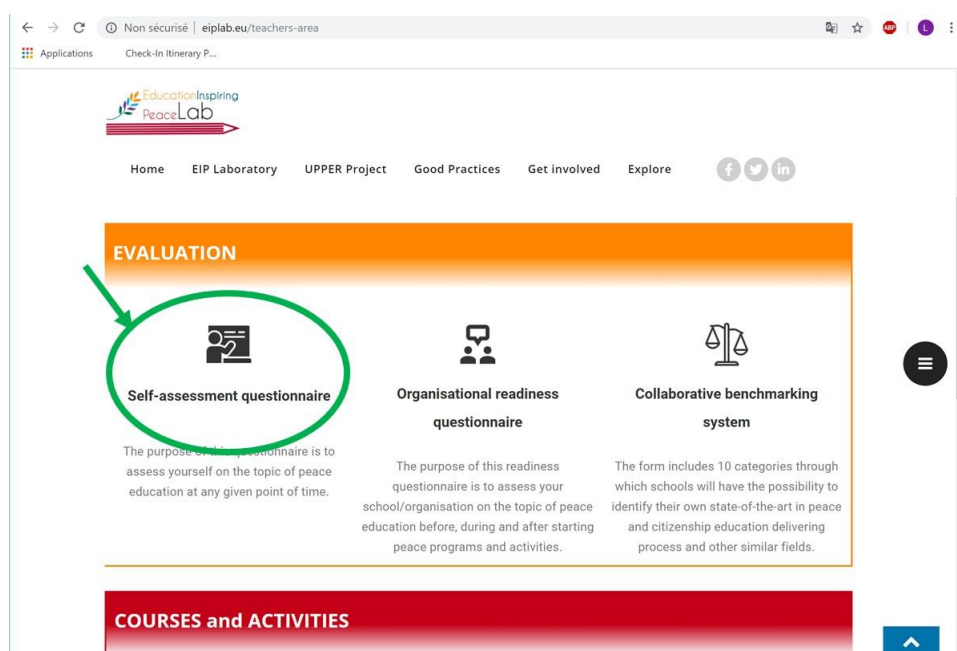
Actors of the Learning Community draw their individual profile (as far as EIP is concerned)

### Users' guide for the individual self-assessment tool

The questionnaire can be found in the UPPER website at <http://eiplab.eu> . Let's choose as an example the "Teachers" profile:



Then scroll down on the page and click on the "self-assessment questionnaire" icon:









The questionnaire should then be downloaded from there and processed locally by each user. This process ensures a good level of privacy, as data are only hold by the user. It is the responsibility of the school to decide – or not- that the individual score of the different users within the school are recorded at school level.

#### A. Part 1: Quantitative assessment of Peace Competences.

In this part you can grade yourself according to a 6-point peace scale. Fill in your score in the required boxes and the form will automatically calculate your average overall competency score and per core competence.

When you score yourself at different times, the actual score is not important, it is the progress that counts over a period of time.

You may use the following table to help you choose your score for each item:

| Progression                                                                                     | Proficiency statements                              |                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br>Newcomer   | I am a newcomer to the field of peace education.    | I am new to peace education, and I do not have the necessary competences yet, but I am interested and happy to learn.                                                                 |
| <br>Explorer   | I am an explorer in the field of peace education.   | I have some of the required competences, but I haven't used them in the context of peace education yet                                                                                |
| <br>Integrator | I am an integrator in the field of peace education. | I have most of the required competences and I use them during my work for peace education.                                                                                            |
| <br>Expert    | I am an expert in peace education.                  | I have all the required competences and I apply them confidently during my work in peace education.                                                                                   |
| <br>Leader   | I am a leader in peace education.                   | I have all the required competences and I have tested them during my work in peace education. I am also supporting my colleagues with less experience in peace education.             |
| <br>Pioneer  | I am a pioneer in peace education.                  | I have all the required competences, I have tested and tried various methods in peace education. I am constantly looking for new ways to be the best peace educator for my community. |

B. Part 2: Qualitative assessment of peace competences.

Here you have the possibility to elaborate on open questions about each peace competences.

