

European Networking on Nonviolent Conflict Transformation (NVCT) for Educators

ANALYTIC DOSSIER

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Introduction

This *Analytic Dossier: European Networking on Nonviolent Conflict Transformation for Educators* is one of the outcomes of the Erasmus+ EduCATE project: European Nonviolent Conflict Management for Educators: Training and Advocacy¹. The three-year project had three axes: Curriculum, Advocacy and Network. This Analytic Dossier presents key findings and recommendations to serve as a base and strategy for long-term commitments in supporting, promoting and advocating European nonviolent conflict transformation for educators **through a European network**.

EduCATE aimed at being a role model for a European network on Nonviolent Conflict Transformation (NVCT) for educators, entailing the **organic growth of a network** through cooperation to develop education on NVCT for educators locally, nationally and across Europe.

The first step was to put together the experiences and insights that each project partner brought from their respective country. It was a starting point to define aims, objectives, activities and expected outcomes for joint projects in the future.

As with the other project outputs (the State of the Art Report on Teacher Training in NVCT², the Curriculum for Teacher Training in NVCT³, including pilot training, the State of the Art Report on Advocacy⁴ and the Position Paper⁵), this work was the result of collaborative work by the partners to analyze and interpret findings, to discuss and to agree on concepts, priorities, content and strategy.

As a third step we launched a process of consultation with a number of organizations, institutions and networks that have a similar mission or share common values and, therefore, were interested in cooperating on the development of a European network on NVCT for educators.

We present this Analytic Dossier to serve as a means of following up on the development of a European network on NVCT for educators, so that teacher trainers across Europe can avail of training or advocacy resources to strengthen their work.

1. The partners of EduCATE are: Coordination pour l'éducation à la non-violence et à la paix (France), the Centro psicopedagogico per l'educazione e la gestione dei conflitti – CPP (Italy), the University of Gothenburg (Sweden), the Escola de Cultura de Pau – Universitat Autònoma de Barcelona (Spain), the Center for Peace, Nonviolence and Human Rights of Osijek (Croatia) and the Evens Foundation (Belgium).

2. *Teacher & Conflict: where are we? State of the Art Report on Teacher Training on Nonviolence Conflict Transformation in Europe*, EduCATE, 2018, 167 pp.

3. *European Curriculum on Nonviolent Conflict Transformation for educators*, EduCATE, 2018.

4. *Advocacy for Nonviolent Conflict Transformation Education: State of the Art in Five European Countries and at the European Level*, EduCATE, 2018, 72 pp.

5. *Position Paper. Teachers are the key! Training teachers in Nonviolent Conflict Transformation*, EduCATE, 2018, 12 pp.

Summary

Based on research and exchanges between EduCATE partners, consultations with teachers from five countries and with stakeholders in the field of NVCT in Europe, we have drawn conclusions on which we have shaped the planned European Nonviolent Conflict Transformation Network for Educators as a platform.

The key **conclusions** are as follows:

1. Teachers across Europe need support in their teaching role and in their obligation to deal with conflict in schools, through education for NVCT.
2. This support is needed in both fields: capacity-building through empowerment of human resources and adjusting teaching materials to national educational contexts, as well as promotion and advocacy for NVCT locally, nationally and across Europe.
3. NVCT can contribute to a cohesive Europe based on the values and culture of nonviolence.
4. Momentum is needed to develop a European network on NVCT for educators that is recognized by teacher trainers across Europe as a means of acquiring training or advocacy resources to strengthen their work.
5. Advocacy will become stronger if embedded in the development of teachers' capacities, good practice and cross-European cooperation on trainings and exchange between teachers, student teachers, students, researchers and practitioners.
6. The associations involved in teacher training in NVCT in Europe are often isolated, unrelated to each other in their countries and to similar organizations in other European countries. It is important to step out from isolation at the local, regional and national levels.
7. What is needed, therefore, is a model of organic (gradual, sustainable) growth of the network.
8. The option of joining the existing networks should be explored.
9. At this stage, a structure that is neither rigid nor complicated but somewhat loose and coordination of the network and networking would be adequate.

Therefore:

A European Nonviolent Conflict Transformation (NVCT) Network for Educators is a network of stakeholders who, at both the local and national level, promote trainings, advocate for educating teachers in NVCT in pre- and in-service education, and contribute to adjusting the European curriculum in NVCT towards local conditions. It includes national networks of educators, practitioners, students and researchers as well as individual, educational/youth institutions and organizations, local governments and educators, practitioners and researchers.

The network will contribute to transforming European culture into a culture of nonviolence and peace through education at school. We want to improve educational systems across Europe by providing teachers, educators, children and students with a new approach and the knowledge and skills required so that they can learn from and deal with conflict situations in a nonviolent way and build constructive, inclusive and cooperative relationships at school and in society in general.

I. Mapping of existing networks

In preparing this project, we noted that there is a need, and therefore the opportunity for change, for a strong, active European network for exchange, promotion and advocacy on NVCT for educators.

A: Mapping categories

1. Shared values

NVCT training shares common values and topics with peace, human rights and citizenship education but also addresses specific themes and pedagogical approaches related to conflict transformation and nonviolence that are not addressed by these other types of education.

A number of national organizations in the European countries are specialized in education for peace, human rights or citizenship.

2. Common training fields

In addition, as shown in the European Curriculum developed by the Educate project, NVCT training brings together four main fields: conflict transformation, nonviolent communication, authority and power management, and community building. Each of these fields can be the subject of training, but they are not generally taught together as is the case in NVCT training.

In many European countries, there are national organizations that train in one or the other of these fields but rarely in these four dimensions together.

3. Teacher training

In Europe, the training of teachers and educators is the responsibility of universities or institutions under the responsibility of ministries of education. Sweden is the only country to offer conflict transformation training to all student teachers. In other countries, some aspects of NVCT training may be present in pre- and in-service training⁶.

In several countries, associations are involved in teacher training on an occasional basis. These mainly train in one or other of the four main areas of NVCT training.

B. European mapping

From these criteria, we can present the following mapping of existing European networks:

6. Cf. *Teacher & Conflict: where are we? State of the Art Report on Teacher Training on Nonviolence Conflict Transformation in Europe*, EduCATE, 2018, 167 pp.

1. European networks on peace, human rights and citizenship education

EPLO – The European Peacebuilding Liaison Office

The European Peacebuilding Liaison Office (EPLO) is an independent civil-society platform of European NGOs, networks of NGOs and think tanks committed to peacebuilding and the prevention of violent conflict.

EPLO has 37 member organizations from 16 European countries (13 EU member states plus Kosovo, Norway and Switzerland). EPLO members consist of individual NGOs, networks of NGOs and think tanks.

While education is not a direct action field of EPLO, the Academic Friends of EPLO is an informal network of academics working on peacebuilding and conflict issues, and/or the role of the EU in peacebuilding worldwide.

<http://eplo.org/>

<http://eplo.org/activities/academic-friends-eplo/>

The European Institute of Peace, Brussels, Belgium

The European Institute of Peace (EIP) is an independent partner to the European Union and Europe, augmenting its global peace agenda through mediation and informal dialogue. It was launched in 2014 to complement and add value to EU and European peacemaking. An independent peacemaking and conflict resolution actor, it focuses on issues affecting peace and security of great importance to Europe. It holds a special connection to official diplomacy and foreign policy through its board members, made up of eight European states that share a common commitment to a European and EU global peace agenda.

Conflict Justice and Reconciliation Programme available at: <http://www.eip.org/en/what-we-do/conflict-justice-and-reconciliation>

Education does not appear to be part of its mission. <http://www.eip.org/en#1>

The NECE – Networking European Citizenship Education platform

The NECE – Networking European Citizenship Education platform is a European initiative on citizenship education, initiated and managed for more than ten years by the Federal Agency for Civic Education (Bundeszentrale für Politische Bildung, 'bpb') together with seven partners from France, the Netherlands, Luxembourg, Austria, Slovenia, Poland and the Czech Republic.

NECE is an open transnational and diverse (non-institutionalized) community of stakeholders and practitioners (formal, non-formal and informal education) of citizenship education (CE) from Europe and associated countries, providing a forum for debate on an equal footing, and knowledge exchange. NECE identifies political and societal trends relevant to CE and develops responses to transfer them into practice. It provides a link to advocate CE at the national, European and international level.

The NECE database is designed to support the networking of organizations and experts in European citizenship education.

For information about its background and activities, see NECE magazine.

<http://www.bpb.de/veranstaltungen/netzwerke/nece/66798/database>

<http://www.nece-conference.eu/nece/>

The PeaceTraining.eu platform

The PeaceTraining.eu platform, funded by Horizon 2020, aims to bring providers, trainers and prospective participants in Europe closer together by becoming a central resource hub on peace training. The platform contributes to the further specialization and quality of peace training by offering advice and guidance to new and established trainers in the conflict prevention and peace-building (CPPB) field. It aims to strengthen the capabilities and training curricula of conflict prevention and peace-building personnel with ICT-based approaches and extensive stakeholder engagement.

<https://www.peacetraining.eu/>

2. European Networks on conflict transformation, nonviolent communication, authority/power management and community building

European Forum for Restorative Justice, Leuven, Belgium

The European Forum for Restorative Justice (EFRJ) focuses on the application of restorative justice to criminal matters, but does not exclude other areas, such as family, school and community mediation. It promotes dialogue between practitioners, policymakers and researchers (including students) and supports public education that increases awareness about issues for victims, offenders and the community.

<http://www.euforumrj.org/>

European Portal for Nonviolent Communication

The Center for Nonviolent Communication is a global organization that supports the learning and sharing of nonviolent communication (NVC), and helps people peacefully and effectively to resolve conflicts in personal, organizational and political settings. NVC is based on the historical principles of nonviolence, the

natural state of compassion. Dr Marshall B. Rosenberg is its founder and director. It depends on the work of many organizations, in particular in Europe: Austria, Belgium, Denmark, Estonia, Germany, Finland, France, Italy, United Kingdom, Luxembourg, the Netherlands, Spain, Sweden and Switzerland.

<http://www.nvc-europe.org/test/index2.htm>

EUDEC – European Democratic Education Community

The European Democratic Education Community (EUDEC) is a non-profit organization that promotes democratic education as a sensible educational model for all democratic states. Its members consist of individuals, schools and institutions throughout Europe, with decades of experience in democratic education.

Democratic education is education that most appropriately meets the needs of the learner, the community and society. It does this through developing reflective individuals who are collaborative problem-solvers and creative, flexible thinkers, which is what a world of constant political turmoil and emergent technologies needs.

<https://www.eudec.org/About+EUDEC>

3. European networks on teacher training

ACES – Academy of Central European Schools

The Academy of Central European Schools (ACES) is one of the largest school networks in central and south-eastern Europe. From 2007-2016, it aimed at promoting dialogue and cross-border cooperation of young people and schools. A new action line focusing on local school/community projects began in 2017.

<http://www.aces.or.at/about-aces>

ESHA, the European School Heads Association

The European School Heads Association (ESHA) is a professional organization whose members consist of national organizations for school heads and deputy school heads in (pre-)primary, secondary and vocational education. Nearly all European countries (both EU and non-EU) are represented in ESHA by one or more organizations.

ESHA is an international community in which experiences, visions and views between members are exchanged and in which new ideas are born. It connects school leaders, researchers and policymakers with the collective aim to learn from each other and improve education.

<https://www.esha.org/>

EUROCLIO – European Association of History Educators

The European Association of History Educators (EUROCLIO) is an umbrella association of more than

seventy history, heritage and citizenship educator associations and other organizations active in the field. It was established in 1992 at the request of the Council of Europe. Since then, it has worked in many European countries and beyond on a wide variety of issues related to the learning and teaching of history.

A special focus has been on countries in political transformation, and in particular those with inter-ethnic and inter-religious tensions such as Bulgaria, Estonia, Latvia, Romania, Russia and Ukraine. It has also worked in regions that have experienced recent violent conflict such as the former Yugoslavia, Cyprus, Lebanon and the Caucasus. The work has brought together hundreds of historians and history educators to share experiences, implement innovative learning about the past and discuss sensitive and controversial issues, and therefore to create new and inclusive historical narratives.
<https://euroclio.eu>

The European Circle of Restorative Educators

The European Circle of Restorative Educators (ECRE) is a space is for everyone across Europe who is working with, and in, schools to develop safer, happier, fairer environments where effective teaching and learning can take place, and who draw on the philosophy, values, principles and practices of restorative justice to achieve this aim. ECRE believes that people can flourish and give of their best when they can teach, and learn, without fear of being judged, blamed, threatened, bullied, punished or alienated.
<http://europeancircleofrestorativeeducators.com/>

C. International Networks

From the same criteria, we can present the following mapping of existing international networks:

The International Network for a Culture of Peace and Nonviolence / Coordination internationale pour une culture de non-violence et de paix

The International Network for a Culture of Peace and Nonviolence brings together national coordinations (8) and international associations (19). Its objective is to promote a culture of nonviolence and peace at the international level, for the benefit of children throughout the world, and to coordinate the action of its member associations in this field.

To this end, it is leading an international campaign to have the UNESCO General Conference adopt a proposal for an International Declaration on the Right of Children to Education Without Violence and to Education for Non-Violence and Peace.

The Coordination pour l'éducation à la non-violence et à la paix (France) is part of this International coalition.

<https://education-nvp.org/la-coordination/la-coordination-internationale/>

The Nonviolence Training Hub

The Nonviolence Training Hub is a partnership of 53 nonviolence training organizations and individuals offering educational programming for nonviolent transformation in people's lives and in the world. Its 1,000 Nonviolence Trainings Project is a new, collaborative initiative to connect nonviolence trainings around the world and highlight the tens of thousands of people being trained in nonviolence in service to a more just and peaceful world.
<http://nonviolencetraininghub.org/>

D. Conclusion

There are various European networks dedicated to peace, human rights or citizenship education, or that gather organizations working on conflict transformation, nonviolent communication, authority/power management, and community building. There are also European networks working more specifically on teacher training in its different dimensions, as well as some international networks on nonviolence and peace education.

