

MOTHERS FOR PEACE MOEDERS VOOR VREDE

Educational course about women in/and peacebuilding for students between 12 and 18 years old.





23 JUNI 2023

PREAMBLE

Moeders voor Vrede / Mothers for Peace is a Belgian organization located in Ypres. Their main aims are fighting for the rights of women and giving future perspectives to women who are victims of conflicts and violence. Together with the organization Mères pour la Paix, they started the NGO Mothers for Peace Afghanistan in 2002. The focus is to give women an equal role in conflict prevention and resolution, because this is a necessity to achieve more peace worldwide. In June 2023 they organized an international conference called 'Women at the Peace Table'. The Women at the Peace Table conference highlighted the importance of community-based organizations and women's involvement in promoting peace, emphasizing their roles in conflict prevention, resource protection, and sustainable solutions, while emphasizing the need for equal voice and resources to enhance peace prospects.

In this context, Mothers for Peace wants to create an educational course for students between the age of 12 and 18, to raise awareness and educate about the following issues. The course contains topics such as peace and conflict, the role of women in this and the question 'How can women be more included?' particularly, what one can do to keep and build peace. Editors of this Bachelor Thesis Research Project are 8 students from the minor program Transnational Social Work of the VIVES University Kortrijk, who collaborated with Mothers for Peace and the VIVES supervisor, dedicating 8 weeks to work on this task. The group consist of a international and divers selection of students with different backgrounds in social studies, education, religious pedagogics, cultural studies and applied psychology.

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1. INTRODUCTION

The socio-economic landscape today is characterized by increased interconnectivity among nations worldwide. Therefore, promoting peace-building initiatives while resolving potential conflicts becomes increasingly significant for building harmonious societies globally. For that reason, educating young people about principles and practices relevant in achieving these goals becomes crucial. This bachelor thesis shall aim to examine how high school students can learn more about women's contribution towards effective peace-building initiatives internationally. This will be done by developing appropriate learning materials collaboratively with "Mothers for Peace," an organization based in Ypres, Belgium targeting learners between 12-18 years.

Without question the involvement of women is essential to achieving successful peacebuilding outcomes. Both research, evidence and practical examples confirm that women play a vital role in preventing conflicts as well as resolving them when they do occur. Women bring invaluable perspectives from their own life stories as well as strategies for approaching conflict situations, leading to greater inclusivity; thus making for a longer lasting impact on any given community. This understanding aligns with the main agenda of Resolution 1325, adopted in 2000: "Reaffirming the important role of women in the prevention and resolution of conflicts and in peacebuilding and stressing the importance of their equal participation and full involvement in all efforts for the maintenance and promotion of peace and security, and the need to increase their role in decision-making with regard to conflict prevention and resolution" (United Nations Security Council, 2000). By recognizing and emphasizing these principles, Resolution 1325 seeks to utilize the transformative potential of women's contributions, paving the way for more inclusive and effective peacebuilding processes.

Strategies and methods in Peacebuilding shouldn't be limited to Western approaches and knowledge. In order to be decolonial, incorporating non-western knowledge, practices, and perspectives into peace education is crucial. By doing this, one may undermine the dominant Western-centric narratives, transcend them, and promote a more comprehensive and inclusive understanding of peacebuilding. Learning from local organizations that have knowledge on peace and conflict that has been shaped through personal experience, such as the Peacelabs in Lebanon or the Parent Circle - Family Forum in Israel, is beneficial (Peacelabs, 2022).

Education is key for the development of a future society that can live in peace. By equipping high school students with a fundamental knowledge of peace and conflict, they will be able to actively participate in peaceful transitions both inside and outside of their communities. Therefore, this thesis addresses the critical research question of: "How to educate high school students about the importance of women in/and peace building in an international perspective?". It recognizes the importance of collaborating with academics and various organizations engaged in women in peacebuilding, conflict resolution, and peace education. Through the collaboration of these stakeholders, the aim is to create an educational curriculum that is pedagogically sound and aligns with the perspectives and insights of those who actively participate in peace processes.

This bachelor's thesis is divided into different sections, documenting the development and examination of the problematic underrepresentation of women involved in conflict and peace work. Following this introduction, the exploration of literature will give an insight into relevant publications,

creating a foundation for the development process of the courses as well as exploring the problem and identifying the target group. This stage will cover a selection of strategies, communication styles, methodologies, and pedagogical considerations. In specific, nonviolent communication, experiential learning, peace and conflict studies, women in peace and conflict, resolution strategies, peace education, and the Belgian educational system. Additionally, the input and feedback received during interviews with people and organizations that work within the framework of peacebuilding will be included. Concluding the investigation, key findings and insights will be summarized into a memorandum promoting the given objectives to advocate women at the peace table through a political mandate. Furthermore, an article will be conducted which can be used for the local press and possible bachelor competitions "De Vlaamse Scriptieprijs 2023" to reach a broader audience and present the product publicly.

The project's practical development, including critical analysis, application, feedback and reflection, will be the main subject of the parts that follow. An instructional manual of the courses will be the ultimate output created based on systematic investigation and current happenings around the world. Insights into the quality of the created course, the applicability and suggestions for future improvements shall be provided in the results and conclusion sections.

1.1. OBJECTIVES OF THIS PROJECT ARE:

- ⇒ to create a learning resource that informs high school students about the significance of women in peacebuilding from a global viewpoint.
- ⇒ to embrace non-Western ideas, methodologies, and strategies in order to advance a decolonial viewpoint in peace education.
- to work together with organizations and people to collect different perspectives and input from experts in conflict and peacebuilding.
- ⇒ to include feedback from educators and teaching facilities on the final product to make sure the course is relevant, applicable, and effective.
- ⇒ to reach the target group by creating three different courses, each of which is adapted to the age group and level of knowledge of the students.
- to transfer the gained expertise into a memorandum promoting the mentioned issues on a macro level, targeting politicians and policymakers.

1.2. SUMMARRY

Summarized, the main objective of this bachelor's thesis is to empower pupils through providing them with information and skills, enabling them to understand the necessity of women in peacebuilding. It is important that pupils get a non-Western view. By providing this at a young age they get the chance to make up their minds with more information from different points of view. In the news they see, they normally see a westernized opinion, so through these courses it gives them other perspectives. It also gives them information about difficult topics but brought with it the theory of experiential learning in mind. By building the courses on the theory of experiential learning it was important to not just give the theory, but to give theory in an active form. In combination with conflicts that students

can somehow relate to at a certain age. The exercises provided are made to be interactive and reflective.

Experiential learning is the fundamental basis for the courses. Furthermore, the pedagogical research was also a big part and a critical part, because of such a hard topic that is trying to be tackled. Besides theory, the bachelor thesis also aims to give the teachers background information on how to give the courses, what they should be attentive for, crucial background information about the topics, etc. For example, trigger warning is important. Some of the pupils can be refugees from countries at/in war, the topic war is included within these courses so it's important to know how to guide these pupils. They can be going through a lot or more easily relate through their own experiences. A lot of interviews were also included in the bachelor thesis as theory. There were interviews with Razia from Afghanistan, The parent Circle, Pax Christi, etc.

In each course, there was made sure there were a check – in and check – out, a motivator, safe space and a booklet/zine included. These things should keep the pupils motivated and interested while learning about intense topics. Each topic is also explained through creative exercises. The role of education in peacebuilding is very important. If pupils get those educations, they are more likely to be able to actively participate in peaceful transitions within and outside of their community. Firstly, it can be nicer for the pupils to have a more interactive and creative course, but it's also helpful for their identity development to get more perspectives.

The aim of this bachelor thesis is to spread the message why women are important in/and peacebuilding. Teachers have the freedom to adapt the courses to their liking and the level of the pupils. The educational courses can be found on the site of Mothers for Peace: https://mothersforpeace.be/ (Moeders voor Vrede)

The Peace Conference on the 17th of June in 2023 was also a big part of this. Through this conference, there was a lot of useful and extra information to use in the bachelor thesis.

Such as this powerful statement:

"If war is the business of men, then peace must be the business of women." – Annie Matundu Mbambi

The results of this bachelor thesis are found at the end, in the conclusion.

2. ANALYSIS OF THE PROBLEM

This course is meant to educate high school pupils on the topic of peace and conflict, the role of women and to question how women can be more included and what we can do to keep and build peace.

In our society women are often not included in political decisions and processes and don't have the chance to participate in peacebuilding. The organization Mothers for Peace wants to improve the situation of women in conflict and advocates for equality and more inclusion of women in peace negotiations. Regarding this, Mothers for Peace also pointed out the UN resolution 1325, which calls for more women in peacebuilding processes.