C. Part 3: Group discussion (optional)

The purpose of this evaluation form is to assess yourself and participants in the group discussion on the topic of peace education. By filling in this form before and after peace activities in your school, organisation or community, you will be able to assess yourself and your team on the progress you have made over a period of time. This evaluation form is intended to be filled in anonymously, however you can share the results with participants if you wish to do so. In case there are topics you are uncomfortable with and you would prefer not to elaborate on them, please skip them.

D. Loop regularly on the whole process to attest on improvements

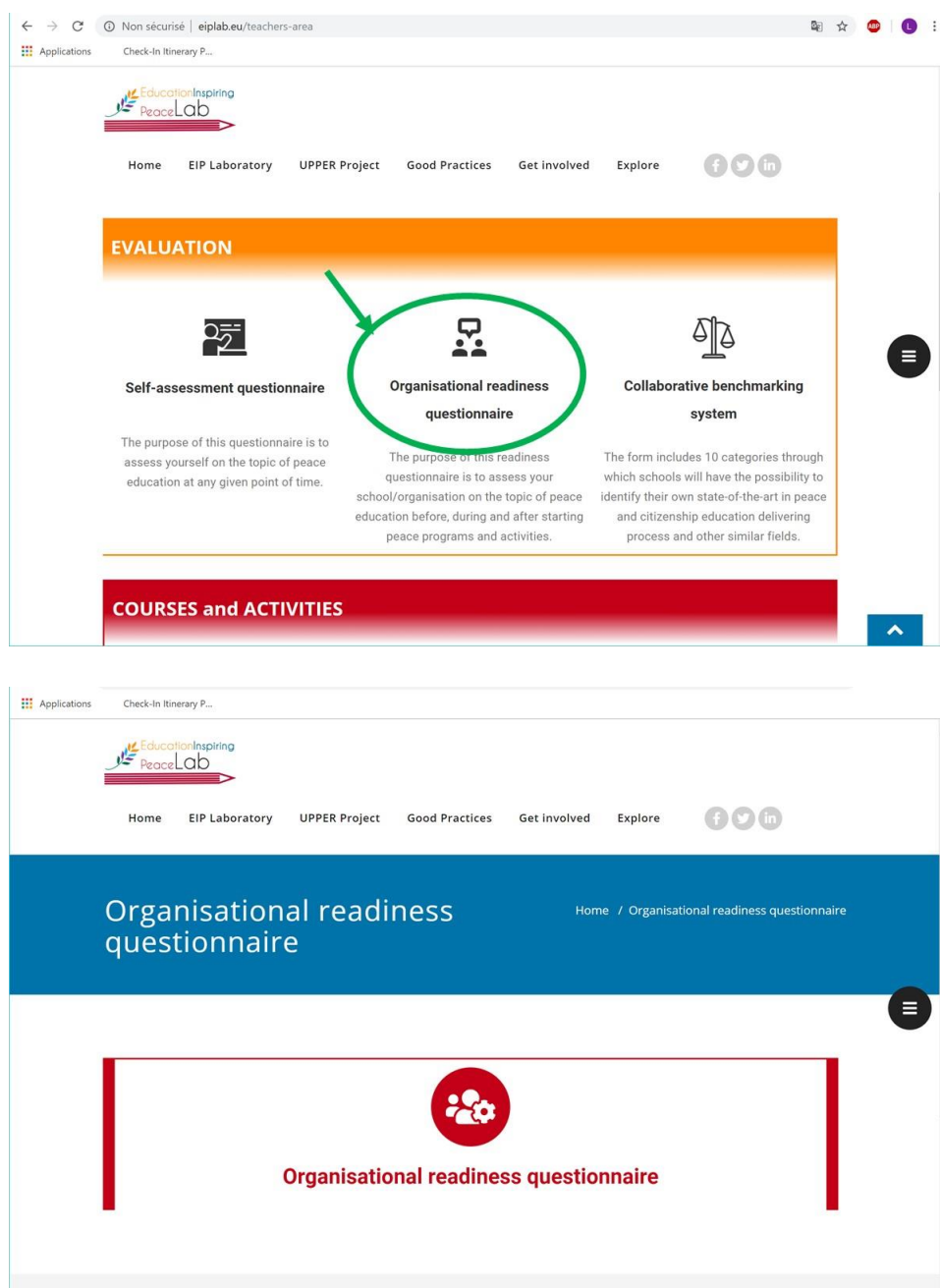


## Actors of the Learning Community define collaboratively their school profile

The collaborative assessment tool is used to define a profile of the school through a collaborative reflection process among the Learning Community.