However, there is no European network on NVCT for educators and teachers, which is a very innovative practice in Europe.

We will see in Chapter IV that there are many organizations in European countries that promote and train in NVCT for educators and teachers, but they are often isolated and not linked up either locally, nationally or across Europe.

II. Consultative process

As noted in the introduction, the consultative process started as a preparation for an EduCATE project between partner organizations. Before finalizing important strategic outputs, two additional consultations were conducted during the Pilot Teacher Training (France, July 2017) and a European Multiplier Event with practitioners and stakeholders (Brussels, May 2018).

A. Pilot Teacher Training

The Pilot Teacher Training on Nonviolent Conflict Transformation (NVCT) was conducted (11-15 July 2017, Saint-Antoine l'Abbaye, France) to test modules for the proposed curriculum. Fifteen teachers from five EU countries participated in the training, and pointed out in their evaluation the need for a follow-up, in particular for networking.

Key points of their recommendation on networking in the field of NVCT for educators are:

- Networking is important to **empower teachers and students** through:
 - international trainings for teachers and students
 - building a pool of international trainers
 - giving teachers and students more opportunities to learn in a European context that links countries and teachers, and connects schools and people
 - building common frameworks through sharing information and exchanging of ideas, methods, subject-based exercises, experience and good practices, etc
 - a reference group to request, share and find strategies to cope with difficult situations
 - joint projects and activities, and exchange visits programs
 - coordination
 - a dedicated website
- A network is important in order to **promote and advocate how useful NVCT is in the teachers' training**.
- Networking is important for **building a Europe based on values of nonviolence**.

B. European Multiplier Event

We organized a European Multiplier Event, called *Growing the Movement*, on 24 May 2018 at the Bozar Centre for Fine Arts and the European Parliament, in Brussels. It was also a one-day consultation with

organizations, institutions and networks involved in or interested in the field of NVCT for educators.

We presented our conclusions, points of views and shared vision and mission, based on our research and pilot training:

- Approach conflict in schools as an opportunity for learning and building a culture of peace and nonviolence
- Provide teachers with systematic, high-quality pre- and in-service education so that they can become role models
- Advocate systematic, institutionally provided education in for educators, student teachers and teachers

We pointed out strong reasons for networking and collaboration on these issues:

- Motivation, inspiration and capacity-building through exchange
- Synergy
- Need for better collaboration between academics, researchers and practitioners
- Serving as role models – it is about making alive our human interconnectedness, and about networking in accordance with nonviolent setting.

Participants (29) from six EU countries, representing more than 29 organization, institutions or networks took part in this consultation around four themes under the subject, 'WHY NETWORKING in the field of Nonviolent Conflict Transformation for Educators'?

We used the world café or knowledge café method so that each participant could contribute to all four themes:

1. How can the European network be useful to its members?
2. What strategic actions and projects can the European network set up?
3. Which actors can be involved in the European network and the collaboration?
4. What kind of European network do you imagine?

From each table at this world café, we collected numerous inputs.

Inputs on the four themes

1. How can the European network be useful to its members?

Summary

The first step is building awareness. Then the network may be useful for sharing. The main aim of the network is training in NVCT, and quality and research.

- A. Awareness:** role model, network of many people and organizations, many differences but a common awareness: to be in conflict in nonviolent ways, to help use conflicts for learning, inspire each other, support for members, advice, advocacy
- B. Sharing:** sharing materials, manuals, books (essentials), data/network, shared vision, concept, experiences, contacts, training, speakers and trainers, inviting each other in different countries
- C. Training and support:** pool of trainers working together in an international perspective, organizational management, reciprocal learning, discounts for members for training in network organizations
- D. Quality and research:** dynamic customer base – show where we go, pressure for politics (BLG), research experiments, evaluation and quality checks = certification in future, restorative justice network

2. What strategic actions and projects can the European network set up?

Summary

Strategic actions and projects that the European network can set up are: bottom-up approach, offerings, connecting with other actors/projects, reaching out to important actors, publicity.

- A. Important to listen** to the needs of those who we have identified to work with in a bottom-up approach:
 - a. The teachers we have trained from pilot schools
 - b. University teacher educators – to bring them together in a round table
 - c. Exchange visits – to see and feel what is done
 - d. Meeting models/interesting practices
- B. Offerings**
 - e. Clearly define packages by age (different ages require different education)
 - f. A minor ‘culture of peace and nonviolence’ course open to any university student
 - g. Webinars
 - h. Online streaming of events/lectures
- C. Connecting with other actors/projects**
 - i. Sustainable development goals (SDGs) of UNESCO
 - j. Citizenship education/competences
 - k. Lifelong learning projects
 - l. Writing collaborative articles, newsletters and publications
 - m. Consider being a network within other existing networks

D. Reaching out to important actors

- n. Linking with business companies
- o. Stimulating local events in local languages that attract a broader public
- p. Securing funding for the network and activities in the network
- q. Pressing governments to secure the access of the network to schools

E. Publicity

- r. An online platform
- s. Websites of interesting organizations – follow what they do
- t. Series of conferences
- u. A manifesto that explains/declares our values and what the network promotes, and making clear what we believe in and why

3. Which actors can be involved in the European network and collaboration?

Summary

Three main conclusions/recommendations:

1. The aim of the network would be to strengthen collaboration on the issue of education for peace and nonviolence between different actors.
2. Advocacy strategy should be from both top-down and bottom-up
3. Network should provide space and give importance to youth.

Top-down actors

- EU Parliament, Commission for Culture and Education
- Advisory bodies of ministries of education and national parliaments
- Universities (as institutions)
- Mayors and local governments (e.g. cities)
- Headmasters
- Foundations (financing)

Bottom-up actors

- Schools at following levels: school as institution; teachers; headmasters; counselling service for school, parents & parent organizations, and formal/non-formal schools networks
- Youth – students as individuals, organizations or networks
- Researchers
- Non-formal education organization or networks (e.g. Centre for Nonviolent Communication)
- Mayors and local government (e.g. Mayors for Peace)
- Universities – individuals from universities
- Artists and artists organizations or networks

4. What kind of network do you imagine?

Summary

To set up such a European network is an empowerment project that demands great energy and determination. There is a need to bring European actors in this field to work together. It is a challenge to network and to connect different actors.

A. Structured network

- Structures help to get funding, which is crucial (important for this fundraising to use the language of politics and economics)
- Type of structures
 - This European network will connect national networks that are locally rooted and more easily linked with local laws.
 - The key persons for these national networks will be school administrators, teachers, and student groups in the universities.
 - The members will be different types of organizations (universities – NGOs).
 - It's important not to have a pyramidal structure.
 - For such a European network, effective communication is crucial.

- This network needs to be connected, to be an information/Internet technologies (IT) platform.
- This network must be based on good practices and research, with continual exchanges between each.
- Should a European or global/international network be set up?

B. Capacities

- It is important to strengthen the network to influence policymakers.
- This network should:
 - be the expert in the field
 - be able to influence government (teaching/school policy and education structures)
 - communicate the curriculum (with relevant experiences)
 - provide resources
- The European network needs an office, and its location should allow easy interaction with European institutions and actors (Brussels?).

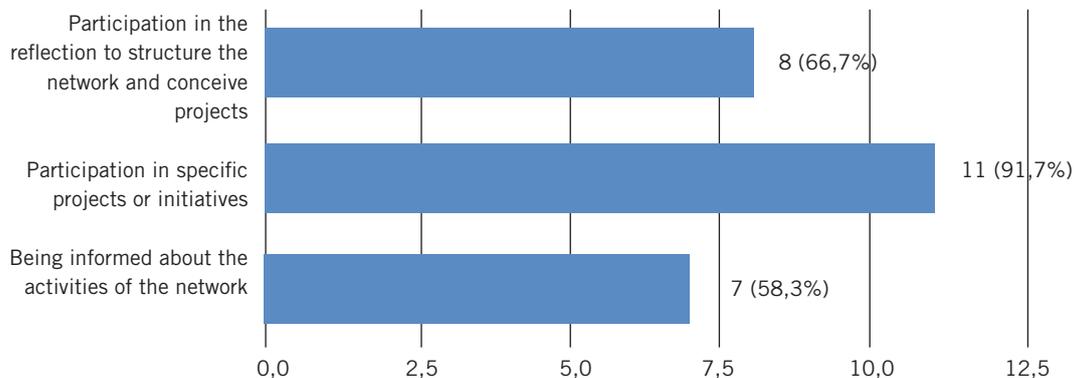
Difficulties

- Networking and connecting the different actors
- The amount of work required

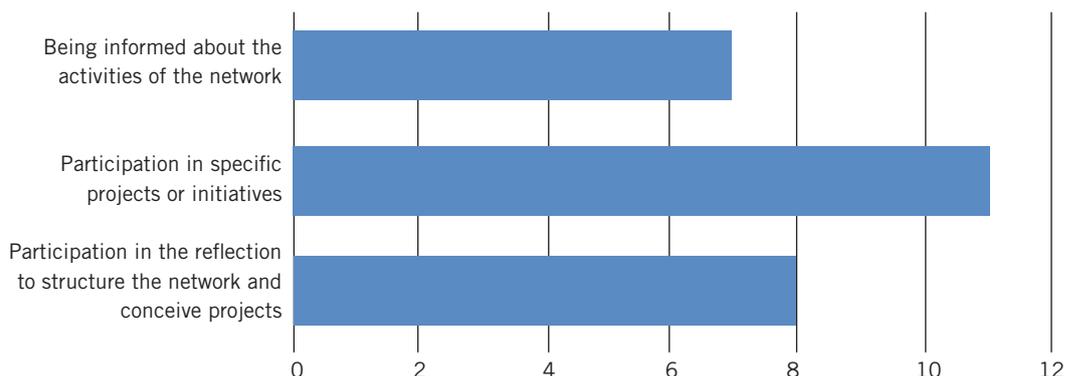
PARTICIPATION

What could be your participation, or the participation of your organization in a European network aimed at advocating for a stronger teacher training in nonviolent conflict transformation?

(12 answers)



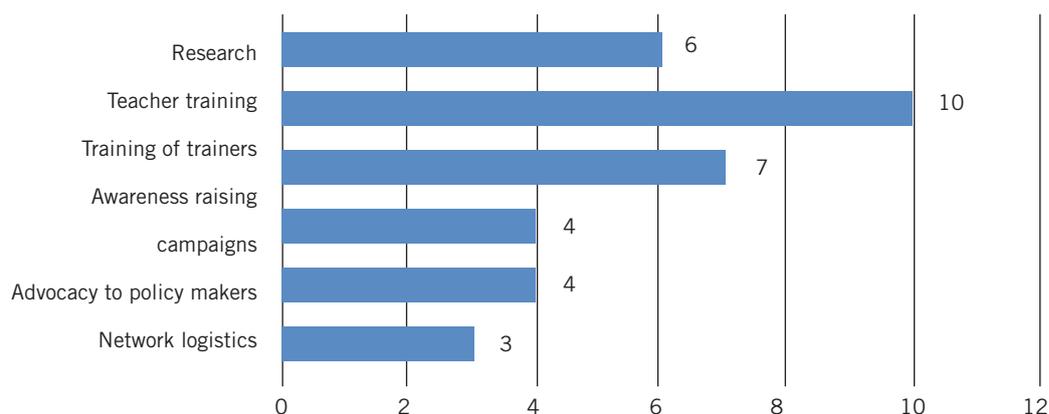
Co-funded by the European Union



ACTIONS

What kind of actions would you like to undertake in possible future projects?

12 answers



Participants survey

As follow-up to the consultation process at the European Multiplier event in Brussels, we conducted a survey with participants, using a questionnaire. The results were as follows.

Specific interests

Ref. the boxes you clicked above, do you have a specific suggestion or action you would like, personally, or as an organisation, to be involved in? (i.e.: examples of topics for research, examples of contents for training, what could you offer for the network logistics, or what would you be interested in?)

(Sample of 5 of the 12 answers)

In the contents and organization of teachers training.

As I stated above: we are training and supporting teachers in 'Global Citizenship Education'. Our mutual expertise could empower both of our organisations to work with them on implementing non-violent behavior by teachers when confronted with conflicts.

My interest is in training both teacher and trainers of teachers. The box would not allow me to click both. I'd be happy to be part of a training group that focuses on curriculum design and delivery (as a trainer) of NVCT for both parties (as well as testing and refining, ie research).

- Research in schools to have more solid indicators to measure violence and peaceful coexistence at schools (about when and why do most of the conflicts occur, when and why do they lead to violence when not, which are the measures that are helping more to improve peaceful coexistence, how to measure all this?)
- Also awareness campaigns on the need to train teachers
- Advocacy to policy makers in Spain (at least as a first step, undertaking a country-wide strategy to network at a State level to advocate for NVCT teacher training).

Internationally, we have an ongoing project Start the Change - <https://startthechange.net/> which is also applied for the continuation with different partners (from Italy, Poland and Portugal). We are also planning to make a research on the practices of teachers in conflict resolution/transformation and the use of mediation and other nonviolent/constructive methods in their work. Also, some of our trainings are prepared for international audience and can be further adapted and organized in the framework of other projects or through the Erasmus mobility programme.

Interpretation of the results

- 41.4% of participants at the Growing the Movement event in Brussels, the representatives of 12 organizations or institutions, responded to the questionnaire and showed a concrete interest in cooperation on *European networking on nonviolent conflict transformation for educators*
- The greatest interest was shown for co-operation on projects (91.2%), especially in training for teachers (83.3%) and training for trainers (53.3%).
- In designing such a network, it is important to note that half of the interviewees expressed their interest in research, especially in the field of indicators for monitoring changes – a point to be developed since linkage with academic society should be improved.
- A third of interviewees expressed interest in advocacy and lobbying with policymakers. Closer connection between practitioners and advocacy work would improve the advocacy positions of the network.