In politics, there are more male voices. It's very unequal, while all voices need to be heard in peace negotiations. Women are as important as men voices. Women have different insights on the things and those insights can help with the negotiations.

2.1. CONCRETE PRODUCTS AND SERVICES TO BE DELIVERED:

The product the students need to deliver is an educational course for 400 pupils between the ages of 12 years old and 18 years old. The educational course will be adaptable for the different age groups (12- 14 years old, 14- 16 years old, 16- 18 years old) and will be delivered in an English and a Dutch version. The goal is to communicate and bring the message: "Women are an indispensable link when it comes to sustainable peace" of the organization towards the target group.

If time allows it, the task could be extended to preparing a memorandum for the elections of 2024. In this case, the target group would be politicians, aiming to convince them of the importance of women in peacebuilding. Additional actions and services to achieve this goal can be taken.

2.2. MAKING THE YOUNGSTERS REFLECT AND DO IT IN A CREATIVE WAY

The main goal of the educational course is to give the message and make the secondary pupils reflect more on those topics and create awareness. A creative course is important. To guarantee the quality of this, we come from interdisciplinary backgrounds such as psychology, (transnational) social work, European cultural society, and special educational care work.

Every member has their own expertise in the work field consisting of international social work, applied psychology, social educational care work and European culture and society studies.

3. EXPLORATION OF THE PRACTICE

This bachelor thesis groupwork could not start without proper guidelines.

We first made agreements between the group members so that all expectations were considered. The group contains of Eight members so open communication is needed. The work is done with an international perspective and different nationalities from Belgium, Germany, and Cameroon. On that account everyone has their own strengths, expectations, and experiences to help the groupwork reach the pre-selected goals.

Our main values during the Eight weeks of hard work were open communication, respect, democracy and making sure everyone was heard. Everyone is equally important and must feel that way in group context. Every week new persons were assigned for the task of chairman, reporter, and timekeeper. This was important to give everyone the chance to grow in group roles they are not that comfortable with. Every week there was time preserved for group reflections, teambuilding, and peer evaluation.

The first week was mainly focused on getting to know each other in the group and exchanging our values and knowledge around group work, peace, and women in peacebuilding. Here we explored the problem and met with the client organization Mothers for Peace (MFP). The organization was already known by everyone in the group, which made it extra exciting because we all look up to their work. After our meeting with the coordinator of MFP Evie Lootens, we created the collaboration agreement for the bachelor thesis.

This agreement gives clarity on the general setting of the project, the concrete assignment, the arrangements, the means, and the property rights. This got signed by all the students, the contact for MFP Evie Lootens and the bachelor thesis supervisor Sabine Poleyn. A timeline with 'deadlines' was also established for the group to have a guideline for the coming weeks. We chose not to put concrete dates to our deadlines. The reason for that is to give ourselves the flexibility to take enough time for every phase in the groupwork process. This timeline can be found in the appendix. The second week the real work started and that mainly focussed on literature study. The main topics were chosen and divided to research: pedagogical methods, education goals, conflict methods, peace and gender. To finish of this phase presentations were given to each other of each topic. This was done to prevent double work and link all the topics together.

Afterwards the focus was on choosing the topics and methodologies to use in the educational course. That happened in week three with the help of a big brainstorm. The brainstorm was prepared by two team members and was done in a room in the organization De Stroate in the city center of Kortrijk. There was possibility to walk around and stick all our ideas on a big wall. The change of location gave us more creativity to work out the different templates of the educational courses. The specific topics and methodologies were decided for every course.

Next to the brainstorm we made the decision to do interviews with relevant organisations to collect more information and different views on the topic's peacebuilding and women in peacebuilding. Around 6 organizations/individuals were contacted who have professional knowledge of conflicts in Israël, Uganda, Ukraïne-Russia, Afghanistan and Congo. All these interviews are going to be recorded so fragments can possibly be used as video material in the educational courses. This with the intention to give more non-western and international voices the foreground in this topic.

4. STUDY OF THE LITERATURE

Before any practical stuff like making an educational course could be done, the focus was first on literature study. By each conducting good research on the needed topics, a good base would be formed to go deeper into the practical implementation of an educational course. There was a mutual feeling between the group members to really invest enough time in this exploration phase to get more personal knowledge in the topics and to gain enough inspirations for the next phases of the process.

The main topics that were chosen to research were pedagogical methods, education goals, conflict methods, peace, and gender. The topics were tackled by one or several persons. In this chapter you can find all the most relevant information that was used to create the end product, the educational course.

4.1. PEDAGOGICAL METHODS

It's important to have a good pedagogical base when you work with high school students. Educating them is one thing but doing it with care and taking everything and everyone into account, is another. With the pedagogical research, the goal is to make sure that the heaviness of certain topics won't be forgotten. That's why trigger warning for example, is one of the researched topics.

Another thing mentioned, is that it can be hard to take everyone's process into account. That's why there is research done from courses from VIVES on development. With this research, the process each youngster is going through and what the difficulties are becomes visible. The educational course on each individual's development can be adapted. A small part of research on the culture aspect was done. It's important to see the differences between this and to take the advantages of it. We took communication in our research because we want to adapt our work to the right ages. We also researched on the didactic plan. Because it is an educational course, we want to make sure to do it in the correct steps.

4.1.1. DEVELOPMENT

Peace education can be taught to teenagers and young adults in various ways. There are a few **development theories** that seem to give us a few key points we can keep in mind while writing our own peace education.

First of all, there is **social learning**, a theory developed by Bandura. This theory teaches us that students learn directly from their environment and through observation. An experiment linked to this theory is the Bobo doll experiments, where 2 groups of kids get confronted with a doll. Kids who had an aggressive doll, acted more aggressive towards other kids too, while kids with a passive doll didn't do this. This shows us that good role models can set examples for younger people. If we look at current bad role models, social media is a term that often comes back. In our educative courses, we have to set good examples and role models, to avoid the teenagers getting influenced too much by social media (Spruyt, Elchardus, Roggemans, & Van Droogenbroeck, 2015).

A second theory is **socio-affective learning**, a theory in which Romiszowksi and Van Parreren are involved. As the name suggests, this theory refers to the development of the emotional life, attitudes and social skills. These attitudes contain 3 competences: a cognitive one (e.g. knowledge about a conflict), an affective one (e.g. respect, friendship, ...) and a behavioural one (e.g. learned relationship skills). There are 3 factors who can influence these attitudes. It are these 3 factors that can play an important role while teaching about peacebuilding: the situation or how you get into contact with something (e.g. having a positive perspective while thinking about positive contacts you had), identification or how you identify with someone (e.g. messages from people that young adults look up to) and information (e.g. teaching about consequences of war) (Spruyt, Elchardus, Roggemans, & Van Droogenbroeck, 2015).

A third theory is the **social-cultural development theory** by Bronfenbrenner. He sees young adults together with their environment and how this can influence them. Teenagers acquire knowledge through interactions they have with others who already possess certain information, such as parents or teachers. For our educative courses, this points out how important the school environment is for our target group. It shows an example of peace: respect between teachers, seeing other kids interact with their parents, etc. Even though we will make educative courses about conflicts and the lack of women rights in certain places around the world, we can't forget to keep a safe and peaceful environment in our courses too, where the students can for example interact with each other and/or with their teacher. Another thing that we have to keep in mind, is that not only the students will be affected by our educative courses. An example given by the social-cultural development theory, is that you can go to a different environment to teach about peacebuilding (Spruyt, Elchardus, Roggemans, & Van Droogenbroeck, 2015).

A fourth theory to consider is **Erikson's development theory**, which focuses on the stage of adolescence between the ages of 12 and 20. During this period, individuals can have issues with their own identity and various roles they can play in society. They engage in a search for self, exploring questions such as their own identity, public observations of them, and the individuals they aim to become. Therefore, it is important to provide a broad range of perspectives to adolescents during this transformative phase. This course aims to assist them in navigating these profound questions, encouraging self-reflection and introspection regarding their true selves and desired identities. Furthermore, it is crucial to recognize that fidelity, the establishment of a consistent and genuine sense of self, is a fundamental aspect of this developmental stage (IPO, n.d.).

4.1.2. CULTURE

Etnocentrisme

- Tendency to view the culture in which we grew up as a yardstick for judging others
- Positive consequences; sense of togetherness

Negative consequences: discrimination, racism, nationalism



Cultural relativism

- Trying to understand a culture using the values, norms and standards that apply within the culture itself
- Each culture = its own specific way of adapting to the demands of the environment

(Cox, 2020)

4.1.3. TRIGGER WARNINGS

When a person is exposed to intense stress or feels involved in stories about traumas from other, they can experience **secondary traumatisation**. Another way that this can develop, is through being exposed to bad news repeatedly, especially when intense images are involved. When we chose pictures or stories for our educative courses, we have to consider if these are too intense for students or not, to avoid causing secondary traumatisation (Compagnon, 2021).

