

General Recommendations applicable at all levels, from daily practice to macro-policy level

Socio-emotional development and learners' well-being is not less important than cognitive and practical skills, and should be considered as a main educational goal by each teacher, school head, teachers' educator and policy maker. Learners themselves should know that this is an important educational goal towards which they are asked to converge and be active, not less than with respect to more classic performance indicators.

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The **whole-school** approach is fundamental to achieve the educational goals related to peace and conflict transformation, but the **links with a local community** are also a fundamental element for a successful strategy; schools should be encouraged to make their policy explicit in this field and involve local administration, associations, families and adult learners to participate in peace-inspiring education and related participatory activities (cultural, sport, etc.)

The **value of diversity as a resource for education** should be made perceivable to all through life behaviour of school staff, by consciously steering clear of expressing prejudice/implicit discrimination and promote inter-group activities and relations.

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Attention to individual specificity should guide, as much as possible, the choice of learning strategies and the kind of learning support that is provided by teachers and tutors. However, personalisation should never go so far as to reduce the amount of **socially constructive practices among learners (group work, discussions, sport, cultural activities)**. All this constitutes a pillar which helps to develop social and personal skills within the education system.

Controversial issues, instead of being avoided, should be included in education practices, and be used as a **tool of conflict transformation through dialogue and acceptance of different points of view**, ideas and socio-economic interests.

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All disciplines should be taught, as far as possible, by presenting **different and contrasting perspectives**, possibly by organising its teaching in collaboration with educational establishments from other countries (virtual mobility, e-Twinning).

Recommendations specifically related to teachers' policies, at National and EU level

The set of competences related to peace, democratic citizenship, conflict transformation should be **brought into the core of initial education for every future teacher**; a European University partnership between leading Universities and specialised bodies should be constituted to guarantee the availability of relevant curricula and learning resources, including in the digital form.

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Continuous professional development of teachers should also address, in a **voluntary but accredited way**, the same areas of competence and teachers who can demonstrate proficiency in this field should be encouraged to share their experience and accompany other teachers in their capacity development path.

A collection of **learning resources, self-assessment tools and good practices should be made available to all teachers** and practitioners of informal education willing to develop their capacity in this field. A federative effort to link existing initiatives and facilitate access and support is being launched by the Education Inspiring Peace Lab constituted in Sanremo as a development of the UPPER Project.

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Diversity as a principle for recruitment of new teachers or designation of school heads may help to overcome negative perceptions by disadvantaged/potentially discriminated groups of learners.

Recommendations for EU Institutions and EU Policies/Programmes

Make competences for life, and specifically civic competences (living together, conflict transformation, sustainable development, individual and collective well-being, responsibility, learning to learn and to respect diversity, democratic citizenship and participation), **a clear and unambiguous priority in all renewed education policy documents at EU level**. The recently published LifeComp report published by the EU clearly points out the relevance of this area for present and future education.

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These competences should be integrated in every teacher's strategy but, in order not to marginalise them with respect to cognitive and professional skills, they **should be clearly recognised and valued**, not just talked about at the end of every public talk. Schools, Higher Education Institutions, VET Providers and Adult Education Providers should also be **evaluated and supported according to their needs and strategy in this field**.

Collaboration with the **Council of Europe in the field of Citizenship Education** should be further developed and made a core resource for Erasmus + Projects addressing these competences, bringing this dimension in all Actions of the Programme in order to encourage bottom up initiative and exchange of good practice (e.g. bringing the social and civic dimension in Entrepreneurship Education or advanced VET).

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Enhancing the collaboration with the Council of Europe through the **"Youth Partnership"** joint initiative may help not only to develop the civic and political participation of youth (Youth Dialogue) through the Erasmus+ Programme, but also to produce a positive impact on other European Countries that are not part of the EU. Similar Youth Dialogue Action Lines are developed with Southern Neighbours and Eastern Partnership Countries: a fully articulated action plan is recommended to maximise the impact of EU level policies, Programmes and funding.