C. Conclusions from the consultative process

Based on the research and exchanges between EduCATE partners, consultations with teachers from five countries (Pilot Training) and with practitioners and stakeholders in the field of NVCT education (European Multiplier Event), we elicited the following conclusions:

- 
1. There is a need to support teachers across Europe in their teaching role and in their obligation to deal with conflict in schools, through education for NVCT.
 2. This support is needed in both fields: capacity-building through empowerment of human resources and adjusting teaching materials, as well as promotion and advocacy for NVCT locally, nationally and across Europe.
 3. NVCT could contribute to Europe based on the values and culture of nonviolence.
 4. Momentum is needed to develop a European network on NVCT for educators that is recognized by teacher trainers across Europe as a means of acquiring training or advocacy resources to strengthen their work.
 5. Advocacy will become stronger if embedded in the development of teachers' capacities, good practice and cross-European cooperation on trainings and exchange between teachers, student teachers, students, researchers and practitioners.
 6. The associations involved in teacher training in NVCT in Europe are often isolated, unrelated to each other in their countries⁷ and to similar organizations in other European countries. It is important to step out from isolation at the local, regional and national levels.
 7. What is needed, therefore, is a model of organic (gradual, sustainable) growth of the network.
 8. At this stage, a structure that is neither rigid nor complicated but somewhat loose and coordination of the network and networking would suffice.

7. Except in France where there is a network that brings them together (Coordination pour l'éducation à la non-violence et à la paix).

III. Toward a Platform

A. Toward a European NVCT network

A European Nonviolent Conflict Transformation Network for Educators is a network of stakeholders who, at the local and national level, promote trainings, advocate for education of teachers in Nonviolent Conflict Transformation (NVCT) in pre- and in-service education, and contribute to adjusting the European curriculum in NVCT to the local conditions.

It includes national networks of educators, practitioners, students and researchers as well as individual educational/youth institutions and organizations, local governments and educators, practitioners and researchers.

1. A platform

Vision

This Network wants to transform European culture into a culture of nonviolence and peace, through education at school.

Mission

This Network wants to improve educational systems across Europe by providing teachers, educators, children and students with a new approach, and the knowledge and skills required, so that they can learn from and deal with conflict situations in a nonviolent way and build constructive, inclusive and cooperative relationships at school and in society in general.

Goal and aim

This Network wants to establish a powerful European network for capacity-building and strong advocacy in favor of NVCT for teachers and educators.

Objectives

The objectives of the Network are:

- Contribute to the empowerment of human and teaching resources for NVCT:
- ✓ foster and support the personal development, knowledge, self-confidence and self-esteem of educators, teachers, student teachers and students as the originators and carriers of the transformation
- ✓ provide exchange of information, materials, literature and good practices on NVCT in schools in EU countries

- ✓ support adjustment of the European NVCT curriculum to local conditions
- ✓ facilitate cooperation between network members
- Support the development of constructive relationships in school settings and society through education for NVCT
- Launch and implement advocacy for NVCT across Europe
- ✓ advocate for pre and in-service education for teachers on NVCT locally, nationally and across Europe
- ✓ advocate for and assist educational institutions to set up structural measures to build an inclusive and nonviolent school system
- ✓ facilitate exchange of experiences in advocacy on this topic

2. Main activities

The main activities of the Network will be:

1. Building capacity for pre- service and in-service NVCT training for educators in European countries:

- ✓ set up European Pilot NVCT Teacher Trainings in order to further develop curriculum, materials and lessons learned
- ✓ provide a European pool of trainers
- ✓ launch international trainings for student teachers, teachers, educators and students
- ✓ exchange materials, literature and good practices
- ✓ cooperate on pre- and in-service training on NVCT for educators between schools, universities and civil-society organizations across European countries
- ✓ cooperate on an international training program
- ✓ support research
- ✓ facilitate internships

2. Promote the practice of NVCT in educational systems at the local and national levels and across Europe

3. Advocate with national and European governments and EU institutions to introduce NVCT training for teachers

3. Expected outcomes & impact

Although there are networks related to peace education, there is no permanent structure with an aim to advocate for training in NVCT education. For this reason, the expected impact at European level is that **the network becomes recognized** by teacher trainers across Europe as a means of acquiring training or advocacy resources to strengthen their work.

Our vision is that all teachers and educators in Europe have sufficient knowledge (understanding) and skills to handle conflict nonviolently in their schools (and outside schools), and that children leave their mandatory education well equipped to deal with conflicts in their lives, with confident nonviolent strategies, and able and motivated to actively participate in building inclusive, cooperative nonviolent societies.

We envision that the professional dignity of teachers (educators) in the European education system is raised because they live and promote a culture of peace and nonviolence.

4. Structures

The structures of the Network have been discussed among the partners throughout the project and during the consultations.

There is a need for a structured network, to ensure it is sustainable, but there is also consensus on having a relatively loose rather than rigid and complicated or hierarchical structure, in accordance with nonviolence values and practices.

Since communication and provision of resources within the Network's organizations, for teachers and stakeholders, will be the main goals of this network, a platform that is based on a website seems to be the model to follow.

The Position Paper will be the basis or charter of this Network⁸.

B. What the EduCATE Network calls for and works for

Conflict as an opportunity for learning: a shift in focus from violence prevention and conflict resolution approaches to the more comprehensive notion and practice of **nonviolent conflict transformation**

The establishment in **educational laws confirming NVCT as a key competence**, both for students and for teachers

The **collection of data** on violent conflict and NVCT so that the effect of NVCT training can be monitored and assessed both at school and state level

A **strong policy recognizing the role of teachers in achieving good, cooperative and constructive school settings**, which includes well-defined development plans, action plans and follow-up, as well as sustained government support for NVCT, making it possible to also hold teachers accountable for this important task and not only for the academic achievements of their students

The **treatment of students as core stakeholders**, in that they are perfectly able, at whatever age, to handle their own conflicts while being aware that conflicts are potential motors of personal and social transformation and growth

A **whole-school approach**, with the prioritization of approaches that target as many stakeholders as possible – not just a selected group of peer-mediators but all students; not just one staff member but all school staff

The creation of opportunities to engage the whole community in the process, which will build bridges between the school and the community

High-quality pre-service and in-service teacher training courses in NVCT:

- **Peer-learning among teachers**, from local and regional to European level
- A **compulsory major on NVCT** (pre-service) in all universities that offer education degrees and Master's degrees (nursery, primary, secondary and vocational teacher training)
- The offering of **annual in-service teacher training to all teachers**
- **Public dissemination of information about all such courses** (syllabus, number of courses, length, etc), so that it is possible to assess the pre-service and in-service policies regarding the promotion of NVCT

8. *Position Paper. Teachers are the key! Training teachers in Nonviolent Conflict Transformation*, EduCATE, 2018, 12 pp.

IV - Potential partners

The members of the network can be of different kind:

- ~ Network of organizations that train or advocate for NVCT
- ~ Organizations that train or advocate for NVCT
- ~ Networks, institutions or organizations that are working on close fields or common values
- ~ Networks, institutions or organizations that have launched interesting teacher training initiatives
- ~ European branches of International Movements or Networks
- ~ Peace institutes and Conflict & Peace studies departments of universities
- ~ Individual members that train or advocate for NVCT.

A - Networks

- 1 - Cross Europe networks
- 2 - National networks

B - Organizations

- 1 - European organizations
- 2 - National organizations

A - Networks

1 - Cross Europe networks:

Academic Friends of EPLO

<http://eplo.org/activities/academic-friends-eplo/>

See chapter 1

ACES - Academy of Central European Schools

<http://www.aces.or.at/about-aces>

See chapter 1

Anna Lindh Foundation

<http://www.annalindhfoundation.org/networks>

See chapter 1

effe - European Forum for Freedom in Education

<https://www.effe-eu.org/englisch/>

See chapter 1

ESHA, the European School Heads Association

<https://www.esha.org/>

See chapter 1

EUDEC - European Democratic Education Community

<https://www.eudec.org/About+EUDEC>

See chapter 1

EUFOR - European branches of the International Fellowship of Reconciliation

<http://www.ifor.org/branches>

See chapter 1

EUROCLIO - European Association of History Educators

<https://euroclio.eu>

See chapter 1

Euromediation

<http://www.euromediation.com/iem-edu/education.html>

European Circle of Restorative Educators

<http://europeancircleofrestorativeeducators.com/>

See chapter 1

European Forum for Restorative Justice, Leuven, Belgium

<http://www.euforumrj.org/>

See chapter 1

European Portal for Nonviolent Communication

<http://www.nvc-europe.org/test/index2.htm>

See chapter 1

Europe Mayors for Peace

The Mayors for Peace, through close cooperation among the cities, strives to raise international public awareness regarding the need to abolish nuclear weapons and contributes to the realization of genuine and lasting world peace by working to eliminate starvation and poverty, assist refugees fleeing local conflict, support human rights, protect the environment, and solve the other problems that threaten peaceful coexistence within the human family.

<http://www.mayorsforpeace.org/english/membership/map/europe.html>

Montessori Europe

<https://montessori-europe.net/>

See chapter 1

NECE – Networking European Citizenship Education platform

<http://www.bpb.de/veranstaltungen/netzwerke/nece/66798/database>

<http://www.nece-conference.eu/nece/>

See chapter 1

PeaceTraining.eu platform

<https://www.peacetraining.eu/>

See chapter 1

2 - National networks

Croatia

Forum Peacebuilding School

Forum Peacebuilding School

<https://startthechange.net/teachers-in-croatia-meet-for-another-learning-experience/>

Finland:

Suomen Rauhanliitto - Peace Union of Finland

The Peace Union of Finland is a Finnish peace-keeping organization operating as a roof organization for several peace organizations. The union is religiously and politically unconstitutional and is the oldest peace organization in Finland. The association includes organizations from the Christian Peace Movement to conscientious objectors. The association owns the Peace Center in Pasila.

The Peace Union works with a whole range of peace and disarmament issues by lobbying and advocating for Finnish Government and The European Union of peace policies and offering peace education.

France:

Coordination pour l'éducation à la non-violence et à la paix

Founded in 2000 and based in Paris, the Coordination for Non-violence and Peace Education is a network of 86 member associations that aims to promote education and training to develop a culture of non-violence and peace.

The Coordination promotes non-violence and peace education through various means:

- in particular, it is leading a campaign for the introduction of non-violence and peace education in school curricula
- every year it organizes the Forum "Educating for Non-violence" (formerly known as the "Non-violence at School" Forum), which brings together actors from the world of education and training in November. It allows participants to deepen their knowledge of the objectives and means of non-violence and peace education, and to exchange their practices
- since 2009, it has been running the Fortnight of Non-Violence and Peace between the International Days of Peace (21 September) and Non-Violence (2 October), offering a specific activity each year. The objective of the Fortnight is to propose specific pedagogical activities for teaching based on the Fortnight's pedagogical booklet
- in a spirit of dynamism and exchange, the Coordination has been running its Summer Days since 2011, which allow participants to be trained and to exchange ideas and practices on non-violence and peace education.

Its Training Hub, composed of its 11 member associations, has designed a training curriculum on non-violent conflict resolution for teachers and education personnel.

In addition, the Coordination is a member of the International Coordination for a Culture of Peace and Non-Violence.

<https://education-nvp.org/>

Germany:

Die Kooperation für den Frieden

Die Kooperation für den Frieden (KoopFrieden) is an association of more than 50 initiatives and organizations from the peace movement.

Since 2003, it has been advocating that armed violence be outlawed as a political tool and that methods and strategies of crisis prevention and civil conflict transformation be developed instead.

Die Kooperation für den Frieden is a member of the International Coordination for a Culture of Peace and Non-Violence.

<http://www.koop-frieden.de/>

Italy:

Comitato italiano per una Cultura di Pace e Nonviolenza

Based in Torino, the *Comitato italiano per una Cultura di Pace e Nonviolenza* is a member of the International Coordination for a Culture of Peace and Non-Violence.

c/o MIR-MN - Centro studi Sereno Regis.

<http://serenoregis.org/mir-mn/>

Netherlands

Peace schools

<https://www.uu.nl/en/organisation/faculty-of-social-and-behavioural-sciences/the-peaceful-school>

Sweden:

Swedish network conflict transformation in teacher education.

Historical: During 2001-2009 the Swedish Teachers for Peace collaborated in a project with the name Peace in our Hands. One of the activities of this project was to organise conferences for teachers and teacher educator about conflict resolution for schools. Conferences were organized in 2003 and 2004 in Gripsholm where several teacher educators at higher education institutions participated. In these years the Swedish Teachers for Peace worked hard for meeting politicians and writing texts aiming at promoting conflict resolution in the teacher training programs. In 2005 a seminar at the Parliament was organized. As conflict transformation education was not yet added to the teacher exam descriptions a new conference was organized in 2008,

Härnosand, with only teacher educators from higher education institutions. At this conference we built our network and several smaller meetings followed. When conflict transformation was successfully added in the new teacher education programs in 2010, the activities of the network slowed down and during the last years we have not met as a network.

In 2015 the Swedish Teachers for Peace changed their organisation form from being an organisation with statues to a network (<https://www.laraforfred.se>). Members of the Swedish network conflict resolution in teacher education only met each other at other occasions like conference or seminars.

Working with EdUCAte and the State of the Art on Teacher Training in NVCT in Sweden made us realize that it was time to revitalize the network starting with exciting relations and reaching out to other teacher educators working with the theme conflict transformation in the teacher training at their higher education institute. Our first meeting was August 30 2018 in Gothenburg and our second will be April 11 2019 in Borås. Our focus in the content of the courses, the amount of space needed the education of teacher educators.