Since there are a lot of refugees in Belgium, there is a possibility that our educative courses will reach **minor refugees** who are going to secondary schools in Belgium. It's important to be aware of this and prepare advice for teachers in case they come into contact with these students. There is a possibility that these students have PTSD (De Maesschalck, 2019).

There are five big **risk factors for PTSD**. First of all, there is the nature of the trauma, such as the war itself or witnessing life threating moments. Secondly, the parental support can be limited or absent due to migration. Then the migration process itself can be very stressful too. The minors can also be very uncertain about their future and adapting to a new culture can be stressful (De Maesschalck, 2019).

Teachers of these minors, are in a position where they can try to support them. There are a few **tips** prepared by the organisation Solentra for this. First of all, it's important to address the resilience of the child and to look for talents that can be valued and encouraged. School related tasks and activities can also be encouraged, to get more structure back. Teachers can also try to be a positive role model for the kids, to create positive experiences with adults. The children can be supported by making a connection to their new environment. This can be done by trying to understand the frame of reference of the kid. Lastly, teachers should be attentive for referral when the child's development is at risk and can try to make connections with positive memories or experiences from their past (De Maesschalck, 2019).

4.1.4. COMMUNICATION FORMS

The target group of our project is teenagers and young adults between the age of 12 and 18. Since our course would be divided into 3 parts (age 12-14, 14-16 and 16-18), we wanted to look into the various ways of communicating that exist within these specific age groups. The scheme underneath explains shortly different aspects of connecting with these people. While creating our educational courses, we can keep this scheme in mind and adapt our lessons where possible (Delfos, 2005).

	Age 12-14	Age 14-16	Age 16-18
Metacommunication	Empathize expertise	Connecting	Intention and equality
Form	Talking, short	Talking, to the point	Talking, long but with certain conditions
Verbal aspect	Experience with talking to refine communication	More discussion than exchange	Put what they say in a bigger context
Non-verbal aspect	Signals of insecurity, respect distance	Signals of resistance	Signals of impatience, physical support possible
Interrogation techniques	1) Open questions2) Closed questions	More open questions, more asking than explaining, using expertise	Open questions, let them discover
Motivation	Social desirability	Interest	Mutual equality

(Delfos, 2005)

4.1.5. COMMUNICATION METHOD: LINEAR VS. CIRCULAR THINKING

Linear thinking is more commonly used in Western culture, it focuses more on a chronological and structured approach to education. It follows a straightforward path where theories are presented to pupils, allowing them to acquire knowledge in a step-by-step manner. Under this framework, students are assessed based on their grasp of the given theories. The emphasis lies on a linear progression of information, from the initial concept to succeeding presentations or evaluations. This method is more focused upon a clear and logical framework for learning, enabling pupils to build upon foundational knowledge systematically.

On the other hand, circular thinking offers an alternative perspective, inviting the pupils to explore interrelationships and mutuality between different topics, conflicts, or themes. It introduces a cause-and-effect framework that challenges students to engage in a reflective and critical thinking. By presenting concepts in a circular manner, the pupils can be more encouraged to view knowledge as an interconnected web rather than a linear progression. Circular thinking recognizes that everything is connected, with behaviours and interactions forming a complex and ongoing network of connections. This approach nurtures a wider understanding of topics, critical thinking skills and encouraging pupils to consider the broader effects and complexities of topics they encounter. (Hogeschool VIVES)

4.1.5.1. DIDACTIC MODEL

Learning plan ("Analysis of the various components of didactic acting")

Model of 'Van Gelder'



There are a few functions of a didactic model; it's a tool of thinking (reduction of complex total) and it facilitates coherent reasoning about a particular practice, shortcomings, and problems.

There are also a few conditions for a good didactic model. First, the model should be simple. If it is too difficult the essence of the model is gone. The link between the practice and the model must also be clear. So, the transfer to the practice goes easier. At the same time there also should be indications for the practice. If the people don't see the link, they will not take it that fast to practice. It's important to not make it too focused on one thing.

A non – linear consideration of the process is essential. Because learning is a never-ending story and learning can't be reduced to a cause – effect process.

The didactic model is also a cyclical process.

The didactic model includes different components. The first component is the **goals**. You need to make sure from beforehand what the goals are, what you want to achieve, who you want to reach, etc.

After you made the goals clear, it's important to have a **start situation**. To realize the goals and to get a realistic view, it is important to have a good sight on the start situation or influencing factors. For example; what is the begin level of the high school students? What interests do they have? etc. when you know exactly what the starting point of the learning process will be and if there is also clarity about the objectives to be achieved, you can continue. Sometimes it is also needed to do some research on the begin situation. If you have your start situation clear, you can start the thinking process. In this process you are detecting and listing relevant initial conditions. Then you can start the 'looking phase'. There you start observing the start conditions. And after that, you are ready to take your start position. Another important thing to take into consideration is the 'REDICODI' method (Remediation, Dispense, Compensation and Differentiation). Those methods are vulnerable in classes. Because every student is different, and every student needs their own actions in learning.

If you have a good view on your starting point, you can start to **develop strategies**.

We're first going to explain to ASA – model (see picture). The ASA – model helps the learning process. The components of this models are based on principles. First you have the 'activity principle'. This is based



on active methods to motivate your target group. You also have the 'motivation principle', this principle takes into account to create a situation who invites them to learn. And most important, the integration principle. With this principle they are making sure that the kids not only know the theory, but also knowing how to transfer it to the practice. The repeat principle is obvious, you just need to make sure you keep on working and repeating the things you've seen with your target group. Like we already said, every person is different, and every person has his or her own method of learning. Therefore, it is important to keep the individualisation principle in mind.

If you made your strategies concrete, you could go over to the **practice**. You have two different forms of learning. First of all, you have 'indirect learning' this is a context where students don't have any contact with the practice. At the opposite you have 'direct learning'. This is learning via a real practice situation (for example an internship).

If the transfer to practice is clear, you can start with the **evaluation**. In this phase it is important to find out which learning objectives have not been achieved or have been insufficiently achieved in order to be able to take the appropriate measures for adjustment, in order to intervene, if necessary, in the event of gaps or shortcomings. During the evaluation, therefore, there must always be feedback to the objectives. To help with this, there are different forms of evaluation.

A first form to evaluate a group is a *formative evaluation*. In this evaluation checks the teacher continuously what the students learned and to what extent they achieve the learning goals. In this evaluation it is very important to have a self – reflection and meta cognition. Next, we have summative evaluation. It's a final verdict you get and often given in a form of a grade. You decide whether the person has sufficiently achieved the final goals. With formative you reflect on this earlier to gain insight into the development Product and process is the main important thing in this one. Also, how you interpretate the evaluations (Casier, 2021).

4.2. Non-Violent Communication by Marshall Rosenberg

Non-violent Communication (NVC) is a theory also known as compassionate communication. Developed by Marshall Rosenberg who was strongly influenced by his experiences of bullying, discrimination, violence and race riots during his childhood in Detroit. Rooted in these, he questioned to what extent a connection exists between the ability to do good to others, contributing to their well-being or actively harming others. Throughout academical research he concluded that individuals enjoy contributing to the well-being of others but are restrained in their natural instinct through dominant social cultural and structures which have a violent tendency.

"Marshall did not only define violence in terms of people's attempts to hurt one another, but quite crucially also, as any use of force aimed at coercion. According to this premise, violence is what results when those with power use force as a domineering tool" (Besigye Bazirake & Zimmermann, 2018).

NVC therefore promotes non-violence, starting with communication. The so-called giraffe language, a communication approach, nurtures peaceful relations and self-expression as well as empathy for oneself and others. Thereby, the giraffe embodies traits such as empathy, compassion, understanding and the will to find a mutually advantageous solution. The strength of the giraffe is kindness and the ability to look past a present situation, argument, problem or fight. The jackal on the other hand

embodies violence and harmful ways of expression, judgment, criticism, moralizing, accusations, revenge and demands. Cultivating negativity and blame, the Jackal communicates solo based on his or her emotions and triggered feelings. On that account embracing the giraffe language by assuming that individuals do not want to hurt per se but have equally human needs that need to be realized, while respecting one's own responsibility to live out those needs, emotions or feelings is beneficial for constructive and non-violent communication. (Besigye Bazirake & Zimmermann, 2018)

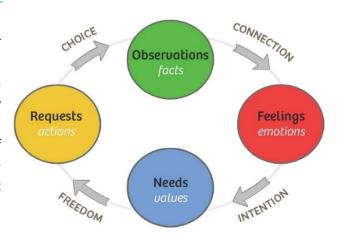
Analysing something first instead of directly observing and evaluating it, actively perceiving one's feelings and identifying triggers supports self-reflective action. On the basis of this, it is possible to make clear demands in order to reach a common understanding and a solution. In doing so, Nonviolent Communication is intended to create a space in which individuals can get in touch with themselves and others, in order to use their natural mechanism of giving supported by the perception of needs. (Besigye Bazirake & Zimmermann, 2018)

In order to learn non-violent communication, there are different possibilities, most frequently role plays are used however also books hand puppets empathy cards or short clips and video explanations can be used particularly for a younger target group. Critically viewed is NVC on the prospective of formulating insults or swear words as a form of expression of emotions and needs. In addition, the method is said to have little sensitivity to power dynamics and structural inequality and is therefore of limited applicability.