### Users' guide for the organisational self-assessment tool

The first part of the process is the same than for the individual assessment. Once you arrive on the page "Evaluation" choose the "Organisational Readiness Questionnaire".



The questionnaire should be downloaded from there and processed locally by each school. This process ensures a good level of privacy, as data are only held by the school. It is reminded that this

questionnaire is a collaborative assessment tool. It should be processed collectively at the school level, reflecting the positions of the whole Learning Community.

A. Collaboratively answer to the questionnaire

You may choose to create a "Peace Reflexion Group" at your School / Institution, or else to have meetings from time to time to reflect upon these questions.

B. Draw School profile

By answering to the questions, you can draw up a Peace Education Profile of your School. This profile is interesting to recognize where might be the points that require further attention, and where you are already doing well. Furthermore, what is interesting is how this profile evolves over time, showing which progresses have been made, where and how.

C. Discuss on the progress process

The collaborative work engaged to fill in the questionnaire should be continued through discussion about the School profile and how it changes over time.

D. Loop regularly to check on the school improvements

This process should be considered as a progress process (the succession of actions and reflexions enables and sustain the continuous improvement of the situation regarding Peace education). The issue is not about the "absolute value" of the scorings, but rather as it is a tool to support a collaborative reflection and the implementation of further initiatives.

### **Suggestions to use the competence assessment tools to progress in the individual and collective EIP abilities and policy your school**

The assessment tools provided here should be understood as support in a process of continuous improvement and enhancement of the abilities of actors and policy orientations of institutions in fostering and sustaining EIP spirit and practices.

The competences described may be used to develop learning experiences and learning programs both at the students' level and at the staff and educators' level.

After having a good idea of what is happening in your school, be prepared to enter the collaborative benchmarking system!

## Part 3 – Benchmark your schools

### Know where you are currently and how to perform better

#### Rationale for an on-line collaborative benchmarking system

As explained above, the Collaborative Benchmarking System has been developed on the basis of the Good Practice Elements identified in the review of good practices. The Good Practice Elements allowed the identification of a set of indicators that are frequently found in the schools who developed good practices, and these indicators are scaled in order to allow every participant school to reflect on its current status in this field of action.

Comparisons will not be so easy and linear, countries and schools differ very substantially, but testing the current system is a first step to develop a database that may then evolve and support more articulated analysis and collaboration among schools of different territories which share a similar improvement path.

#### Design Principles

1. Unambiguous terminology, based on an ad hoc glossary;
2. Orientation towards formative evaluation and collaboration, rather than summative evaluation and ranking;
3. Evolutionary in its extension and depth, open to feedback from first users and to general developments in the education field (hopefully progress in awareness and performance);
4. Building on existing grassroots experience and connecting to similar initiatives worldwide;
5. Context-sensitive, able to grasp specificities of users and gather entities with similar levels of maturity and problems to address;
6. Usable also by people and organisations who simply desire to access the indicators for self-assessment or other forms of less structured collaboration;
7. Offering the possibility to publicly reward the best performers on each main criterion;
8. Keeping anonymity of participants and individual scores (unless specifically authorised to publicly celebrate best practices) and using the data just for statistical treatment necessary for “comparisons against the average, the best and the worst scores”;
9. Based on qualitative as well as quantitative criteria and indicators;
10. Fundamentally aimed to support structured collaboration, thus offering support to identify relevant groups of “peer organisations” with whom to deepen collaboration across countries.

#### Scope and target groups of the Collaborative Benchmarking exercise

The scope of Collaborative Benchmarking is not the whole field of peace-oriented activities, but the education field in particular, and within this the practices and policies that lead education systems and activities to inspire peace in learner population and the surrounding communities.