United Kingdom:

Irish Network for Nonviolent Action Training and Education (INNATE), Belfast, Northern Ireland

The **Irish Network for Nonviolent Action Training and Education** was established as a result of the need for an umbrella group to support groups and individuals exploring nonviolent approaches to conflict issues.

The organisations acts as a network linking those committed to, or interested in, explicitly nonviolent action and training. Some, but not all, of INNATE's work is essentially intertwined with community relations and the development of a nonviolent response to areas of community tension.

<http://www.innatenonviolence.org/>

Network of Christian Peace Organisations (NCPO)

The Network of Christian Peace Organisations (NCPO) is a UK-based ecumenical network committed to peace as central to the meaning of church community. It is a broad group of organisations in the Christian peace tradition committed to furthering peace and encouraging our churches to support the peace movement.

As a network and as individual organisations, it produces a number of resources for peace. The network currently consists of 18 organisations.

<http://ncpo.org.uk/resources>

B - Organisations

1 - European organizations:

European Institute of Peace, Brussels, Belgium

<http://www.eip.org/en#1>

See chapter 1

QCEA - Quaker Council for European Affairs

QCEA promotes Quaker values at the European level. It advocates non-violent approaches to conflict resolution, promote policies that respect the intrinsic equality of all people everywhere, and try to ensure that European policy sustains the planet's resources and the lives of all those who share them. It has represented European Quakers in Brussels since 1979.

<http://www.qcea.org/>

2 - National organizations:

The national branches of the European or national networks listed in point A are not presented here.

Belgium

The Flemish Peace Institute

The Flemish Peace Institute is an independent institute dedicated to peace research and hosted by the Flemish Parliament. One of its projects is about Peace education which is seen as a transformative and intrinsically political pedagogical approach that is determined by a given context, aimed at peace culture and active responsibility. The Peace Institute examines what peace education exactly entails and how it is implemented in practice, among others in our educational system.

<https://www.flemishpeaceinstitute.eu/research/peace-society/peace-education>

Kleur Bekennen

Kleur Bekennen guides teachers through the diverse range of world citizenship education and supports them to work with it in a qualitative way. In every province and in the Brussels-Capital Region you will find an educational staff member of Kleur Bekennen. He or she maintains contacts with the schools and organisations in his or her province. Each province also has a documentation centre for world citizenship.

In addition, Kleur Bekennen wants to be a network organisation of different actors from the world citizenship education sector. Kleur Bekennen therefore works closely with numerous educational organisations, NGOs, (future) teachers, school boards, educational umbrella organisations, policy makers and academics. And this with only one goal in mind: to increase the impact of world citizenship education.

<http://www.kleurbekennen.be/wijzijn>

Pax Christi Vlaanderen

Pax Christi Vlaanderen has developed a Peace education training (Opleiding Vredeseducatie).
<https://www.paxchristi.be/>

Le Souffle

Since 1993, “Le Souffle” has trained in mediation and conflict management young people and adults in the spirit of mediation and in preventive and restorative practices. The tools they offer aim to develop intra- and interpersonal intelligence through communication skills, listening, mutual respect, team spirit, conflict management, peer mediation, incident repair, relationship restoration, reparation, etc.
http://lesouffle.be/?page_id=1042

Université de paix

The mission of the University of Peace is to create and maintain a climate of peace, in particular through dialogue. Its action aims to promote a better “living together”, by sharing reflection, experimenting with situations and becoming aware of relationships with others.

This objective is translated into daily work with young people and adults to provide them with tools to manage conflicts in a way that suits everyone, including accompanying adults in their own conflicts and doing in-depth work with young people.

Education in the broad sense (research, information and communication, training, etc.) is the preferred means of achieving our mission. As a Youth Organisation, the association educates and raises awareness among children, adolescents and their careers, whether they are teachers, educators, animators... It works directly in the field, particularly in several Belgian primary and secondary schools and with youth organisations.
<https://www.universitedepaix.org/>

Croatia

Center for Nonviolence and Human Rights Center Osijek

Center for Nonviolence and Human Rights Center Osijek is a civic association established in 1992. The activities of its members and members are focused on building peace, protecting and promoting human rights and freedoms, and promoting creative methods of resolving conflicts at individual, group and political level. The Center advocates for a conscious involvement in the construction of the European Union as a peace project and for taking responsibility for the common destiny of mankind and the planet Earth.

The Center carries out our mission by strengthening individuals, initiatives and civil society organizations

for responsible participation in positive social changes, in the creation and strengthening of civil society and the legal state. The values it advocates are respect for diversity, humanity, tolerance, pluralism, human rights, personal responsibility, pacifism, gender equality and nonviolence.
<http://www.centar-za-mir.hr/en/#>

Denmark

Center for Konfliktløsning, Cfk

The Center for Konfliktløsning or Danish Centre for Conflict Resolution is a non-profit and non-governmental organization founded in 1994 on the initiative of Ms. Else Hammerich, a former member of the European Parliament. The centre has since then been a forum for courses, educations, counseling and projects on and about conflict resolution and mediation.
<https://konfliktloesning.dk/engelsk/>

Finland

The Tampere Peace Research Institute

The Tampere Peace Research Institute (TAPRI) is a multidisciplinary and international research centre whose mission is to conduct high quality research on the causes of war, on non-violent resolution of conflicts, and on conditions for peace. In accordance with the present research agenda, the focus of TAPRI's research is peaceful change to which all projects are related. TAPRI's research is open and its results are published in international and national academic forums, including the institute's own publication series. TAPRI's researchers also engage in teaching, mainly in TAPRI's own, highly ranked Master's degree programme in Peace, Mediation and Conflict Research (PEACE).
<http://www.uta.fi/yky/en/research/tapri/index.html>

Germany

Berghof Foundation, Berlin, Germany

<https://www.berghof-foundation.org/en/>; info@berghof-foundation.org

The Berghof Foundation is an independent, non-governmental and non-profit organization that supports efforts to prevent political and social violence, and to achieve sustainable peace through conflict transformation. In particular, for what concerns our main intention, it is worthy to mention three of the programs they organize: Conflict Transformation Research, Peace Education Programme and the International Summer Schools for Young Peacebuilders, respectively available at the following links:
<https://www.berghof-foundation.org>

KURVE Wustrow

The Centre for Training and Networking in Nonviolent Action – KURVE Wustrow is a non-profit association

which implements perennial education projects in Germany. The projects are targeted specifically at young adults to support them in raising their concerns in political decision-making processes.
<https://www.kurviewustrow.org/ueber-uns/der-verein/?lang=en>

Great-Britain Gandhi Foundation

The Gandhi Foundation exists to spread knowledge and understanding of the life and work of Mohandas K. Gandhi (1869-1948). Our most important aim is to explain and demonstrate the continuing relevance of Gandhi's insights and actions today.
<https://gandhifoundation.org/aims/>

Ireland The Glencree Centre for Peace and Reconciliation

Glencree is an Irish peace and reconciliation centre dedicated to transforming violent conflict and building peace. It develops a Peace Education and Young Adults programme.
<http://glencree.ie/learning-peace/>

Italy Centro Psicopedagogico per l'educazione e la gestione dei conflitti - CPP

For more than 25 years, the PPC has been involved in conflict management and change processes. It has always worked in the field of education and organisation and is distinguished by its maieutic approach. It has developed an innovative competence with training and consultancy proposals aimed at institutions, companies, groups and also at the needs of individuals.

CCP has developed two programmes: Insegnare bene and Litigare bene. The aim of Insegnare bene (Teaching Well) is to help those working in the educational sector to bring out their inner skills and resources, to be able to deal with difficult moments with competence and to promote a maieutic and innovative pedagogy. For over 25 years, the CPP has been involved in training and updating. The method Litigare bene (Fighting well) is an operational proposal to help children to live well in opposition. Contrasts are a fundamental opportunity for growth and allow them to acquire a relational capacity that will serve them throughout their lives.

Gea Still Parents - GEA

Gea Still Parents - GEA is an independent, non-governmental and non-profit organization that supports efforts to prevent violence in families. It is a school for family mediator with more than 30 years of expertise. Family mediation for parents achieve sustainable peace through conflict transformation. In particular, for what concerns our main intention, it is worthy to mention their long work with families and their deep understanding of

family problems and of conflict in an evolutive perspective. Teacher Training on NVCT is not in GEA activities, but their awareness and experience with parents and families may be very useful for the European Network.
<http://www.associazionegea.it/english/>

Spain DENIP - Día Escolar de la No-violencia y la Paz

The "School Day of Non-violence and Peace" (DENIP), founded in 1964 and also known as World or International Day of Non-violence and Peace, is a pioneering, non-state, non-governmental, non-official, independent, free and voluntary initiative of Non-violent and Pacifying Education, which is now practiced in schools all over the world and in which centres of education, teachers and students of all levels and from all countries are invited to take part.
<http://denip.webcindario.com/denip.english.html>

L'Escola de Cultura de Pau de la Universitat autònoma de Barcelona

L'Escola de Cultura de Pau (School for a Culture of Peace) was created in the Autonomous University of Barcelona in 1999 in with the aim to work on culture of peace related issues, such as human rights, analysis of conflicts and peace processes, education for peace, disarmament and the prevention of armed conflicts. The objectives of the School for a Culture of Peace are to promote understanding and the implementation of the culture of peace, to investigate and intervene in areas related to conflicts, peace processes, gender and peace and education for peace, and to give training to people who wish to disseminate the message and practice of a culture of peace.
<http://escolapau.uab.cat/index.php?lang=en>

Red Andaluza "Escuela: Espacio de Paz"

The Andalusian Network "School: Space for Peace" is a network of centres interested in sharing initiatives, resources and experiences for the improvement of school coexistence and the dissemination of the Culture of Peace, making a commitment to deepen specific aspects of its Plan for Coexistence.
<http://www.juntadeandalucia.es/educacion/webportal/web/convivencia-escolar/EEP>

Sweden University of Gothenburg

The University of Gothenburg is one of the larger universities in Sweden with about 38.000 students and 5.900 employees. The Department of Education and Special Education, one of the four departments of the Faculty of Education, consists of several research and teaching groups. One of the groups are well-known for their expertise in the field of conflict transformation education in schools as well as on their work education on fundamental values and equal treatment. The group

is involved on courses as well as in research in the field of approaches to address conflicts in schools. For the pre-service teacher training they work together with the Department of Sociology and Working Science, Faculty of Social Science, as they have a research and teaching group with expertise in conflict transformation for organisations.

Switzerland

Graines de Paix - Switzerland

Graines de Paix est une ONG qui développe des solutions éducatives pour une paix durable. Elle propose des programmes de formation et des ressources éducatives pour les Ministères d'éducation nationale (MEN), destinés à la fois aux enseignants et aux élèves. Fondée à Genève en 2005, elle est indépendante de toute obédience religieuse, sectaire ou politique, tout en étant activement ouverte au dialogue et à l'échange. <http://www.grainesdepaix.org/fr/pays/suisse>

Non-Violence Project Foundation, Geneva, Switzerland. The Non-Violence Project Foundation is a non-profit foundation with the mission to inspire, engage and motivate young people to understand how to solve conflicts without resorting to violence. The Foundation has a strong track record having educated and trained 6 million youth, teachers and sport coaches around the world.

One of the most relevant actions they take is the "Peace Programme". The purpose of these programs is to assist young people to identify the importance of a healthy self-esteem, use conflict management skills to solve problems and learn how to act in a peaceful and non-

violent way. They are designed to suit school lectures and sports training sessions.

Promoting the values of self-esteem, conflict management and non-violence. 1: Schools for Peace: The program helps young people to understand themselves, their friends, and the adults in their lives, and to come up with peaceful solutions to problems that are more likely to work for everyone. 2: Sport for Peace: Educating and motivating coaches and volunteer leaders within any sports discipline to integrate life skills education into their sport training. The life skills segment includes inspiring activities focusing on building healthy self-esteem and how to solve conflicts peacefully. 3: Train-the-Trainer: Designed to provide teachers, sports coaches and youth leaders with the skills and knowledge necessary to pass NVP educational programs on to young people.

<http://www.nonviolence.com/education/>

C - Individuals

Tim Archer, Great-Britain
Marco Cappato, Italy
Matthieu Damian, France
Thomas d'Ansambourg, Belgium
Mica Garau, Spain
Sven Gellens, Belgium
Belinda Hopkins, Great-Britain
Wim Huyzentruyt, Belgium
Federico Mayor, Spain
Véronique Pardieu, France
Pat Patfoort, Belgium
Rafaël Tyszblat, France.

Chapter V. Stakeholder analysis

Introduction

For a future conformation of the Network, the strategic targets of the Network advocacy have been identified at European and national countries. These targets are the key actors that are involved in policy-making, which are, mainly, politicians, MPs, and civil servants involved in educational issues. Target can also be Department Directors, as responsible persons deciding the contents of the majors at the university degrees, or university teachers that can decide to include NVCT in their university majors.

These different actors have been listed as follows:

- 1 - Identification of Croatian stakeholders
 - 1.1 Policy makers
 - 1.2 Educational actors
 - 1.3. Media stakeholders
- 2 - Identification of French stakeholders
 - 2.1 Policy makers
 - 2.2 Educational actors
 - 2.3 Media stakeholders
- 3 - Identification of Italian stakeholders
 - 3.1 Policy makers
 - 3.2 Educational actors
 - 3.3 Media stakeholders
 - 3.4 Other actors
- 4 - Identification of Spanish stakeholders
 - 4.1 Policy makers
 - 4.2 Educational actors
 - 4.3 Media stakeholders
- 5 - Identification of Swedish stakeholders
 - 5.1 Stakeholders at the National level
 - 5.2 Stakeholders at the local political level
- 6 - International institution
 - 6.1 The European Union
 - 6.2 The European Wergeland Center
 - 6.3 Council of Europe
 - 6.4 OECD
 - 6.5 UNESCO

1. Identification of Croatian stakeholders

1.1. Policy makers

The most relevant actors and decision makers in regard to the implementation of the Croatian Strategy for Science, Education and Technology (2014), which anticipates reforms of teachers' training, are presented below. We believe that these reforms are a good starting point to advocate for:

- Recognising that Croatian teachers play an essential role in the protection of student rights and the prevention violence in their everyday classroom practice.
- From this recognition stems the need to train teachers adequately in NVCT.
- An adequate training in NVCT means making it a mandatory part of teachers' professional development, both pre- and in-service.