NVC offers practical tools to develop communication skills, conflict solution and supportive relationships. Based on the belief that individuals have a natural desire to support each other's well-being, raising empathy and understanding aims to transform anger into serenity and violence into peace (Besigye Bazirake & Zimmermann, 2018).

4.2.1. THE 4 STEPS OF NVC

Non-violent communication consists of four main components: observation, feeling, need, and request. First, individuals observe a situation without judgment, then they identify the emotions that the situation evokes in them. Following the identification of underlying needs that are driving these emotions, and finally, making a request that takes these needs into account.



(Agile Coffee, n.d.)

Observation means looking at a situation without judging or blaming others. For example, instead of saying "You're always late," using NVC one might say "I noticed that you arrived 15 minutes after our agreed meeting time."

Feeling means identifying and expressing the emotions that are present in the situation. For example, one might say "When you arrived late, I felt frustrated because I was waiting for a long time."

Need means identifying the underlying needs that are driving those emotions. For example, one might say "I need punctuality and respect for my time in order to feel valued and respected."

Request means asking for what the person needs in a clear and respectful way. For example, one might say "In the future, can we agree on a specific meeting time and make sure we arrive on time?"

4.2.2. EXAMPLE OF NVC

Two students, Hadi and Mira, are working on a group project together. Mira feels frustrated because Hadi is not contributing as much as she would like. Instead of blaming Hadi, Mira uses NVC to express her needs and feelings.

She says, "I noticed that you haven't been contributing as much to our project, and I feel frustrated because I want this project to succeed. I need everyone to contribute equally so that we can all feel proud of our work. Can we work together to come up with a plan for how to move forward?".

Using NVC Mira is able to express her needs and feelings in a way that is respectful and non-blaming, which can help to create a more positive and collaborative environment for the group project (Besigye Bazirake & Zimmermann, 2018).

4.2.3. RELEVANCE FOR CONFLICT AND PEACEBUILDING

In terms of conflict resolution and peace building, NVC can be a powerful tool to **foster comprehension** and **facilitating discussions between opposing parties**. Encouraging individuals to approach communication with empathy, authenticity, and assertiveness can help to de-escalate or prevent conflict and promote peace. By emphasizing the importance of mutual respect and understanding, power imbalances can be addressed, and more inclusiveness created. **Goal is to promote compassionate communication and conflict resolution.**

4.2.4. EXAMPLES OF THE USE OF NVC IN POLITICAL CONFLICTS:

Conflict between Israel and Palestine:

In the 1980s, NVC was introduced to both sides of the conflict as a means of promoting dialogue and understanding. The Parents Circle-Families Forum, a group of Israelis and Palestinians who had lost family members in the conflict implemented the method within their work. They used NVC to share their stories and emotions with each other, and to find common ground despite their different backgrounds and experiences (חורם המשפחות השבולות, n.d.).

Conflict between the Tamil Tigers, militant separatist and the government in Sri Lanka:

Through various workshops and non-violent communication, both parties were brought to the table and a joint solution was sought. In the process, the dialogue between the Tamil Tigers and the government has been improved, as has their relationship across political and ethnic differences. Even

though the conflict continued, the methods of non-violent communication were used to create a basis for both parties to come together (UNDP, n.d.).

4.3. EXPERIENTIAL LEARNING

Kurt Hahn is the founder of experiential learning. He was a forward-thinking German educator that changed education by focusing on character development and practical skills alongside academics. He believed that challenging outdoor experiences could transform individuals, boosting confidence, empathy, and strong friendships. Hahn's ideas still influence education and inspire teachers worldwide (Outward Bound International, n.d.).

Experiential learning is an ongoing didactic method that encourages active engagement and participation, extending beyond the boundaries of the classroom to include learning opportunities within one's home and immediate environment. It involves students directly interacting with real-world situations (Ukraine-Russia, Congo, Afghanistan), reflecting on their experiences, and representing understandings from their observations. By combining theory with practical application, experiential learning raises deeper understanding, critical thinking, and the development of essential skills. Teachers serve as facilitators, creating environments that encourage exploration and guiding students through the learning process. Experiential learning enhances student engagement, motivation, and the achievement of convenient life skills, preparing pupils for success in various educational and professional contexts (Ploeg, 2011).

4.3.1. BACKGROUND KURT HAHN AND OUTWARD BOUND INTERNATIONAL

Experiential learning is an innovative educational approach developed 80 years ago by Kurt Hahn, a German educator from a Jewish background. K. Hahn initially taught physical education but had to change his focus due to sunstroke. He then pursued philosophy studies at universities in Germany and England (Ploeg, 2011).

Hahn's ideas were put into practice at Gordonstoun school in Scotland during the 1930s. His curriculum emphasized not only academic achievements but also the development of physical skills,

outdoor living, expeditions, and personal projects. Hahn believed that character development was equally important as academic success.

During World War II, K. Hahn partnered with Sir Lawrence Holt, a British shipping baron, to teach essential survival skills to young British sailors. This collaboration



strengthened the role and with that Outward Bound as an experiential learning platform grew. K. Hahn discovered that individuals who faced challenging outdoor situations gained confidence, redefined their abilities, showed compassion, and built strong bonds with their peers. This led to the expansion of Outward Bound internationally, with at its core the aim to inspire personal growth, encourage

strength, and develop leadership skills through immersive outdoor experiences (Wilderness expeditions, team-building challenges, rock climbing, sailing, and much more).

The name "Outward Bound" refers to a ship leaving the safety of the harbor to venture into open



waters. Outward Bound's approach is rooted in the belief that people learn best by stepping outside their comfort zones and facing real-life challenges. Pupils are encouraged to push their own boundaries, overcome barriers, and develop more confidence and growth. Through the experiences/exercises, pupils gain valuable life skills such as problem-solving, effective communication, decision-making, and teamwork. The focus is then not only on physical abilities but also on

emotional intelligence, self-awareness, and empathy. Pupils are encouraged to reflect on their experiences, examine their strengths and weaknesses, and discover their potential for personal growth and positive impact.

One unique aspect of Outward Bound is the intentional use of the natural environment as a powerful educator. Participants engage with nature firsthand, appreciating its beauty, understanding its ecological significance, and learning to be responsible stewards of the environment. This connection to nature fosters a deep sense of environmental awareness and sustainability.

Outward Bound programs cater to diverse groups, including students, professionals, veterans, and individuals seeking personal growth and leadership development. Overall, Outward Bound continues to inspire individuals to challenge themselves, develop essential life skills, cultivate a sense of purpose, and forge lifelong connections. Through its transformative outdoor experiences, Outward Bound empowers individuals to become resilient, compassionate, and impactful leaders in their communities and beyond (Outward Bound International, n.d.).

4.3.2. KEY COMPONENTS

Experiential learning contains a set of key components that are crucial to its effectiveness and integration within the educational courses. These components form the foundation of the experiential learning process and help facilitate meaningful learning experiences for the pupils. Understanding and implementing these components is vital for creating an engaging and impactful educational program. Let's explore these key components in more detail:

Components	Variation
Surrounding	Could be more or less risky/unusual
Activities	More or less structured or more or less complex
Reflection	More or less going in depth
Aftercare	More or less intensive
Leadership	More or less qualified
Goals/achievements	Broad or narrow

(Ploeg, 2011)

SURROUNDING

The surroundings or environment in which experiential learning takes place plays a crucial role in shaping the learning experience. The physical setting, resources, and atmosphere should be carefully curated to create a supportive and conducive learning environment. This includes factors such as safety, comfort, accessibility, and the inclusion of natural elements when possible (Ploeg, 2011).

ACTIVITIES

Engaging and communicating activities form the core of experiential learning. The activities are designed to actively involve the pupils in dynamic experiences, problem-solving tasks, group challenges, or reproductions. By submersing pupils in activities/exercises, they have the chance to apply their knowledge and skills, collaborate with their peers, and gain practical insights into different topics (Ploeg, 2011).