The three main target groups of the Collaborative Benchmarking system at the school level are:

- Individual teachers and school heads, who are invited to make up their own mind on how their school is positioned according to the indicators by answering a downloaded questionnaire and then to discuss the converging and diverging results within the school team;
- The constituted school team to address the Education Inspiring Peace challenge and to propose an improvement plan;

- The whole community of students, parents and local community representatives who may express not only different views on the self-assessment, but propose concrete ideas for improvement and get involved in implementation.

People active in schools and their local environment will find useful tools to check their own level of awareness/competence in the field through other instruments and resources that the UPPER project has developed/is developing, such as the Report on the collection of good practices, the Teachers Competence Framework (and the related self-assessment tools), the Peace Education Handbook and the Policy Recommendations. The CB system is designed to be used by a team, not by isolated individuals: the judgement on “where our organisation stands” in the proposed scales should be the result of an internal discussion, not the view of the top person. In fact, this is instrumental to the development of a serious debate within the organisation, the development of a collective approach and, ideally, of an improvement action plan that should lead to observable progress in the near future.

## Description

### **Use of Indicators to Measure Progress in a Comparative Way: Collaborative Benchmarking**

Once indicators based on GPEs are agreed, they can be grouped, levels of accomplishment and progressive achievement can be temporarily defined according to the set of practices observed, and a modular system of online self-assessment can be created. This Collaborative Benchmarking approach should allow:

- Policy makers/people involved in policy implementation and assessment to compare their measures, resources and results;
- Schools to compare their strategies and achievements;
- Teacher training institutions to compare their programmes and results in the field;
- Everybody involved in communication/dissemination to compare mainstreaming achievements.

### **Proposed Criteria for the initial modules of the CB system**

As a first attempt to progress towards the development of the CB system, the proposal is to start developing the SCHOOL module and the respective main criteria:

#### **MODULE 1. SCHOOL**

- Whole school approach and planning;
- EIP school policy based on context analysis;
- Explicit policy statement publicised to local community;
- Diversity management and valorisation;
- Coherent pedagogical concepts and practice;
- Conflict transformation;
- Involvement of local community in EIP activities;
- School-home partnership;
- Provision of professional development opportunities to school staff;
- Participatory evaluation of impact.

Schools are not totally independent organisations and they may benefit from coherent public policies or suffer from non-supportive policies or even from the absence of policy attention to the issue of peace education. That is why the EIP Laboratory and the Benchmarking System are also foreseeing a level of comparison of public policies (programmes, initiatives led by a public authority at national,

regional or local level). As supporting information, the indicators for policies are reported below. Schools staff and stakeholders may express their view on their policy context by using these indicators, but the questionnaire of Module 2 has to be answered by policy makers/policy contributors.