It is possible that a completely new body will be appointed with the task of reforming teacher education. Until that happens, the stakeholders' map includes those who currently have the most say on the implementation of the Strategy for Science, Education and Technology and those who are involved in providing teachers' training.

The activists, NGOs and higher education institutions are presented as slightly disconnected from the formal policy making institutions.

The Parliament committee for education, science and culture

This committee is a multi-party body concerned with issues in education, science and culture. It meets to monitor and discuss current policies as well as lead discussions on upcoming legal acts.

The committee is interesting for advocacy for TT in nonviolent conflict management, because it will probably discuss the way in which the professional competency standards for teachers will be administered and implemented.

Contact for the Committee:

Lada Lozancic, secretary

lada.lozancic@sabor.hr

odborozk@sabor.hr

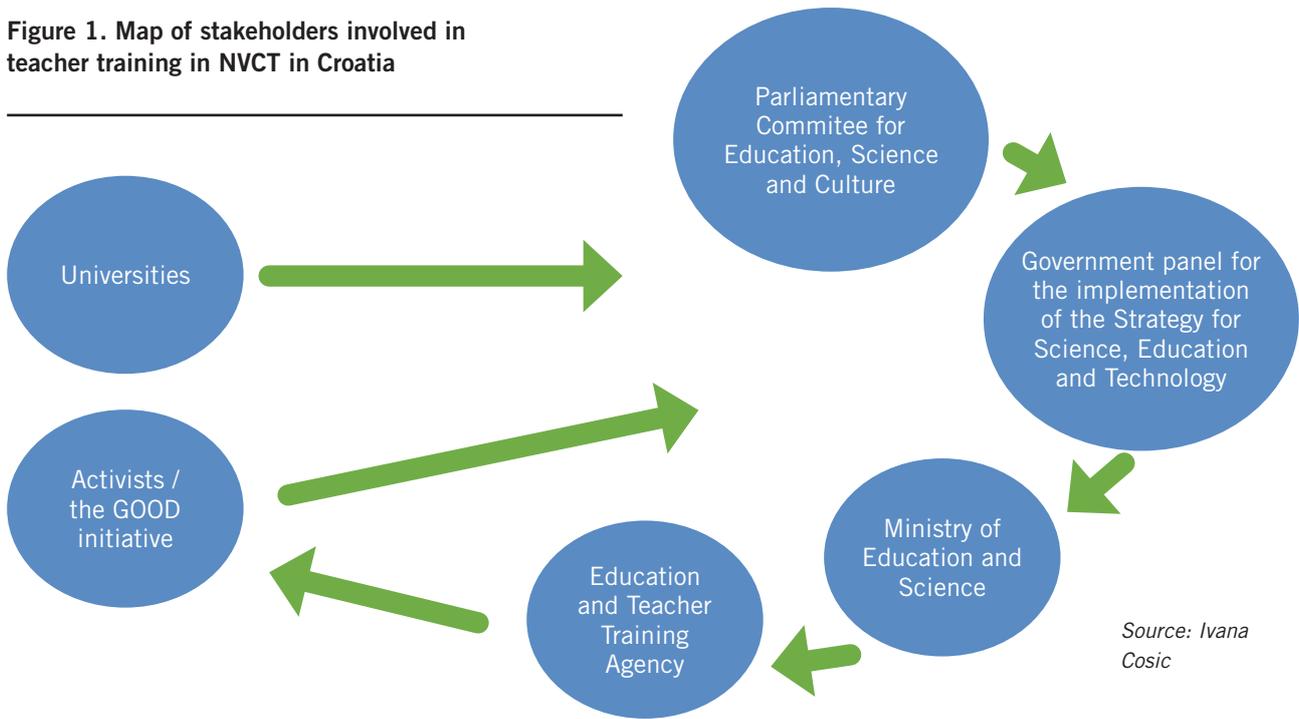
Phone: 01 4569 488 or 01 4569 428

Bedeković, doc.dr.sc. Vesna, president

She is a member of the Croatian Democratic Union (HDZ)

She acquired her PhD degree in Pedagogy from Zagreb

Figure 1. Map of stakeholders involved in teacher training in NVCT in Croatia



Source: Ivana Cosic

Faculty of Philosophy.
Sabina Glasovac, deputy
She is a member of the social democratic party (SDP).
A former teacher, she also served as the assistant to the former Minister of education, Vedran Mornar.

Members

- Bunjac, dr.sc. Branimir, member of the Human Blockade and Power
- Dodig, prof.dr.sc. Goran, member of the Croatian Demochristian Party
- Jovanović, doc. dr.sc. Željko, member of the Social democratic party (SDP).
- Bojan Glavašević, member of the Social democratic party (SDP).
- Mrsić, dr.sc. Mirando, member of the Social democratic party (SDP).
- Marija Puh, member of the Croatian People's Party - Liberal Democrats
- Pupovac, prof.dr.sc. Milorad, member of the Independent Democratic Serbian Party
- Sanja Putica,
- Reiner, dr.sc. Željko, Fellow of the Croatian Academy of Sciences and Arts, member of the Croatian Democratic Union (HDZ)
- Sokol, dr. sc. Tomislav, member of the Croatian Democratic Union (HDZ)
- Vučetić, doc. dr. sc. Marko, Independent MP

Appointed members

- Željko Tanjić
- Ljiljana Dobrovšak
- Neven Budak
- Damir Boras
- Valter Boljunčić
- Zvonimir Peranić

Government's special expert panel for the implementation of the Strategy for science, education and technology

Andrej Plenkovic, prime minister, president of the Government's special expert panel

Members:

- Blaženka Divjak** - Ministry of education and science, minister
- Bedečković, doc.dr.sc. Vesna, The Parliament committee for education, science and culture, president
- Kusić prof.dr.sc.Zvonko, president of the Croatian Academy of Sciences and Arts
- Vretenar dr.sc.prof. Dario, Fellow of the Croatian Academy of Sciences and Arts
- Ružica Beljo Lučić, prof.
- Judaš prof.dr.sc.Miloš, Vice-Rector of the University of Zagreb for Science, Inter-Institutional and International Cooperation
- Neven Hrvatić prof.dr.sc. Neven, University of Zagreb, Department of Pedagogy at the Faculty of Philosophy
- Frane Staničić prof.dr.sc. Frane, University of Zagreb Faculty of Law
- Jasminka Buljan Culej
- Suzana Hitrec, Association of Croatian High School Directors

Ministry of education and science

Divjak prof.dr.sc. Blaženka, minister
Former vice chancellor of the University of Zagreb, she was a professor at the Faculty of organization and informatics at the University of Zagreb prior to taking office. She has no party affiliation but has been a loud critic of interest cliques in Croatian science and education and has endorsed meritocratic and

transparent methods.
Contact: ministrice@mzo.hr

Relevant Croatian Members of the European Parliament

Ivana Maletic, MEP - Group of the European people's party (christian democrats). Shows interest (among others) in young people, human rights and entrepreneurship.

Contact: ivana.maletic@europarl.europa.eu

Davor Skrlec, MEP - Group of the Greens/European free alliance, former professor at the Faculty of electrical engineering and computing in Zagreb.

Contact: davor.skrlec@europarl.europa.eu

1.2. Educational actors

Education and teacher training agency

Jadranka Zarkovic Pecenkovic, head
Former psychologist at the grammar school with focus on classics in Zagreb. She is media shy, and runs her agency in a centralised fashion. The ETTA website has been barely updated since she took office and we were also unable to receive responses to our requests. In hindsight, it could be helpful to communicate with ETTA in the future via the Office of the information commissioner.

Tea Stefek is the secretary to Ms Zarkovic Pecenkovic

Contact: tea.stefek@azoo.hr

University lecturers

Sanja Spanja, postdoc at the Faculty of humanities and social sciences in Osijek. She teaches school pedagogy and intercultural pedagogy.

Contact: sspanja@knjiga.ffos.hr

Ana Kurtovic, lecturer at the Faculty of humanities and social sciences in Osijek. Among others, she teaches communication and group treatments.

Contact: akurtovi@knjiha.ffos.hr

Vedrana Spajic-Vrkas, professor at the Faculty of humanities and social sciences in Zagreb. She has conducted different kind of research and collaborated on policy documents regarding the rights of students and citizenship education.

Contact: vedrana.spajicvrkas@xnet.hr

Ombudsperson for children

Helena Pirnat Dragicevic

The recommendations of the Office of the ombudsperson regularly involve a stronger focus on teachers' NVCT skills and the formal recognition of teachers' accountability in creating violence-free settings. Therefore, the Office of the ombudsperson could be a good ally in the advocacy process.

Contact: info@dijete.hr

Student associations

AIIESEC Croatia is the largest international student organization for young people to develop and discover their leadership potential.

Contact

Phone: +385(0)12354149

E-mail: croatia@aiesec.net

Web: aiesec.org

Teachers and headteachers

Dinka Kavalir, headteacher in Economic and Tourist School in Daruvar

dinka.kavalir@skole.hr

Dubravka Uroda, professor of literature in elementary school "Milan Brozović" Kastav

Dubravka.uroda@skole.hr

Zehra Delić, teacher at elementary school "Mladost"

Osijek: zehradelic7@gmail.com

Tanja Jakovac, an expert in pedagogy in elementary school "I.G.Kovačić" Vrbovsko

tjakovac1@gmail.com

Activists/the GOOD Initiative

Eli Pijaca Plavsic (Forum for freedom in education) is the executive director of the Forum for freedom in education. She has extensive experience of the Croatian education system and has been an active advocate in the endorsement of curricular reforms. She has been one of the leading faces of the campaign *Croatia can do better*, which organised large country-wide protests in support of curricular reforms. She is member of the Good initiative and has contributed to shaping policy documents such as the curriculum for citizenship education.

Contact: epijaca@fso.hr

Ana Munivrana (Forum for freedom in education) is the former head of the Mediation programme and current head of the programme for social and personal development at the Forum. She has vast experience of working with teachers and students. Every year, she organises a conference on mediation in education. Nonviolent conflict management is one of her main interests.

Contact: akarlovic@fso.hr

Martina Horvat (GONG) is an outspoken and articulate campaigner with experience of working with students and teachers. She is very knowledgeable about the Croatian school system. She is currently the head of the Education centre at GONG. She has one of the leading roles in the GOOD initiative and has been very vocal about issues relating to current policy management

Contact: martina@gong.hr

Mario Brajkusa (Forum for freedom in education) is the director of programme development at Forum. He has

been active in leading critiques of the current policy administration and is an experienced campaigner.
Contact: mbrajkusa@fso.hr

Analysis of the advocacy campaign of the Good initiative

One of the more visible and durable advocacy campaigns has been the campaign for the mandatory introduction of civic education. A number of non-governmental organizations involved in informal education came together in 2008 to advocate for the introduction of citizenship education as a school subject.

They are creative in their approach as they talk both to stakeholders and the public, organise events to show the importance of citizenship education, create videos, posters, vignettes, have a website, are active on social media, publish books and manuals for teachers. The individual NGOs also organise specific trainings for teachers and students in mediation or nonviolent conflict management. The initiative is very involved and responsive to current affairs in education.

Nonviolent communication for future teachers of primary school children

It is a space that offers trainers and school educators who deal with conflict a tool to strengthen their practices and to connect with a European community of practice.

For some years now, the Evens Foundation has been gathering information on good practices in peace education through its Peace Education Prize as well as through practitioners, school exchanges involving job-shadowing, and practitioners' learning laboratories. Knowing that educators are keen to discover and share new approaches and practices, the Evens Foundation has launched this website as a new platform to enable dissemination and connection.

The aims of this platform are to:
Make visible a diversity of good educational practices and approaches that deal with conflict, from all across Europe.
<http://www.conflictatters.eu/practices/nonviolent-communication-for-future-teachers-of-primary-school-children/>
Partner: Evens Foundation, The School for a Culture of Peace
info@conflictatters.eu

1.3. Media stakeholders

<https://srednja.hr>: a portal that brings detailed and up to date news in education is respected and read by most stakeholders in education, including headteachers and teachers.