REFLECTION

Reflection is a fundamental component of experiential learning. It involves deliberate and structured opportunities for pupils to reflect on their experiences, thoughts, emotions, and actions. Through guided reflection exercises, discussions, journaling, or debriefing sessions, pupils can extract meaning from their experiences, identify patterns, and gain self-awareness. Reflection enables deeper learning and the transfer of knowledge to real-life situations (Ploeg, 2011).

AFTERCARE

Aftercare refers to the support and follow-up provided to pupils after the educational courses end. It includes activities, resources, or guidance that help participants integrate their learning into their daily lives or future endeavors. Aftercare may involve debriefing sessions, additional learning materials, mentorship, or referrals to relevant resources. By offering aftercare, the learning experience can have a lasting impact and facilitate continued growth (Ploeg, 2011).

LEADERSHIP

Effective leadership is crucial for facilitating experiential learning experiences. Teachers of facilitators play a vital role in creating a positive and engaging learning environment. They guide and support pupils throughout the process, provide clear instructions, foster collaboration, offer constructive feedback, and encourage reflection. Strong leadership ensures that participants feel supported and motivated to actively engage in the learning activities (Ploeg, 2011).

GOALS/ACHIEVEMENTS

Clear goals and objectives are essential in experiential learning. These goals provide a sense of direction and purpose for pupils, but also teachers. Goals may focus on individual growth, skill development, problem-solving, teamwork, or specific learning outcomes. The achievement of these goals is assessed through various means, such as self-assessment, peer feedback, or instructor evaluation. Recognizing and celebrating achievements reinforces the value of experiential learning and boosts pupils' confidence and motivation (Ploeg, 2011).

By understanding and applying these key components, teachers can create an impactful experiential learning experience. These key components work together to adopt active participation, reflection,

personal development, and the application of knowledge in real-world contexts. Experiential learning, enriched by these key components, empowers learners to become active participants in their own education and facilitates meaningful and transformative learning effects (Ploeg, 2011).

4.3.3. INTEGRATING IN EDUCATIONAL COURSES

As has been mentioned before, experiential learning serves as the base for the design and execution of the educational courses. These courses prioritize the creation of a safe space where students can openly discuss intense or sensitive topics. The concept of a safe space extends beyond the physical environment and is incorporated throughout the entire course.

Activities within these courses are carefully made to ease learning through discussions, challenges, exercises, and other interactive methods about different topics. The importance is placed not only on acquiring knowledge and skills but also on encouraging self-reflection and providing additional aftercare.

To ensure that students' growth is not overlooked, each course incorporates reflection as a connected factor. This may involve creating a reflective booklet, making time for check-ins and checkouts, operating reflection rounds, or using other reflective techniques. The purpose is to help students recognize and appreciate the progress they have made throughout the courses. By integrating the experiential learning method, the educational courses aim to adopt a universal learning experience that goes beyond surface-level understanding. The focus is on empowering students to engage actively in their own learning, develop critical thinking skills, and apply their knowledge to real-life situations.

4.4. SUPPORTIVE MATERIAL FOR THE EDUCATIONAL COURSES

4.4.1. TRAINING AND COACHING

In an educative course, you want to grab the attention of the target group immediately. A method that can be used for this, is the **INTROD method**. This stands for Interesse opwekken, Nut aangeven, Tijd, Respons, Opzet and Doel. These can be translated into raising interest, utility, time, response, set-up, and goal. By asking ourselves questions around these 6 words, such as 'Why is this useful?', 'Why are we bringing this?', 'How will our group react?', etc. We can create a fluent start of our educative courses (de Galan, 2021).

In training and coaching, we saw a part that was called 'Cre/active working'. It's a way of active working within a group and using creative methods to activate the group. At the start of the training, you need to start from your own analysis, the question from your client and also the practice from your participants. Within creative working it is important to create a safe space and have accessible work forms. An accessible work form is for example the S.P.E.L. – Method (Game method). It starts from a playful process and experiential learning, so that a group can explore new possibilities together from an underlying connection and start experimenting from there. Besides the game method, we have the

'play method'. This holds into account to have spontaneous activity with one or more players, no strict organization and rules and no fixed players.

It is also important to think about the inspiring field illustrations. We have; ice breakers, game forums, discussion forums, working tasks and teacher centred working forms. You also need to include movement into your workshop or training. Furthermore, you can represent things by using images or statues, or don't use any movement at all, is also possible.

Music and rhythm are also things you can't forget about in a workshop, especially with high school students. They love to listen to music (most of the times) so why not include it in your workshop? It can let them feel connected with other but most importantly, it brings in a joyful and happy atmosphere. But you also need to consider that a lot of youngsters suffer from overstimulation in a world with an overload of information and stimulation. So those moments need to be used to exclude music and rhythm. And just use a moment of silence. It's the same story for using word and drama. It can give people the change to exchange their story, to keep the conversation going, etc. Here it is also important to exclude words, so fewer vocal people can also make a point (de Galan, 2021).

4.4.2. COUNSELING

A method which can be used in introductions, is the **miracle question**. You ask the teenagers what would have changed if they woke up tomorrow, and miraculously the problem was solved. Other questions that can be asked, are 'How would you know that something has changed?', 'What will you do?', 'How will other people notice something changed?', etc. By asking these questions, students start to think about their own knowledge on the topic, without immediately receiving a lot of new information. The questions leave space for discussion between students, or between student and teacher (De Schryver, 2022).

Another method is **free association**. This has the same goal as the previous method: letting the students reflect on what they already know. The students can receive words such as 'peacebuilding' and can discuss what comes to their mind when they hear this word (De Schryver, 2022).

Our educative courses will contain a lot of intense information, since there will be examples from current wars all over the world. To make sure everyone is doing alright, a reflection in between could be a supportive material. An illustration of this is the **GGGG-scheme**. The 5 G's stand for Gebeurtenis (event), Gedachten (thoughts), Gevoelens (feelings), Gedrag (behaviour) and Gevolgen (consequences). Each G contains a question on which students can reflect. First, there is the event. This means something that is going on in the world right now, which could be something from the content. After this, students write down or talk about their positive and negative thoughts on the topic. Then, they get the chance to explain how they feel about this topic. Next, students reflect on what they can do about this. And lastly, they can think about which consequences their actions can have on the event (De Schryver, 2022).

4.5. PEACE AND CONFLICT

4.5.1. THE MEANING OF PEACE

If peace is to be achieved, it becomes necessary to have a thorough understanding of what peace actually means. According to the Oxford English Dictionary (2023) we can understand peace as six different forms of freedom:

Freedom from...

- 1. civil unrest or disorder; public order and security
- 2. quarrels or dissension between individuals, especially in early use, between an individual and God; a state of friendliness; amity, concord
- 3. anxiety, disturbance (emotional, mental, or spiritual), or inner conflict; calm, tranquillity
- 4. external disturbance, interference, or perturbation, especially as a condition of an individual
- 5. absence of, or cessation of war or hostilities; the condition or state of a nation or community in which it is not at war with another.
- 6. absence of noise, movement, or activity; stillness, quiet

As it is clear that peace has a diverse set of possible interpretations, there is still a common ground of flourishing, cooperation, mutual respect and justice to be found. It is one thing to be healthy, but an ideal world would foster being peaceful; having the capacity for empathy, respect for others, commitment to fairness, and trust in relationships with other people (Early Childhood Peace Consortium, 2023). The Early Childhood Peace Consortium (2023), who pursues peacebuilding from an early childhood perspective, approaches peace by incorporating all these aspects into four clusters. First of all, peace can be seen as an outcome or result. There can be spoken of peace when there is an assessed absence or cessation of violence. Contrary to seeing peace as a result it can also be seen as a process. Here building towards peace becomes key and is indicated by the efforts to create social relationships in and in between different groups of people with the intend to negotiate a future absence of violence. Thirdly, there is peace considered as a human disposition meaning peace being a personal and social orientation without harmful distress where one acts on the basis of a fundamental recognition of freedom and dignity for all people. Finally, peace is also a culture. A culture fostering a sense of global citizenship and responsibility as opposed to a culture of violence (Early Childhood Peace Consortium, 2023). In further mentions of peace this will be the frame wherein we understand this concept.

As one cluster mentions, in order to achieve peace, there is a foregoing process of peacebuilding. While peace is extremely multifaceted, the task that peacebuilding faces becomes a complex process of resolving not just conflict, but establishing sustainable peace in a manner that maximizes justice, equality and harmony as well (AÇEV, 2012). The ECPC (2023) mentions accordingly that "It is important to note that peacebuilding extends beyond prevention of violence."