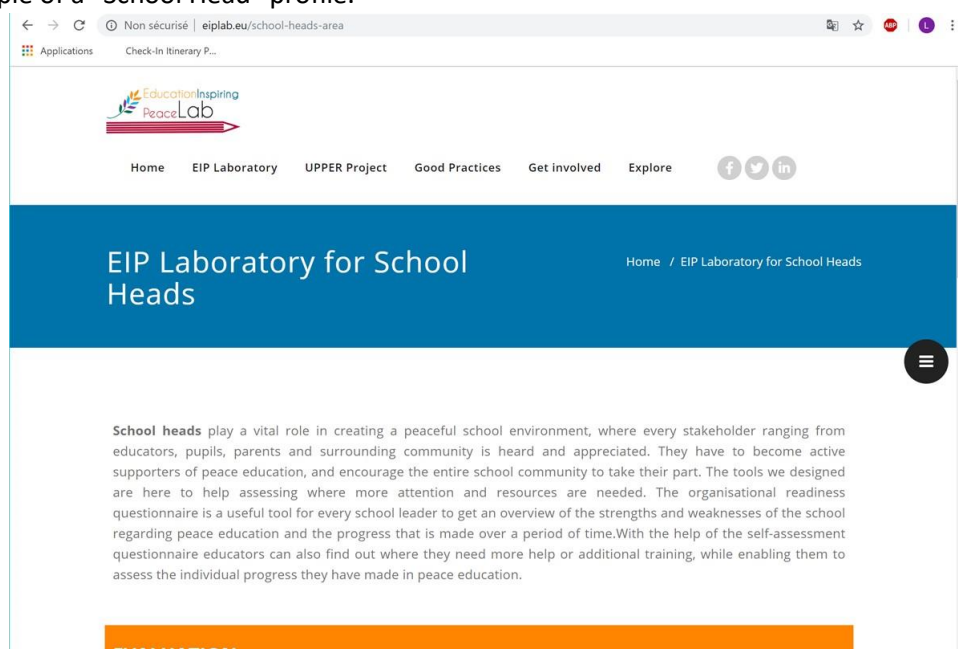
### **MODULE 2. PUBLIC POLICIES/PROGRAMMES RELATED TO EIP**

- Use of evidence and international examples to define action;
- Involvement of relevant stakeholders since the early phases of policy definition;
- System approach to link with other policy areas having direct influence on the expected impact of the Programme;
- Provision of clear objectives and funding accordingly foreseen;
- Provision of training and support to key people involved in the implementation;
- Encouraging and rewarding grassroots initiatives coherent with the objectives;
- Allowing necessary adaptation of curriculum and assessment;
- Implementing policy principles in terms of teachers education and continuing professional development of school staff and inspectors;
- Participatory formative evaluation;
- Coherent communication with general public.

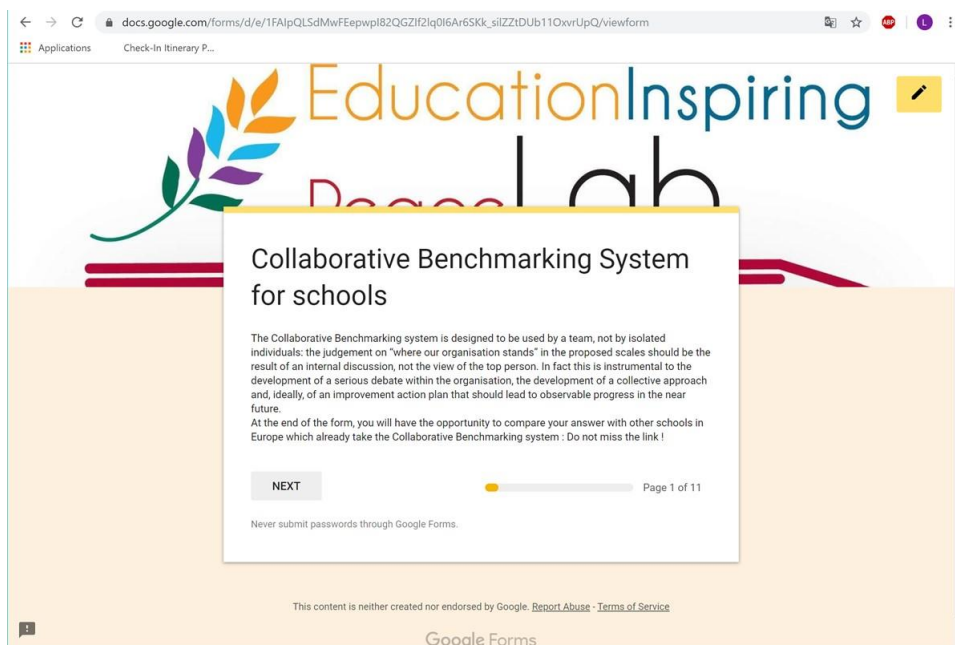
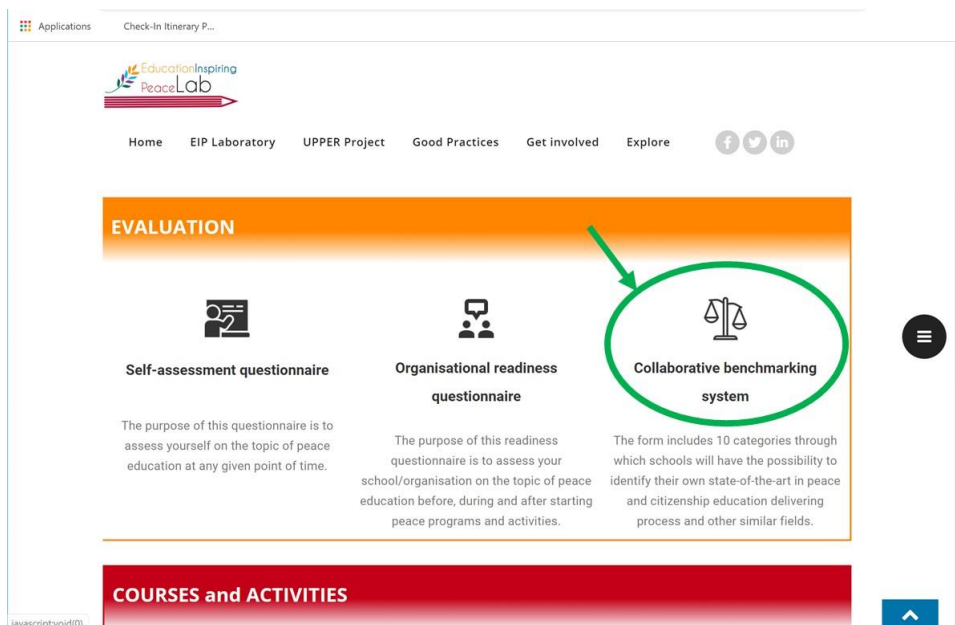
Other modules of the Collaborative Benchmarking System are in the early development phase: they will cover adult learning and NGOs that are active in the field of peace education and education to democratic citizenship.