2. Identification of French stakeholders

In order to conduct its advocacy on nonviolent conflict management trainings for teachers and education

personnel, the Coordination has identified the following stakeholders:

2.1. Policy makers

2.1.1 Government, administration

Department of National Education

Cabinet

DGESCO:

- Direction

- Ministerial Mission in charge of the Prevention and Fight against Violence in Schools

Educsol. Informer et accompagner les professionnels de l'éducation_

Website of the Department of Education presenting resources for teachers and Education professionals
<http://educsol.education.fr/>

Réseau Canopé. The network of pedagogical creation and support <https://www.reseau-canope.fr/>

Site Climat scolaire (Climat scolaire is a collaborative website managed by Canopé) <https://www.reseau-canope.fr/climatscolaire/accueil.html>

Higher School of National Education and Higher Education (ESENER)

<http://www.esen.education.fr/>

Department of Higher Education and Research:

Cabinet

DGESIP-ESR

National Network of the ESPes'

Presidence

<http://www.reseau-espe.fr/>

Department of Agriculture

Cabinet

DGER (Agricultural Education)

Department of Justice

Cabinet

Judicial Protection of Youth Direction

Department of Solidarities and Health

Cabinet

DGCS (Social Cohesion General Direction)

2.1.2 - Parlement

Members of Parliament (National Assembly and Senate)

2.1.2 a - National Assembly

Commission of cultural Affairs and Education : 71 members

Bruno Studer	President	La République en Marche
Pierre-Yves Bournazel	Vice-president	UDI, Agir et Indépendants
Céline Calvez	Vice-president	La République en Marche
Sylvie Charrière	Vice-president	La République en Marche
Constance Le Grip	Vice-president	Les Républicains
Pascal Bois	Secretary	La République en Marche
Régis Juanico	Secretary	Socialistes et apparentés
Maxime Minot	Secretary	Les Républicains
Pierre-Alain Raphan	Secretary	La République en Marche
Ramlati Ali		La République en Marche
Aude Amadou		La République en Marche
Emmanuelle Anthoine		Les Républicains
Gabriel Attal		La République en Marche
Géraldine Bannier		Mouvement Démocrate et apparentés
Mme Valérie Bazin-Malgras		Les Républicains
Mme Aurore Bergé		La République en Marche
Philippe Berta		Mouvement Démocrate et apparentés
Bruno Bilde		Non inscrit
Ian Boucard		Les Républicains
Bertrand Bouyx		La République en Marche
Bernard Brochand		Les Républicains
Anne Brugnera		La République en Marche
Marie-George Buffet		Gauche démocrate et républicaine
Danièle Cazarian		La République en Marche
Fannette Charvier		La République en Marche
Stéphane Claireaux		La République en Marche
Fabienne Colboc		La République en Marche
François Cormier-Bouligeon		La République en Marche
Béatrice Descamps		UDI, Agir et Indépendants
Jacqueline Dubois		La République en Marche
Virginie Duby-Muller		Les Républicains
Frédérique Dumas		UDI, Agir et Indépendants
Nadia Essayan		Mouvement Démocrate et apparentés
Elsa Faucillon		Gauche démocrate et républicaine
Alexandre Freschi		La République en Marche
Grégory Galbadon		La République en Marche
Laurent Garcia		Mouvement Démocrate et apparentés
Jean-Jacques Gaultier		Les Républicains
Annie Genevard		Les Républicains
Raphaël Gérard		La République en Marche
Valérie Gomez-Bassac		La République en Marche
Florence Granjus		La République en Marche
Pierre Henriet		La République en Marche

Danièle Hérim	La République en Marche
Yannick Kerlogot	La République en Marche
Brigitte Kuster	Les Républicains
Anne-Christine Lang	La République en Marche
Michel Larive	La France insoumise
Gaël Le Bohec	La République en Marche
Brigitte Liso	La République en Marche
Josette Manin	Socialistes et apparentés
Sophie Mette	Mouvement Démocrate et apparentés
Frédérique Meunier	Les Républicains
Sandrine Mörch	La République en Marche
Cécile Muschotti	La République en Marche
George Pau-Langevin	Socialistes et apparentés
Guillaume Peltier	Les Républicains
Maud Petit	Mouvement Démocrate et apparentés
Béatrice Piron	La République en Marche
Cathy Racon-Bouzon	La République en Marche
Frédéric Reiss	Les Républicains
Muriel Ressiguier	La France insoumise
Cécile Rilhac	La République en Marche
Marie-Pierre Rixain	La République en Marche
Cédric Roussel	La République en Marche
Bertrand Sorre	La République en Marche
Stéphane Testé	La République en Marche
Agnès Thill	La République en Marche
Michèle Victory	Socialistes et apparentés
Patrick Vignal	La République en Marche
Michel Zumkeller	UDI, Agir et Indépendants

2.1.2 b - Senate

Commission of Culture, Education and Communication: 49 members

ANTISTE Maurice
ASSOULINE David
BILLON Annick
BLONDIN Maryvonne
BOULAY-ESPÉRONNIER Céline
BRISSON Max, Vice-President
BRUGUIÈRE Marie-Thérèse
BRULIN Céline
CASTELLI Joseph
DARCOS Laure
DUFAUT Alain, Secretary
DUMAS Catherine, Vice-President
DURANTON Nicole
GATTOLIN André

GHALI Samia
GROSPERRIN Jacques, Vice-President
GUILLAUME Didier
HASSANI Abdallah
HUGONET Jean-Raymond
JOUVE Mireille
KARAM Antoine, Vice-President
KAUFFMANN Claudine
KENNEL Guy-Dominique
KERN Claude, Secretary
LABORDE Françoise, Vice-President
LAFON Laurent
LAUGIER Michel
LELEUX Jean-Pierre, Vice-President
LEPAGE Claudine, Secretary
LOPEZ Vivette
LOZACH Jean-Jacques
MAGNER Jacques-Bernard, Vice-President
MALHURET Claude

MANABLE Christian
MÉLOT Colette, Vice-President
MONIER Marie-Pierre
MORIN-DESAILLY Catherine, President
NACHBAR Philippe
OUZOULIAS Pierre, Vice-President
PACCAUD Olivier
PIEDNOIR Stéphane
de la PROVÔTÉ Sonia
REGNARD Damien
RETAILLEAU Bruno
ROBERT Sylvie, Vice-President
ROUX Jean-Yves
SAVIN Michel, Secretary
SCHMITZ Alain
VÉRIEN Dominique

2.1.3 - Human Rights Defendeur

Jacques Toubon, Human Rights Defender
Genevieve Avenard, Children Defender

2.2. Educational actors

2.2.1 - Teacher unions:

SE-UNSA - Syndicat des Enseignants de l'UNSA
<http://www.se-uns.org/>

SGEN-CFDT - Syndicats généraux de l'Éducation Nationale de la CFDT
www.sgen-cfdt.org

SIES - Syndicat Indépendant de l'Enseignement du Second degré
<http://www.sies.fr/>

SNALC - Syndicat National des lycées et collèges
<https://www.snalc.fr/>

SNCL - Syndicat National des Collèges et Lycées
<http://www.sncl.fr/>

SNES-FSU - Syndicat National des Enseignements de Second degré
<https://www.snes.edu/>

SNESUP - Syndicat National de l'Enseignement Supérieur
<http://www.snesup.fr/>

SNFOLC - Syndicat National Force Ouvrière des Lycées et Collèges
<http://www.fo-snfolc.fr/>

SNPDEN - *Syndicat* des personnels de direction de l'Éducation nationale
www.snpden.net/

SNUEP - Syndicat National Unitaire de l'Enseignement Professionnel.

SNUIPP-FSU - Syndicat National Unitaire des Instituteurs Professeurs des écoles et Pegc
<https://www.snuipp.fr/>

SUD Éducation
<http://www.fo-snfolc.fr/>

UNSA Education - Union nationale des syndicats autonomes pour le secteur de l'éducation.
<http://www.unsa-education.com/>

UNSEN-CGT - Union Nationale des syndicats de l'Éducation Nationale FERC-CGT.

2.2.2 - Parents' associations:

FCPE - *Fédération des Conseils de Parents d'Elèves*
<https://www.fcpe.asso.fr/>

PEEP - Fédération des Parents d'Elèves de l'Enseignement Public
<http://peep.asso.fr/>

2.2.3 - Student unions:

FAGE - Fédération des associations générales étudiantes
<https://www.fage.org/>

UNEF - *Union Nationale des Etudiants de France*
unef.fr/

2.3 Media stakeholders

Some media channels have been identified to explain more deeply our rationale and research (education indexed journals) and to spread the word about the campaign (mostly in education magazines and education websites) and:

2.3.1 - Education indexed journals

Année de la recherche en sciences de l'éducation
Cahiers pédagogiques (CRAPS)
Diversité : ville, école, intégration (Canopé)
Les Dossiers de sciences de l'éducation (University of Toulouse 2 and ENFA)
Éducation et formations (Department of Education)
e-JIREF Évaluer. Journal international de recherche en éducation et formation (ADMÉE-Europe)
International Journal on School Climate and Violence Prevention / Journal International sur le Climat Scolaire et la Prévention de la Violence (University of Nice)
Penser l'éducation (University of Rouen)
Recherches & éducations (University of Nancy)
Recherches en éducation (University of Nantes)
Revue française d'éducation comparée
Revue française de pédagogie (IFÉ - Lyon)
Revue internationale d'éducation de Sèvres (Centre

international d'études pédagogiques)
Revue internationale de pédagogie de l'enseignement supérieur (RIPES)
Savoirs. Revue internationale de recherches en éducation et formation d'adultes (University Paris Ouest Nanterre La Défense)
Les Sciences de l'éducation - Pour l'Ère nouvelle (University of Caen)
Spirale (ESPÉ Lille Nord de France and University Lille 3)
Le Télémaque (University of Caen)
TransFormations. Recherches en éducation des adultes (University Lille 1)
Tréma (University of Montpellier)

2.3.2 Journalists

Association of Education journalists
<https://ajeduc.wordpress.com/>

2.3.3 Websites

Café pédagogique. Toute l'actualité pédagogique sur Internet
<http://www.cafepedagogique.net>

2. Identification of Italian stakeholders

Our European advocacy should become pervasive in demanding:

- To know about NVCT practices, concepts and networking in Europe.
- To stop misguided funding, based on projects very far away from pedagogy, science and from NVCT concepts and practices. (The first one is the Lombardy project about security video camera in Nursery, that may be put there with the intention to protect children from "violent teachers". It is an oddity, based on the opinion shared by politicians to give parents and children something looking as an answer to their fears or needs.)
- To fund teacher training in NVCT when they ask for it, because teachers are key.

We want to address our advocacy to:

3.1 - Policy makers

3.1.1 National level

3.1.1 a - Parliament

House of the Deputies (Camera dei Deputati)
 President
 Commission for Culture and Education
 Members:

Commission for Radio and TV services
 Members
http://www.camera.it/leg18/436?shadow_organo_parlamentare=2874

Commission for European politics
 Members:
http://www.camera.it/leg18/99?shadow_organo_parlamentare=2814&id_commissione=14

Senate (Senato)
 President
 Commission who worked on teachers training and violence/
 Members :
<http://www.senato.it/leg/17/BGT/Schede/CommissioniStoriche/0-00141.htm#>

Extraordinary Commission in Senate who worked on human rights
 Members:
<http://www.senato.it/leg/17/BGT/Schede/CommissioniStoriche/0-00075.htm>

Commission for Culture and Education
 Members:
<http://www.senato.it/leg/18/BGT/Schede/Commissioni/0-00007.htm>

Commission for European politics
 Members
<http://www.senato.it/leg/18/BGT/Schede/Commissioni/0-00014.htm>

3.1.1 b - Government:

President of the Council of Ministers (Consiglio dei Ministri)
 Minister of Education, Universities and Research (Ministero dell'Istruzione dell'Università e della Ricerca - MIUR)
 Minister: Marco Bussetti

3.1.1 c - Defender of Rights

Defender of Children Rights (Garante dei diritti dell'Infanzia)
 Filomena Albano

3.1.2 Local level:

Regional Councils like Lombardy Regional Council.
 The responsables for Education in the several cities (Assessorati alla pubblica istruzione)
 National Italian municipalities Association (Associazione Nazionale Comuni Italiani)
<http://www.anci.it>, President : Antonio Decaro.
 National Coordination of Local Authorities for Peace

and Human Rights (Coordinamento Nazionale Enti Locali per la Pace e i Diritti Umani)
www.entilocalipace.it or www.cittaperlapace.it

Coordination of Local Authorities for Peace
(Coordinamento Comuni per la Pace)
<http://www.cocopa.it/>

3.2. Educational actors

3.2.1 - Teacher Unions

CGIL - *Confederazione Generale Italiana del Lavoro*
Sede nazionale, Via Leopoldo Serra, 31 - 00153 Roma
Tel. +39 06 83966800
web: www.flcgil.it

CISL - Confederazione Italiana Sindacati Lavoratori
Sede Nazionale, Via Angelo Bargoni, 8 - 00153 Roma
Tel. 06 583111 - Fax 06 5881713

CISL Scuola (Unions of teachers)
<http://www.cislscuola.it>

UIL Scuola - Unione Italiana del Lavoro Scuola
(Unions of teachers)
<http://uilscuola.it/>

Sindacato Nazionale Lavoratori Scuola - SNALS
Sede nazionale: Viale Manzoni, 55 - 00185 Roma
<https://www.snals.it>

Confederazione dei Comitati di Base
<http://www.cobas.it/>

Unione Sindacale di Base - Scuola
<http://scuola.usb.it/>

Federazione GILDA-UNAMS. Associazione professionale degli insegnanti
<http://www.gildains.it>

3.2.2 - Students Unions

3.3.3 - Parents Associations

Agedo - Associazione genitori di omosessuali
Gimelli Fiorenzo info@agedonazionale.org

Care - Coordinamento delle associazioni familiari adottive e affidatarie in rete
Monya Ferritti <http://www.coordinamentocare.org/>

Age - Associazione italiana genitori
Rosaria D'Anna <http://www.age.it>

Agesc - Associazione genitori scuole cattoliche
Giancarlo Frare presidente@agesc.it

Cgd - Coordinamento democratico genitori
Angela Nava Mambretti genitoridemocraticicgd@gmail.com <http://www.genitoridemocratici.it/chi-siamo/>

Faes - Associazione famiglia e scuola
Giovanni Marchi segreteria@faes-scuole.it www.faes-scuole.it

Moige - Movimento italiano genitori
Maria Rita Munizzi segreteria@moige.it

3.2.3 Other

INDIRE - Istituto nazionale Documentazione, Innovazione, Ricerca Educativa
Main office: Via Michelangelo Buonarroti, 10 - 50122 Firenze
indire@pec.it

3.3.3 Media stakeholders

It is very important to insist that the media and publishers and people stop using “conflict” as a synonym or euphemism for “war”.