When looking at violence a distinction can be made between direct and structural violence. Direct violence is to be found on an individual basis with the intend to inflict harm onto another individual, whereas structural violence is not as simple as it expresses itself on a political and economic basis with the intend to oppress certain groups within a society. However, both forms have a harmful effect on human health preventing peace (Early Childhood Peace Consortium, 2023). Sadly, both direct and structural violence are often caused or even used as a tool by conflict.

It can be helpful to understand conflict in order to tackle it. The Oxford English Dictionary (2023) describes conflict firstly as a situation in which people, groups or countries disagree strongly or are involved in a serious argument. Second, a violent situation or period of fighting between two countries and thirdly, a situation in which there are ideas, opinions, feelings or wishes that are opposed to each other or a situation in which it is difficult to choose. Either way, conflict disturbs the current social cohesion. When this social cohesion has a certain formal power difference such as an interface between government institutions and the people or between a caregiver and their children, then it is understood as a vertical social cohesion.

In contrast, horizontal social cohesion refers to interconnections within different community groups or families (Early Childhood Peace Consortium, 2023). In case of the latter there still can be, but do not necessarily need to be any power differences.

As the Berghof Foundation (2012) mentions more concretely: "Conflict is basically a disagreement between opposing views or interests, which can be either intrapersonal, interpersonal, or between groups striving for discordant ends." When different parties with disparities in values and needs engage with each other and misperception or poor communication add tension to the relationships of said parties, conflict can occur which in its place can create an environment prone to violence.

These disparities can take shape into numerous forms from harmless feuds to armed conflict. While these forms consisting of violent climates can be enabled by conflict, they are not equal to it. When we look at war for example, there is a hostility issued by one party such as a state or an organised armed group directed towards another party. "War is organised violence carried on by political units against each other. [But] violence is not war unless it is carried out in the name of a political unit; what distinguishes killing in war from murder is its vicarious and official character...[.] Equally, violence carried out in the name of a political unit is not war unless it is directed against another political unit; the violence employed by the state in the suppression of pirates [for example] does not qualify because it is directed against individuals." (Australian Army Research Centre, 2022) And even though conflict and war are highly interconnected, not every conflict is a declaration of war (Save the Children Fund, 2023).

When trying to explain the origin of conflict or violence to understand what could be at its cause, one might compare it with Sisyphus being doomed having to roll a rock onto a hill only to be condemned to start over again for all eternity, questioning if fighting it might even be worth the trouble. There is the idea that conflict is merely part of human nature as it is true that it has been part of life since the very beginning of human existence. Additionally, conflict has been a dominant factor within human evolution. However, the presence of certain genes linked to aggression do not necessarily predetermine individual aggressive or peaceful behaviour (Eurofins Genomics Europe Shared Services GmbH, 2022). If we want to achieve peace, it is fundamental to circumvent the fallacy that humanity is inherently violent. What cannot be forgotten is the very impact that environmental influences such as cultural, social and educational factors play in enabling conflict.

It is in these very aspects that peacebuilding intends to make a difference. By investing in a proactive approach restoring and strengthening the understanding of each other's needs and values, building tools and skills to aid different communities in tackling conflict in order to build a true non-violent culture where peace can be sustained. The simplistic reactive approach to conflict merely preventing violence which is rather peace making then peacebuilding (Early Childhood Peace Consortium, 2023), only transcends with the emphasis on relationships which allows the true multi-faceted reality of peace to be established.

4.5.2. IMPACTS OF CONFLICTS AND PEACE & SECURITY POLITICS

Wars and conflicts have changed overtime. While during the first world war only 5% of casualties were civilians, "in contemporary conflicts, up to 90% of casualties are civilians, mostly women and children" (United Nations, 2023).

The security of people isn't only endangered through war and weapons, but also through climate catastrophes, climate change, pandemics, etc. Due to all of these reasons good peace and security politics are important and need to be encouraged by states and civil society groups.

Not only do are reliable peace and security politics necessary and change to involve more women, but we also see conflicts and crises changing. Today, conflict and crises are more interconnected and systemic then they used to be and therefore peace and conflict management and peacebuilding also has a growing need for interconnectedness and the cohesion of state and civil players. This interconnectedness is very much enhanced through globalisation. But also social media enables people around the world to follow conflicts in nearly real-time. This can on one hand be problematic, but also can lead to better communication and easier information gathering in the peace and security politics.

As an effect of this it becomes visible, that worldwide countries often return to more traditional security concepts. This bears the risk of people worldwide falling back into poverty and violence, as resources are drawn from civilian solutions and conflict prevention. While calls for "hard power" get louder (e.g. weapon deliveries to Ukraine, additional budget for military expenses etc.), the focus on peace and peace negotiations gets lost. As the results of conflict prevention are often not as visible as interventions in ongoing conflicts, this part of peace and conflict politics gets forgotten although it is a very effective way to keep peace (Institut für Auslandsbeziehungen, 2022).

Especially international cultural relations for example can be a very effective prevention method for conflicts, as according to Hans-Joachim Gießmann keeping peace can be seen as a cultural achievement. Humanity is based on culture and cultural relations. Cooperation and common learning from one another are very effective prevention of conflicts. It is important though to keep in mind, that not one culture is dominant, but to learn mutual respect and tolerance. Unfortunately, peace and conflict politics often overlook this topic of prevention, as there is e.g. more knowledge about reasons for conflicts then for peace (Institut für Auslandsbeziehungen, 2022).

4.6. WOMAN IN PEACEBUILDING

4.6.1. IMPACTS OF CONFLICTS ON WOMEN

Women and children are disproportionately affected by wars and conflicts. They are often forced into the victim role, the one who is marginalized and in need of protection. It is mostly women that are forced to flee and become refugees. "One in five displaced or refugee women has experienced violence and more than fifty parties to conflict worldwide are suspected of having perpetrated SGBV" (Scheuermann, 20022, S. 7), so Sexual and Gender Based Violence.

As wars often come with a regression into gender stereotypes, women are as a consequence often thrown back entirely into the private realm. The opportunity to play any significant role in shaping political life during and after the conflict is then often taken away from them. This became for example also visible with the general mobilization in Ukraine. While men became soldiers, women and children mostly became displaced and refugees.

Sexual and Gender Based Violence (SGBV) / Conflict Related Sexual Violence (CRSV) also mostly affects women and children. In many conflicts it is used as biological and psychological warfare and is a cheap, but very effective weapon of war. CRSV includes "rape, sexual slavery, forced prostitution, forced pregnancy, forced abortion, enforced sterilisation, forced marriage, and any other form of sexual violence of comparable gravity perpetrated against women, men, girls or boys that is directly or indirectly linked to conflict" (Apio, 2022, S. 15). By now, this form of violence also got recognised as war crimes and crimes against humanity or even as part of a genocide by different war tribunals. SGBV / CRSV not only affects and humiliates the victim itself, but it has impacts on whole families and communities and is aiming at the disintegration of that community. Violence like this can change the socio-cultural fabric and the whole community and can put in place new systems. These new systems more often support violence and unjust structures. It is "a weapon of rupturing and disrupting the processes associated with targeted communities" (Apio, 2022, S. 25). If 'successfully' used, SGBV demonstrates the defencelessness of the opponent. On one hand it is used to demoralize the men, as they are unable to protect their families and communities and on the other hand it is used to dominate and exercise power and authority over women, children and civilian communities that are associated with the opposing fighting groups. Women not only physically but also culturally reproduce their group; they are therefore the boundaries of the group as they ensure its survival. It is therefore for opposing groups particularly effective to target women to destabilize the group (Hudson, Ballif-Spanvill, Caprioly, & Emmet, 2012).

SGBV doesn't only have immediate effects on the victims and associated families or communities, but can bring life long, even transgenerational physical and psychosocial (e.g., sexually transmitted diseases, birth of children, mental illnesses, fistulas) consequences about. Especially in "honor/shame" societies many victims are often stigmatized and excluded from the society and have to deal with the consequences of SGBV without any support.

In these so called "honor/shame societies, the value of a woman and her sexual relations are directly linked. As women play an important role in ensuring the groups survival, the need of the group arises to protect them and in addition in many cultures the value of a woman became linked to her sexual relations. A woman needs to stay 'pure' before marriage and stay true in marriage. "If [a woman's] sexual relations and intendant behaviour, such as manner of dress, do not conform to this model, her activities are viewed as bringing chaos and instability to the group. Thus, the need to protect a woman becomes more and more associated with the need to protect her chastity – not her life, not her freedom. Indeed, her life and her freedom are both subordinate to the goal of ensuring her chastity – and may even be at odds with that goal" (Hudson, Ballif-Spanvill, Caprioly, & Emmet, 2012, S. 8).