### **Users' guide for the on-line Collaborative Benchmarking**

The collaborative benchmarking tool is available on the UPPER website at <http://eiplab.eu> . Let's take the example of a "School Head" profile.



Then scroll down in the page:



The questionnaire has to be filled in on-line only after a school team has been constituted and an agreement has been reached on the levels to be chosen for each indicator. Before that every teacher/staff member/student representative/stakeholder may express individual views on an offline questionnaire, digital or on paper; then a discussion should be organised among participants referring to the same school, particularly on the indicators where the levels indicated by individuals diverge. At this point, if an agreement on scores is reached, the team has the choice to fill the online questionnaire, thus contributing to the development of the database that will be used for positioning/comparisons. The name of the responding school will never appear associated to the scores –that by the way may improve with time- but only, and if authorisation is given, in the list of participating schools.

The team discussion should stimulate the identification of improvement points, that might be grouped in an improvement plan (or included in the existing school improvement plan that many schools regularly update). On request of the school, the Lab Team may help to identify other participating schools that want to share an improvement path on the same “indicator” and put these schools in contact one another to support peer learning and future collaboration.

Data coming from each participating school will be aggregated in the system for statistical treatment, kept in the database and identification of respondents will not be possible by users of the website.

At the end of the form, you will have the opportunity to compare your answer with other schools in Europe which already take the Collaborative Benchmarking system: Do not miss the link!

### **Recommendation for the exploitation of the results**

The EIP Lab strongly recommends that a synthesis version of any improvement plan generated by the Collaborative Benchmarking exercise is made available to the Lab community, in order to identify schools that share similar improvement objectives and can be connected in view of collaboration, local or transnational.