Consiglio nazionale dell'Ordine dei giornalisti
Via Sommacampagna, 19. 00185 Roma

Director of National Newspapers and radio-television (RAI)

3.4. Other actors

Pediatricians

Società Italiana di Pediatria
Alberto Villani presidenza@sip.it

Società Italiana Medici Pediatri
Giuseppe Mele presidenza@simpe.it

Associazione Culturale Pediatri
Federica Zanetto
<https://www.acp.it>

Società Italiana di Pediatria Condivisa
Claudio Paolo Frattini
<https://sipec.pediatria.it/sipec/organigramma/>

3. Identification of Spanish stakeholder

To identify the most relevant actors that we should focus on for the advocacy strategy, several categories have been analysed: University departments; teachers that teach majors related to conflict transformation; non formal teaching institutions (other NGOs, research centers, researchers, etc. that do advocacy); Student unions that can influence the university curriculum; schoolbook authors and publishers; school directors; family associations (CEAPA, FAPAC...); teachers' unions

(ANPE, USTEC...); donors and funders; the Department of Education and the department of Economy policy makers; Members of Parliament in charge of educational issues...

To prioritise the more strategic stakeholders, it is important to identify which are the “key actors”, those who take decisions on the educational policies. These can be, on the first hand those responsible at the education and pedagogy faculties to decide on the majors of the degrees, and at the same time, the quality commissions that exist in every Department to assess the adaptation of the degrees to the professional market.

As there is an existing framework with a comprehensive plan to promote peaceful coexistence at schools, the main objective of a strategy should be to make sure that this plan is implemented as announced some months ago. For this reason, other key actors will be the people in charge to implement the Strategic Plan for Peaceful School Coexistence (PECE).

The most strategic actors for the advocacy strategy have been identified, for the Spanish case, as: implementing actors of the PECE at the Ministry of Education, Culture and Sports; responsible people in the pedagogy and education-related university departments that define the key competences, majors and contents of those degrees; and the external commissions in those departments that assess to what extent the contents of the degrees are adjusted to the real needs of the future professionals.

The second degree of relevant actors can be composed by political actors in the opposition to monitor the implementation of the PECE, such as members of Parliament in the Education Commission, and especially those in opposition parties; Civil society actors and university teachers that can advocate for the need of teaching NVCT in universities, and teachers trade unions, and in particular ANPE “Teachers Advocate” service that monitors violence against teachers, and student unions.

A third degree of relevant actors could be school directors and family associations aiming at peaceful coexistence at schools; Donors and funders; and the Department of Education and the department of Economy, that although officially they don't have a say on university degrees, they still can recommend guidelines, and the agencies that assess quality at universities (ANECA, AQU) for the same reason.

Those stakeholders can be divided into public policy makers, educational actors and media.

Policy makers

As for policy makers, the most relevant for our advocacy strategy are:

- Departments: In Spain, a central Ministry of Education and Science sets the basic guidelines of the educational policies in the country. The Ministry of Education has launched a Strategic Plan for Peaceful School coexistence, which is a low profile program.

Every region has then a Department of Education, but the name and the competencies might be slightly different, depending on the region. In Andalusia, the Department of Education (Consejería de Educación) is in charge of life-long teachers' training, and teachers' vocational training, but universities are managed by the Department of Economy, Innovation, Science and Labour (Consejería de Economía, Innovación, Ciencia y Empleo).

In the Basque country, the Department of Education, Linguistic policy and Culture (Hezkuntza, Hizkuntza Politika eta Kultura Saila - Departamento de Educación, Política Lingüística y Cultura) includes universities and teachers' training.

In Catalonia, similarly to Andalucía, there is a Department of Education (Departament d'Ensenyament) that is in charge of teachers' training, but universities are part of the Department of Business and Knowledge (Departament d'Empreses i Coneixement).

- Inside the Spanish Parliament, the MP that are in charge of discussion the educational policies have been identified. These are the 48 members of the Education and Sports Commission within the Spanish Parliament (see full list below).
- Public quality agencies: The three regions have Institutions to control the quality of the education at the University level: these are called: Dirección de Evaluación y Acreditación (DEVA) in Andalusia, Agencia de Evaluación de la Calidad y Acreditación del Sistema Universitario Vasco (UNIBASQ) in the Basque Country, and the Agència per la Qualitat del Sistema Universitari a Catalunya (AQU) in Catalonia.

List of Spanish MP in the Education and Sports Commission

Martínez Saiz, Teófila (GP)
Presidenta
teofila.martinez@congreso.es

Meijón Couselo, Guillermo (GS)
Vicepresidente Primero
guillermo.meijon@congreso.es

Lorenzo Torres, Miguel (GP)
Vicepresidente Segundo
miguel.lorenzo@congreso.es

Tundidor Moreno, Victoria (GS)
Secretaria Primera
victoria.tundidor@congreso.es

Nogueras i Camero, Míriam (GMx)
Secretaria Segunda
nogueras@congreso.es

Agirretxea Urresti, Joseba Andoni (GV (EAJ-PNV))
Portavoz
agirretxea@congreso.es

Alba Goveli, Nayua Miriam (GCUP-EC-EM)
Portavoz
nagua.alba@congreso.es

Antón Cacho, Javier (GS)
Portavoz
javier.anton@congreso.es

Cruz Rodríguez, Manuel (GS)
Portavoz
manuel.cruz@congreso.es

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Pérez López, Santiago (GP)
Vocal

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Cuello Pérez, Carmen Rocío (GS)
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Fernández Gómez, Alexandra (GCUP-EC-EM)
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Salvador Armendáriz, Carlos Casimiro (GMx)
Adscrito

Salvador i Duch, Jordi (GER)
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Simancas Simancas, Rafael (GS)
Adscrito

Viejo Viñas, Raimundo (GCUP-EC-EM)
Adscrito

Martínez Santa María, Paloma
Letrada

4.2. Educational actors

The most relevant educational actors are:

- The universities that have degrees in education, the sample of universities that need to be taken into account is reduced to 22: 9 in Andalusia, 2 in the Basque Country and 11 in Catalonia (See the whole list in Annex 2).

List of teachers that train in contents close to NVCT in Andalusia, the Basque Country or Catalonia

Ayuso Marente, Jose Antonio
joseantonio.ayuso@uca.es
Cambio social, convivencia y cultura de paz
Infantil
Universidad de Cádiz (Andalucía)

González Sánchez, Miguel Ángel
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Cambio social, convivencia y cultura de paz
Infantil
Universidad de Cádiz (Andalucía)

Ribon Seisdedos, Maria Antonia
mariantonia.ribon@uca.es
Cambio social, convivencia y cultura de paz
Infantil
Universidad de Cádiz (Andalucía)

Casas Bolaños, José Antonio
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Convivencia en la escuela y cultura de paz en
Educación Infantil
Infantil
Universidad de Córdoba (Andalucía)

Palma, Andrés
andrespalma@ugr.es
Educación para la paz y en valores en la Educación
Infantil
Infantil
Universidad de Granada (Andalucía)

Montero, Immaculada
imontero@ugr.es
Educación para la paz y en valores en la Educación
Infantil
Infantil
Universidad de Granada (Andalucía)

Sáenz de la Torre, Luis Carlos
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Habilidades Sociales en Educación infantil
Infantil
Universidad de Huelva (Andalucía)

Martínez, M^a Carmen
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Autoconocimiento y Gestión Emocional
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Universitat Internacional de Catalunya

Camps, Jaume
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Competencia Emocional y Prosocialidad
Infantil
Universitat Internacional de Catalunya

Martínez, M^a Carmen
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 Educación Socio-Emocional en la Escuela de Infantil y
 Primaria
 Infantil
 Universitat Internacional de Catalunya

Asaranz, Antonio
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 El Conocimiento Emocional del Maestro en la
 Comunidad Educativa
 Infantil
 Universitat Internacional de Catalunya

Camps, Jaume
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 Proyecto Final: las Emociones en la Comunidad
 Educativa
 Infantil
 Universitat Internacional de Catalunya

Valls Arnau, Anna
anna.valls@uvic.cat
 La Convivència a l'Aula i a l'Escola. Prevenció i
 resolució de conflictes
 Primària
 Universitat de Vic (Catalunya)

- **Non-formal training organisations – private initiatives, free-lancers, NGO:** In either of the three analysed regions, the number of organizations or people which train in the non-formal sector are not so many, and it is usually part of their task, not as main occupation: many of the NGO, for instance, target their trainings about peace education to youngsters in a greater extent than to teachers; no specific teacher trainer organization is specialized in conflict management, but offers trainings as part of a large catalogue of other courses.

It also seems that these organizations usually operate separately, with little or no exchange between them as a way to exchange practices or to reflect from it.

- Other campaigns that advocate for educational issues are “Desmilitaritzem l'educació” (Let's demilitarize education) o “La Guerra no es un juego” (war is not a game), which campaign for the ban of military propaganda in schools and in educational fairs. Or several antibullying initiatives.

While all of them have a role in the implementation of the training in NVCT, not all of them are equally relevant for an advocacy strategy. Here are the actors that have been considered more relevant for advocacy purposes.

4.3. Media stakeholders

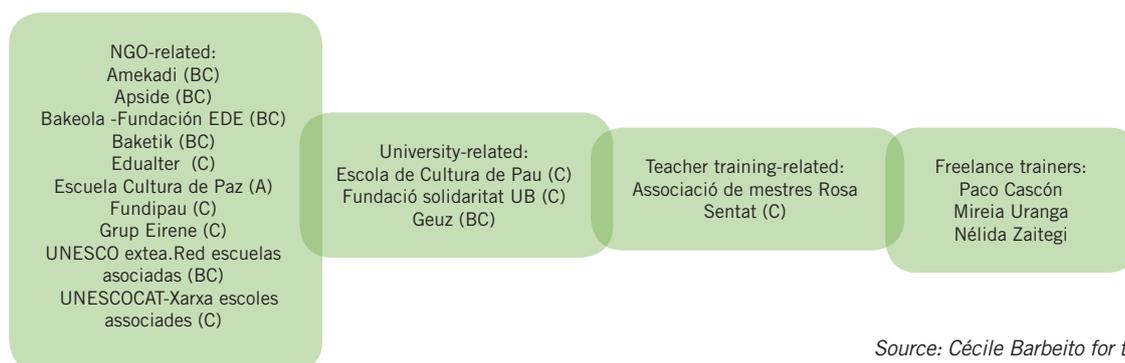
Some media channels have been identified to spread the word about the campaign (mostly in education magazines and education websites) and to explain more deeply our rationale and research (education indexed journals):

Indexed journals:

In total, 43 education indexed journals have been identified in Spain (see Annex 3), there is also the Global Education Journal, which is not indexed, but with a potential reader probably interested in the aims of the advocacy campaign.

- Alambique. Didáctica de las Ciencias Experimentales, Grao Educació de Serveis Pedagogics,1133-9837,1994Si
- Andecha Pedagógica, Colectivo Pedagógico de Asturias,1130-7641,1980,
- AOSMA,AOSMA,1887-3952,2007
- Aula abierta, Universidad de Oviedo, Instituto de Ciencias de la Educación,0210-2773,1973Si
- Aula de encuentro (Internet),Centro de Profesorado SAFA,2341-4847,2013Si
- Avances de investigación en educación matemática, Sociedad Española de Investigación en Educación Matemática,2254-4313,2012Si

Figure 2. Non formal NVCT training organisations in Spain



Source: Cécile Barbeito for the EduCATE project

- Bordón, Sociedad Española de Pedagogía,0210-5934,1949Si
- Catalan social sciences review, Institut d'Estudis Catalans, 2014-6035,2012,
- Comunicació Educativa, Àrees de Didàctiques Específiques de la Universitat Rovira i Virgili Moviment de Renovació Pedagògica del Camp de Tarragona,1575-9911,1990
- Cuadernos de Educación y Desarrollo, Fundación Universitaria Andaluza ,1989-4155,2009
- Didáctica (Madrid. Internet), Servicio de publicaciones. Universidad Complutense de Madrid, 1988-2548,20??Si
- Didáctica. Lengua y literatura, Universidad Complutense de Madrid, Servicio de Publicaciones,1130-0531,1988Si
- Didácticas específicas, Departamento de Didácticas Específicas de la Universidad Autónoma de Madrid,1989-5240,2009Si
- Docencia y Derecho, Universidad de Córdoba, Facultad de Derecho y Ciencias Económicas y Empresariales,2172-5004,2010
- Educa nova, Tirant lo Blanch,2445-270X,2007
- Educació i cultura, Universitat de les Illes Balears. Dept. de Pedagogia i Didàctiques Específiques,0212-3169,1981
- Enseñanza & Teaching, Universidad de Salamanca,0212-5374,1983Si,
- Guadalbullón, Universidad de Jaén, Servicio de Publicaciones,0213-2192,1983
- Huarte de San Juan. Psicología y Pedagogía, Universidad Pública de Navarra, Facultad de Ciencias Humanas y Sociales,1136-0828,1995
- Indivisa. Boletín de estudios e investigación, Centro Superior de Estudios La Salle,1579-3141,2000Si
- Investigación en la escuela, Díada Editora,0213-7771,1987Si,
- Música y educación,Musicalis,0214-4786,1988Si
- Notas. Educación de Personas Adultas, Consejería de Educación de la Comunidad de Madrid,1577-3019,1999
- Papeles Salmantinos de Educación, Universidad Pontificia de Salamanca, Servicio de Publicaciones,1578-7265,2001Si
- Pedagogia i treball social, Universidad de Girona,2013-9063,2011Si
- Primeras noticias. Comunicación y pedagogía, Fin Ediciones,1136-7733,1992,
- Revista de ciencias de la educación (Madrid),Instituto Calasanz de Ciencias de la Educación,0210-9581,1970Si
- Revista de Investigación y Divulgación en Psicología y Logopedia, Universidad de La Laguna, Facultad de Psicología,2174-7571,2011
- Revista de la escuela universitaria (1987),Universidad de Castilla-La Mancha
- Revista de psicología y pedagogía aplicadas, Ayuntamiento de Valencia, Instituto Municipal de Orientación,0482-6000,1950
- Revista Electrónica de Investigación y Docencia Creativa, Universidad de Granada,2254-

- 5883,2012Si
- Revista española de orientación y psicopedagogía (En línea),Asociación Española de Orientación y Psicopedagogía,1989-7448,1998Si
- Revista española de pedagogía, Universidad Internacional de La Rioja,0034-9461,1943Si
- Revista galega de psicopedagogía, Universidade da Coruña,1134-1114,1994Si,
- Revista internacional de apoyo a la inclusión, logopedia, sociedad y multiculturalidad, ENFOQUES EDUCATIVOS,2387-0907,2015
- Revista Jurídica de Investigación e Innovación Educativa, Universidad de Málaga. Grupo eumed.net,1989-8754,2010Si
- Studia paedagógica, Universidad de Salamanca, Instituto de Ciencias de la Educación,0210-7546,1978
- Tabanque (Palencia),Universidad de Valladolid, Secretariado de Publicaciones,0214-7742,1985Si
- Tecnología, ciencia y educación (Madrid. Ed. impresa),CEF,2444-250X,2015,
- Tecnología, ciencia y educación (Madrid. Internet),CEF,2444-2887,2015
- Tendencias pedagógicas (En línea),Departamento de Didáctica y Teoría de la Educación de la Universidad Autónoma de Madrid,1989-8614,2010Si
- Textos de didáctica de la lengua y de la literatura, Graó Educación,1133-9829,1994Si
- Uno. Revista de didáctica de las matemáticas, Editorial Graó ,1133-9853,1994Si

Educational magazines

Some educational magazines that have been identified are:

Cuadernos de pedagogía
Revista de Educación
Convives
Diario de la Educación.