Especially in these circumstances, women suffer a lot under the circumstances of war and conflict and need to fight even more for the recognition of their rights and for support for victims of SGBV / CRSV.

4.6.2. GENDER DIFFERENCES IN PEACEBUILDING

In order to strengthen social and relational bonds between conflicting parties to establish peace, when you look at the role of woman you must look at gender which is social and relational similar to peace rather than biological sex as woman face adversity not simply because they are woman, but because of the position and role of woman in society.

In research regarding gender differences in motives for initiating and avoiding negotiation (Reif et al., 2022) a closer look is taken into the reason as to why women are less likely to negotiate compared to men. Factors that contribute to differentiations in motives are expectations, the perceived instrumentality and the valence of said negotiations. "Individuals are supposed to initiate negotiations if they feel able to negotiate successfully, if they feel that they can benefit from negotiating, and if the negotiation object at stake is important to them" (Reif et al., 2022). That is where gender differences start to play a big difference keeping in mind that the meaning of success, benefit and importance are very subjective to one's own positionality in society, such as gender roles. The role of the negotiator is aligned with a masculine gender role allowing men taking up this role to conform to hegemonic normative standards as opposed to women who would be violating their gender role and are likely to face social backlash if they attempt taking up this role. On a more positive note, they mention that when the negotiation context is better aligned with the feminine gender role reducing role inconsistency, gender differences tend to decrease. Only when the negotiation context got framed in line with the masculine gender role, gender differences arise (Reif et al., 2022).

Beside the influence our environment in relation to gender holds on our individual behaviour, there is a notable difference our gender makes in our decision making. In fig. X there are five common patterns of responses to conflict shown balanced between the amount of focus on relationship or on the agenda at hand. Whereas personality plays a big part in giving most individuals a tendency to exercise a couple more dominant responses than others there still is a generalized difference in regard to gender (Steen & Kinshai, 2020). The biggest finding of gender differences found are that men tend to focus more on responses with an emphasis on the agenda whereas women tend to focus more on responses with an emphasis on relationships (The Myers-Briggs Company, 2020). It is important to note that these characteristics are generalized aspects of gender, gender meaning the role of woman in society rather than biological sex. It is for example not the case that men would be incapable of being accommodating or for women to be insufficient in being competitive.

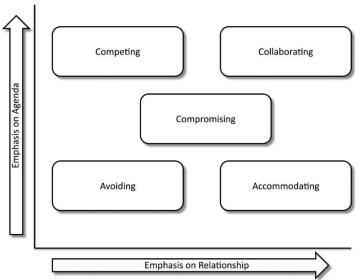


Figure X, Thomas-Kilmann Patterns of Response, adapted from

(Steen & Kinshai, 2020)

Yet when the necessity of strengthening social relationships and its role in peacebuilding is very clear, the field of peacebuilding still remains a highly male dominated field. This shows how much more effort is needed to give women a voice in the peacebuilding process if true peace for all is to be achieved.

4.6.3. BACKGROUND OF THE RESOLUTION 1325

The connection between war and gender-based violence was pointed out already since the Hague Peace Conference in 1915 by the Women's International League for Peace and Freedom. In the 1970s the UN Commission on the Status of Women (CSW) and the UN Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW). At the same time this question was also treated by feminist civil society groups. At the Beijing Conference in 1995 Gender Mainstreaming was established as a general guideline, which also led to the creation of the Windhoek Declaration and the Namibia Action Plan, which Namibia handed in to the UN Security Council in July 2000. This resulted in the resolution 1325 which was adopted by the UN Security Council in October 2000 (Scheuermann, 2022).

Often when working with the United Nations there arises a great arsenal of vocabulary such as charters, conventions, declarations, etc. who all contribute to the confusion of the actual meaning and intend of the agreement at hand. As this paper is based on the UN resolution 1325, it is important to note the biggest characteristic of our understanding of the word 'resolution'. This being a form of agreement with a non-binding nature giving no legal ground to enforce it on all involved parties, as opposed to a treaty (United Nations, 2023).

The resolution 1325 laid the starting point for the Women, Peace and Security Agenda, which was developed through further resolutions (Resolutions: 1820, 1888, 1889 1960, 2106, 2122, 2242, 2467, 2493), which tackle different topics like Sexual and Gender-based violence. The intention of this Agenda is to end gender blindness in peace and security politics.

The implementation of this agenda is reached through national and regional action plans. As Sahle-Work Zwede, the President of Ethiopia argues, these are needed "to bring the Women, Peace and Security agenda to the grassroots, narrowing the gap between rhetoric and reality, and addressing unmet promises" (UNOAU (United Nations Office of the African Union); AUC (African Union Commission), 2020). As "member states hold the primary responsibility for the achievement of gender equality and fulfilment of human rights" (WILPF (Women's International League of Peace and Freedom, 2023), these action plans are an important step to securing gender equality and are also encouraged through the UN. These National Action Plans outline the strategy of a state and the government's approaches of how this topic will be taken into account. They set objectives and describe activities, that a country will take to strengthen the role of women in peacebuilding, ensure their participation in peace and security politics, secure the human rights (especially of women and girls) in conflicts and to prevent conflicts and violence. The first ever NAP was adopted in 2005 by Denmark. Until February 2023, 105 of the 193 UN member states have implanted such a National Action Plan (NAP) and 11 regional organisations have implanted a Regional Action Plan (RAP). Only 35 % of these NAPs however have a budget for the implementation. This anticipates change and a better implementation in the practice. Furthermore are currently 33 % of these NAPs outdated, as they expired in 2021 or even before (WILPF (Women's International League of Peace and Freedom, 2023).

4.6.4. GENDER MAINSTREAMING

"Gender mainstreaming has been embraced internationally as a strategy towards realising gender equality. It involves the integration of a gender perspective into the preparation, design, implementation, monitoring and evaluation of policies, regulatory measures and spending

programmes, with a view to promoting equality between women and men, and combating discrimination" (EIGE (European Institute for Gender Equality), 2023).

Gender mainstreaming has also been included as one of the goals of the Women, Peace and Security Agenda, which is based on the resolution 1325 by the UN Security Council.

4.6.5. WOMEN IN PEACE NEGOTIATIONS AND PEACE KEEPING GROUPS

As already mentioned, women often get excluded from peacebuilding efforts. According to numbers from the German Association for the UN, only around 10 % of the negotiators in peace negotiations are women. Furthermore, women only make up around 5 % of peace keeping groups (DGVN, 2020). This both has negative impacts on peace, as especially women manage to get in contact with local inhabitants, especially marginalized groups of the societies, and also are more likely to tackle sensitive topics like SGBV. This is especially the case in societies where women are culturally not allowed to have contact to men outside of their families. To have women included in peace missions also prevents violence from happening or to clear up violence that already happened. Women in the military or peace can also act as a role model for women and girls. Furthermore, the involvement of women in peace keeping missions leads to a bigger gender equality and supports the authenticity of such a mission (Kemnitz, 2020).

According to the DGVN it has also shown that peace has shown to hold longer, if women had been involved in the negotiations. If women were involved peace negotiations, agreements are 35 % more likely to hold for more than 15 years.

To change these numbers, the UN set the goal that women make up 15 % of the peace keeping groups. Until 2026 they want to increase the proportion of women in peacekeeping missions in all functions to 25 % in the police and 20 % in the military. Unfortunately, it is not foreseeable if this goal will be reached, as the milestones from 2018 and 2020 were missed already (Kemnitz, 2020).

4.6.6. GOOD PRACTICES

In the following part a few examples of good practices in peacebuilding will be shown. These are examples that take gender questions into account and try to include and support women in peace and conflict related issues.

4.6.6.1. DEMOCRATIC REPUBLIC OF THE CONGO – DENIS MUKWEGE

Denis Mukwege is a congolese gynaecologist and human rights activist. As the Democratic Republic of the Congo has a high maternal mortality rate, Mukwege wanted to change this and provide a safe and secure space for women to give birth. In 1999 he therefore founded the Panzi Hospital in Bukavu in the east of the DRC. Many of the women that visited the hospital though were victims of sexual violence. This led to a specialisation in working with women who became victims of conflict related sexual violence (CRSV) (Panzi Foundation, 2023).

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4.6.6.2. COLUMBIA

War was going on in Columbia since the 1960s. The first peace negotiations between the government and the FARC (Revolutionary Armed Forces of Colombia) failed in 2002. Afterwards many women's organisations kept advertising for peace and finding a political solution. They organised peace marches, dialogues with armed groups, got back child soldiers, etc. In the end of 2012 new peace organisations started. Through mobilisation and international advocacy, more women were included in the negotiations and in the end, women made up one third of the negotiators and a commission for gender questions was initiated to make sure to include gender perspectives in the peace process. In November 2016 the Colombian government and the FARC then signed a peace treaty (Popovic,2020).