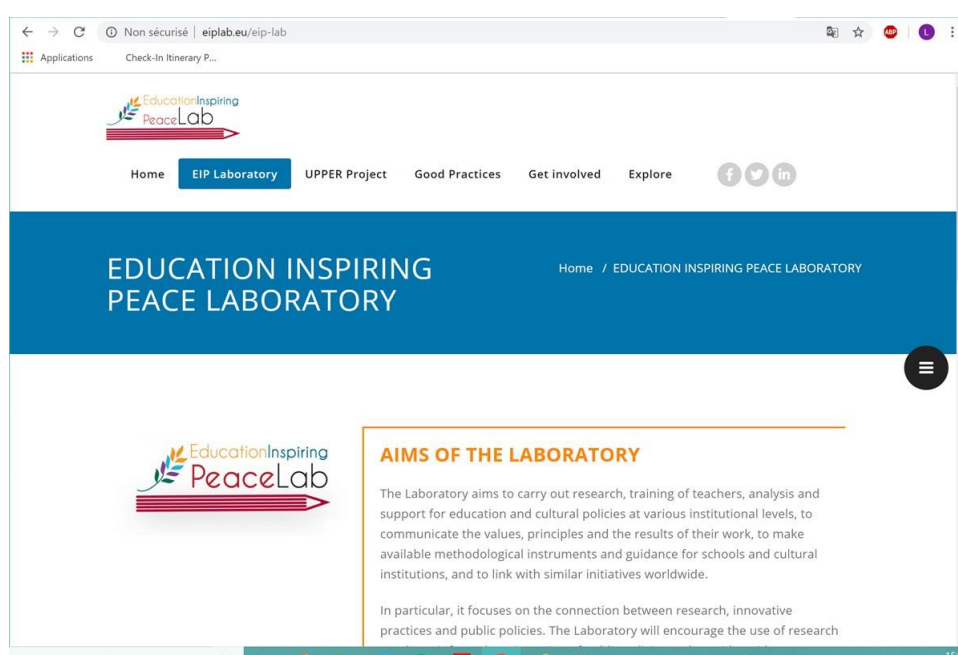
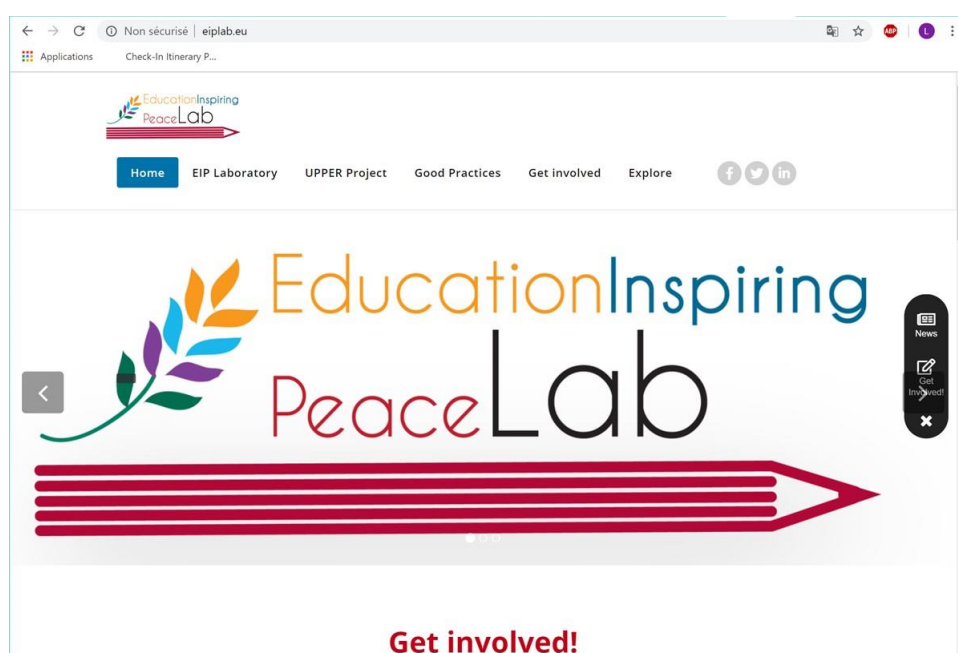
## Part 4 – The EIP Lab