Educational websites:

The main education websites, with the higher number of readers:

Tiching

Educación en Valores

As for the advocacy campaign purposes, it is more likely to prioritize the education magazines, mainstream media and websites than indexed journals, as the objective is to reach a broader public.

5. Identification of Swedish stakeholders

5.1. Stakeholders at the National level

A remarkable change in the field of conflict transformation education, would be if national politicians would commission the National Agency of Education a course for teachers and/or teacher educators in conflict transformation education on a national level – a collaborations between with and between HEIs.

In May 2017, a special established School commission finalized their report which now has been sent to politicians for discussion.

As the Swedish Higher Education Authority prepare and change the teacher education programs degree description they are an important actor in the field.

5.2. Stakeholders at the local political level (municipality) and course development (individual teacher educators)

In the limited framework of this study, Arja Kostainen (one of the members of the EduCAte team in Gothenburg) has chosen to interview three very different actors working with Conflict transformation. That is, a local politician was selected because she is the responsible politician for Education in the municipality. Helen and Peter were selected since they are course leader for the courses we selected as examples of “good practice”.

6. International institutions

The main stakeholders, not specifically based in Europe, but with a strong activity there, and with competencies regarding education and the promotion of NVCT, are as follows:

6.1 European Union

*Directorate General for Education and Culture*⁹

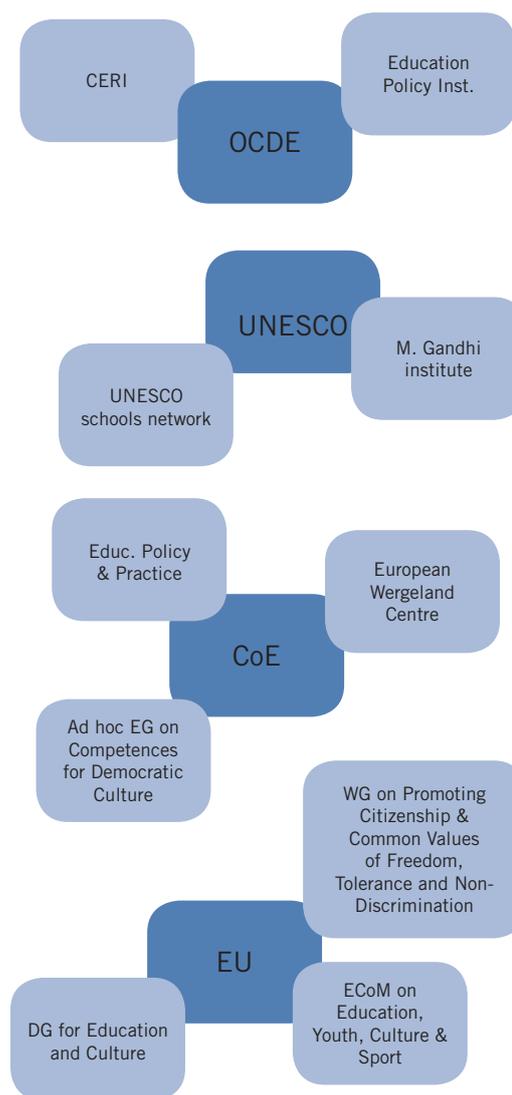
The Directorate General for Education and Culture (DG EAC) is the executive branch of the European Union responsible for policy on education, culture, youth, languages, and sport. DG EAC also supports these issues through a variety of projects and programmes, notably Creative Europe and Erasmus+. It is led by a Commissioner, Tibor Navracsics, and a Director General, Martine Reicherts, who report to the European Parliament.

*Working Group on Promoting Citizenship and Common Values of Freedom, Tolerance and non- Discrimination*¹⁰

9. http://ec.europa.eu/dgs/education_culture/index_en.htm

10. https://ec.europa.eu/education/policy/strategic-framework/expert-groups/citizenship-common-values_en

Figure 6. Map of stakeholders involved in NVCT teacher training in Europe and internationally



Source: Marjolein Delvou for the EduCAte project

ET 2020 Working Group providing a forum for exchange of key policy issues falling under the scope of the Paris Declaration. The focus lies on developing citizenship, fundamental values and non-discrimination in the different sectors of education and training.

Its main policy priorities are the four pillars of the Paris Declaration:

- Enhancing critical thinking and media literacy to develop resistance to all forms of discrimination and indoctrination
- Ensuring that children and young people acquire social and civic competences
- Fostering the education of disadvantaged children and young people and combatting discrimination
- Promoting intercultural understanding through all forms of learning

The Working Group is composed of government representatives from 36 countries, including EU Member States, Iceland, Norway, Switzerland, Albania, Serbia, Macedonia, Montenegro, Turkey as well as representatives of European social partners, stakeholder associations and international organisations. It started its work on 22 February 2016.

As mentioned above the Working Group outputs, to be delivered by June 2018, are:

- an online compendium of good practice
- key elements of a policy framework to support effective policies on citizenship education and inclusive education

*European Council of Ministers Education, Youth, Culture and Sport*¹¹

The policy areas covered by the EYCS Council are the responsibility of member states. The EU's role in areas of education, youth, culture and sport is therefore to provide a framework for cooperation between member states, for exchange of information and experience on areas of common interest.

The EYCS Council is composed of the ministers responsible for education, culture, youth, media, communication and sport from all EU member states. The precise composition of the Council depends on the items discussed in a particular meeting.

Council meetings are also attended by a representative from the European Commission - usually the Commissioner for education, culture, multilingualism and youth.

The EYCS Council meets three or four times a year; twice in its full configuration.

6.2 The European Wergeland Center

The European Wergeland Centre (EWC)¹² is a resource centre on education for intercultural understanding, human rights and democratic citizenship.

Their work builds on Council of Europe recommendations and policies, such as the Charter on Education for Democratic Citizenship and Human Rights Education, which was developed to make sure that the values of human rights, democracy and the rule of law are promoted in and through education.

EWC's main aim is to strengthen the capacity of individuals, educational institutions and educational systems to build and sustain a culture of democracy and human rights.

11. <http://www.consilium.europa.eu/en/council-eu/configurations/eycs/>

12. <http://www.theewc.org/Content/Who-we-are> & <http://eng.theewc.org/Content/Who-we-are/Staff>

The organization was established by the Council of Europe and Norway in 2008 and serves all 47 member states. EWC is governed by a board composed of representatives of the Council of Europe and Norway. Their offices are located in Oslo, Norway.

6.3 Council of Europe

*Steering Committee for Educational Policy and Practice*¹³

The Steering Committee for Educational Policy and Practice oversees the Council of Europe's programmes in the field of education and advises the Committee of Ministers on education issues.

Governments of the 50 States Parties to the European Cultural Convention are represented in the committee by senior officials from the general education and higher education sectors. Several non-governmental organisations (NGOs) in the field of education are observers to the committee.

*Ad hoc expert group on Competences for Democratic Culture*¹⁴

Martyn Barrett / United Kingdom
Developmental and social psychology, in particular intercultural competences, intergroup attitudes, national and ethnic enculturation, political and civic engagement, active citizenship.

Michael Byram / United Kingdom
Language education, intercultural competence and teacher training

Luisa Black / Portugal
History and civic education

Jaroslav Faltyn / Czech Republic
Strategic development of education, Education for Democratic Citizenship

Lars Gudmundson / European Wergeland Centre
Education policy, cross-curricular issues, curriculum development.

Claudia Lenz / MF Norwegian School of Theology
Intercultural education; history teaching; image of the other, Education for Democratic Citizenship

Pascale Mompoin-Gaillard / France
Social psychology and intercultural communication; Pestalozzi Programme

Ketevan Natriashvili / Georgia
Education policy; member of the CDPPE Bureau

13. <https://www.coe.int/en/web/education/cdppe>

14. [https://www.coe.int/en/web/education/working-groups#\["22597847":{}\]:\[0\]}](https://www.coe.int/en/web/education/working-groups#[)

Milica Popović /Serbia
Higher education policy, including the European Higher Education Area and the European student movement

Câlin Rus / Romania
Intercultural education, Education for Democratic Citizenship and Roma education

Salvador Sala /Andorra
Curriculum development, Education for Democratic Citizenship

Hilligje van't Land / International Association of Universities
Higher education, sustainable development and intercultural dialogue; rapporteur for the Andorran Chairmanship conference.

Natalia Voskresenskaya / Russian Federation
Education for Democratic Citizenship

Pavel Zgaga /Slovenia
Education policy, higher education; former Minister of Education

Mr. Joern Skovsgaard (Denmark)
Ms. Aune Valk (Estonia)
Ms. Francesca Crippa (EU)
Mr. Aki Tornberg (Finland)
Ms. Florence Lefresne (France)
Mr. Thomas Riecke-Baulecke (Germany)
Ms. Pia SALZ (Germany)
Mr. Gabor Halász (Hungary)
Ms. Björk Óttarsdóttir (Iceland)
Mr. Harold Hislop (Ireland)
Ms. Hagit Glickman (Israel)
Mr. Andrea Maccarini (Italy)
Mr. Masayuki Inoue (Japan)
Mr. Chae-chun Gim (Korea)
Ms. Jelena Muhina (Latvia)
Mr. Luc Weis (Luxembourg)
Mr. Antonio Avila Diaz (Mexico)
Ms. Jeanne van Loon (Netherlands)
Ms. Hege Nilssen (Norway)
Mr. Radoslaw Sojak (Poland)
Mr. Rui Eduardo Trindade Fernandes (Portugal)
Mr. Matej Siskovic (Slovak Republic)
Mr. Gregor Mohorcic (Slovenia)
Ms. Violeta Miguel Perez (Spain)
Ms. Anna Westerholm (Sweden)
Mr. Stefan C. Wolter (Switzerland)
Ms. Binnur Uzun (Turkey)
Ms. Emily Knowles (United Kingdom)
Mr. Thomas Brock (United States)

6.4 OECD

*Education Policy Committee*¹⁵

Chair:

Ms. Marie-Anne Persoons (Belgium)

Bureau Members:

Mr. Håkan Emsgård (Sweden)

Mr. Masayuki Inoue (Japan)

Mr. Aleks KALENIUS (Finland)

Mr. John McLaughlin (Canada)

Ms. Maureen McLAUGHLIN (United States)

*Centre for Educational Research and Innovation Governing Board (CERI)*¹⁶

Chair:

Ms. Hege Nilssen (Norway)

Bureau Members:

Ms. Florence Lefresne (France)

Mr. Gabor Halász (Hungary)

Mr. Harold Hislop (Ireland)

Mr. Andrea Maccarini (Italy)

Mr. Masayuki Inoue (Japan)

Mr. Thomas Brock (United States)

Members:

Mr. Patrick Donaldson (Australia)

Ms. Claudia Schreiner (Austria)

Mr. Jeroen Backs (Belgium)

Mr. Dominique Denis (Belgium)

Mr. John McLaughlin (Canada)

Mr. Jonathan R. Will (Canada)

Mr. Tomas Zatloukal (Czech Republic)

6.5 UNESCO

UNESCO Associated Schools Network¹⁷

The UNESCO Associated Schools Network (ASPnet) links educational institutions across the world around a common goal: to build the defences of peace in the minds of children and young people. The 10,000 ASPnet member schools in over 180 countries work in support of international understanding, peace, intercultural dialogue, sustainable development and quality education in practice.

ASPnet - a driver for innovation and quality in education - is recognized as an effective tool for reaching target 4.7 on Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) of Sustainable Development Goal 4 - Education 2030.

Mahatma Gandhi Institute of Education for Peace and Sustainable Development¹⁸

The Mahatma Gandhi Institute of Education for Peace and Sustainable Development was established with the generous support of the Government of India. We are an integral part of UNESCO, and the organization's specialist institute on education for peace and sustainable development to foster global citizenship.

15. <https://oecdgroups.oecd.org/Bodies/ListByNameView.aspx?book=true>

16. <https://oecdgroups.oecd.org/Bodies/ListByNameView.aspx?book=true>

17. https://aspnet.unesco.org/en-us/Pages/About_the_network.aspx

18. <http://mgiep.unesco.org/about-us/>



In 2009, the UNESCO General Conference decided to set up an institute focusing on peace and sustainability education based in the vast and rapidly growing Asia-Pacific region.