### Building together the future of European Education Inspiring Peace

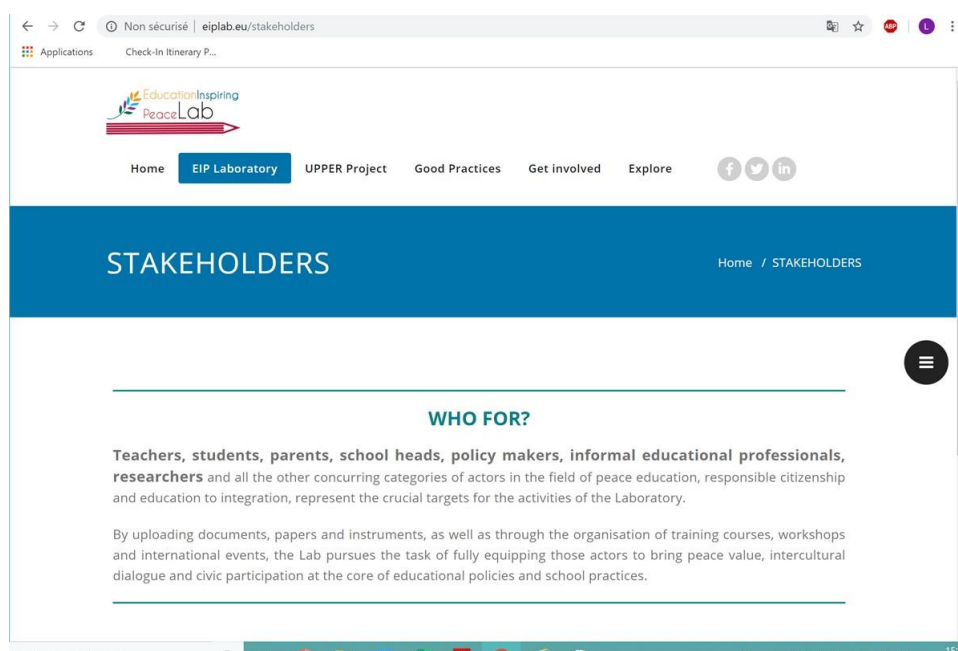
#### What is the EIP Lab

The rationale and aims of the EIP Lab can be found in the same section of the UPPER Website:

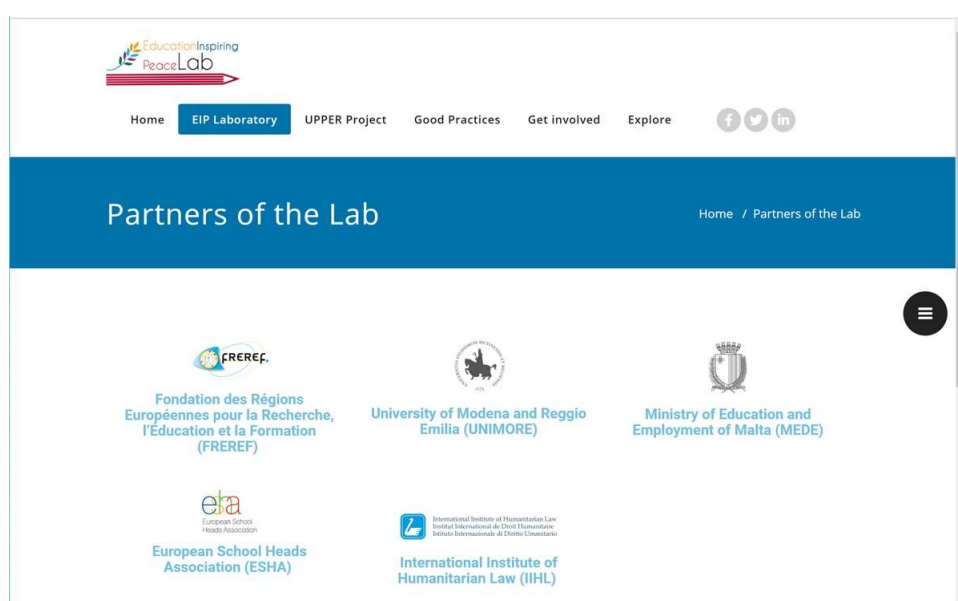
<http://eiplab.eu/eip-lab>







The founding partners are those of the UPPER project:



## Contributing to the development and sustainability of the EIP Lab

Every school getting this Handbook is encouraged to contact the EIP Lab in Sanremo and to inform neighbouring or partner schools of its existence. As any other initiative in this field, the number of participating schools, teachers, students, stakeholders makes a strong difference in terms of impact. By exploring the website you will probably find something interesting and useful, the aim of the originating UPPER project is “UPSCALING GOOD PRACTICE” and this is the aim that the EIP Lab wants to reach with the help of every participant in one or many of its activities.

Contact of the EIP Lab: [sanremo@eiplab.eu](mailto:sanremo@eiplab.eu)