4.6.6.3. ISRAEL - ROBI DAMELIN

Robi Damelin, an Israeli peace activist, originally immigrated to Israel from South Africa in 1967. As part of the anti-apartheid movement her safety was no longer secured. Therefore, she seeked refuge in Israel after the Six-Day War in South Afrika. Her son David, who studied philosophy and psychology and taught at Tel Aviv University, was conflicted about serving his country in the military and protesting against the occupied territories. Tragically, David was killed by a Palestinian sniper while serving in the military. Under the impact of this loss, Robi's life changed drastically. Despite her pain, she chose a path of reconciliation and peace: "When the army came to tell me that my son had been killed by a Palestinian sniper, one of the first things I sadly said was: you must not kill anyone in my child's name." (American Friends of the Parents Circle, 2023) rather than seek revenge, despite her pain. Since then, she has made it her life's mission to improve the lives of others and is involved in coexistence projects, volunteering at the Parents Circle Family Forum. The PCFF brings together Palestinians and Israelis who have lost loved ones in the conflict.

The PCFF unites Palestinians and Israelis who have lost relatives and loved once in the conflict. As part of her journey to turn grief and pain into reconciliation, she wrote a letter to the family of the sniper sharing her desire for reconciliation. Her goal is to spread the message of shared pain, reconciliation and cohesion. To break down the narratives on both sides and foster mutual understanding in order to achieve peaceful coexistence and future peace (2023, פורום המשפחות השכולות).

4.6.6.4. LIBERIA - ELLEN JOHNSON SIRLEAF

Nobel Prize winner Ellen Johnson Sirleaf is known for her breakthrough work as the first female president of an African country. From 2006 until 2018, she was president of Liberia, advocating for peace, justice, freedom, and gender equality, strengthening a democratic law. Also known as Africa's Iron Woman, she primarily prioritized the reconstruction of Liberia after the brutal damage caused by years of civil war and the Ebola crisis. obtained debt relief and successfully attracted development aid and investors to the country. Under her leadership, the diamond trade was reformed, and Liberia's GDP nearly quadrupled. Sirleaf successfully facilitated the country's re-entry into the international market by rebuilding schools, clinics, and the economy. Besides being president, Sirleaf inherited several other positions, such as minister of finance under presidents William Tolbert and Samuel K. Doe. Due to her strict policy of transparency in financial matters, she was threated to be imprisoned by the current government under K. Doe and had to seek exile in Kenya (Britannica, The Editors of Encyclopaedia, 2023).

Subsequently, she returned to Liberia, got re-elected as president, and ruled again from 2011 until 2018. Beyond her presidency, she was chair of the Economic Community of West African States (ECOWAS) and co-chair of the UN Secretary-General's High-Level Panel of Eminent Persons on the Post-2015 Development Agenda. For her work she has received numerous honorary doctorates from prestigious institutions and has been named one of the world's most influential women by Forbes, Newsweek and the TIME (Johnson Sirleaf, 2019).

Sirleaf overcame major structural obstacles and demonstrated great resilience in against the critics in a predominantly male-dominated political world. She continues to advocate against illicit financial flows, is part of the FACTI panel and involved in various initiatives that support sustainable peacebuilding. She also published her first biography "This Child Will Be Great" in 2010 (Britannica, The Editors of Encyclopaedia, 2023).

Thanks to her expertise, she's a highly sought-after speaker at events and conferences that focus on leadership and governance such as the non-profit foundation TED TALK "How women will lead us to freedom, justice and peace" where she spoke in 2019, explaining her personal story, advocating for gender equality and women's advancement in leadership positions, especially in African counties. Calling her audience to become active in global happenings an make a change, spreading her message to "Go out and change the word" (Johnson Sirleaf, 2019).

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4.6.6.5. KENYA

In Kisumu and Nandi, community action—particularly from the community's women—has been crucial in negotiating peace. "Our women's contribution to local peace infrastructure is what has

contributed to the little peace we have enjoyed," says Oscar. "For example, in 2014, a month-long conflict halted trade between the two communities. It was the women from both sides who met and brokered peace."

"In Turkana and West Pokot, however, women have not always been allowed to play that role. For Mary and Christine, leading peacebuilding efforts has meant confronting fast-held patriarchal norms that marginalise the role of women. "In pastoral communities, women are considered like children," explains Mary. "They're not included in conversations on peace. The men hide their issues from the rest of the community, particularly when they are planning raids across the border. They feel that women might try to stop these activities."

"We need to share the situations in our areas. Since COVID-19, we've only met once, and it depends on funds. When there are no resources, it's hard to facilitate a simple village meeting."

For Mary, it is important to be able to understand and localise available policy frameworks like the Kenya National Action Plan: "It clearly shows women have a place in their community's peace and security development—it is recognised in national policy. This policy is supposed to ensure active participation of women in peace and security spaces at the grass roots" (UN Women, 2022).

4.6.7. VROUWENKRACHT IS VREDESMACHT

The Women's Council has released a brochure, together with the Institute for equality between women and men, with ideas for actions concerning women and their role in peacebuilding. The ideas in this brochure are based on Resolution 1325.

With 'Vrouwenkracht is vredesmacht', Dutch for 'Women power is peace power', the goal is to emphasise the role of women as actors for peace, instead of as victims of war. Women participating as equals is essential to build up peace. They point out sexual violence and offer solutions for the protection of their rights.

In the brochure, a few reasons are mentioned for which women could be important. Women are for example more likely than men to seek compromises. They can use their identity as a mother to reach out in conflict lines. Women cross the bridge to the 'enemy' more easily than men, due to their psychological distance. Another reason is that women often keep the society running during conflicts, while men are 'at the frontline'. Because of this, they are more aware of needs of their community.

Even in Belgium, a country that hasn't known a weaponed conflict since 1945, the role of women in peacebuilding is still important. 4 out of 5 of the biggest weapon suppliers are European. Even Belgium is known for the export of FN-guns. We may not have war, but we do contribute to war in other countries, where women and kids are the biggest victims. Because of this, it's important that Belgium puts their peace actions and equal rights between all genders to the front.

The Women's council defines peace as more than the absence of conflict. It's a pursuing of a society with justice, in which all people receive equal rights and chances. They try to support by believing in the strength of women to realise their dreams and ambitions. Another thing they see as important, is that men realize that equal rights for women doesn't have to be seen as a threat (Nederlandstalige Vrouwenraad, 2013).

WHAT CAN WE DO?

There are multiple ways to support this organisation. First of all, there is the option to nominate a woman of peace. These women have put an effort for the rights of women and get honoured by the organisation. Other than this, women can give a speech in cities, in case the mayor agrees to this.

Another way to support, is buying a white poppy or make your own, to wear this between October 31st and November 11th. This white poppy is a symbol of vulnerability. It wants to give women a voice in the creation of peace. There even is an option to buy seeds and grow these flowers in your own garden. When people commemorate war, they often think of the men who got killed in favour of defending their country. The campaign 'Vrouwenkracht is Vredesmacht' wants to drag more attention to the women during war. Important dates for this is the anniversary of Resolution 1325 (October 31st), Ceasefire (November 11th) or International Day against Violence on Women (November 25) (Nederlandstalige Vrouwenraad, 2013).

STATEMENTS AND NUMBERS:

- ➤ In 2011, the budget for global trade in arms was 5000 times as big as the money the UN got for the promotion of women's rights, while women and children are the biggest victims of more recent wars.
- ➤ Between 2006 and 2008, only 3% per cent of all post-war reconstruction projects explicitly mentioned women as a target group.
- Only 8% of reconstruction projects specifically sought to address the needs of women.
- ➤ Women made up only 7% of negotiators at peace conferences.
- Less than 3% of all signatures on peace agreements are by women.
- ➤ Before 2013, the UN never appointed a woman to head a peacekeeping mission (Nederlandstalige Vrouwenraad, 2013).

4.7. METHODS FOR WORKING WITH CONFLICTS

4.7.1. THE WAR IN AFGHANISTAN

The internal battle between anticommunist Islamic guerrillas and the Afghan communist government (supported in 1979–89 by Soviet soldiers), which started in 1978 and resulted in the collapse of the government in 1992. In a broader sense, the phrase also refers to military operations in Afghanistan after 1992, excluding the Afghanistan War (2001–14), an invasion spearheaded by the United States in retaliation for the September 11 attacks on the country in 2001 (Britannica, 2023).

Four commercial aircraft are hijacked by members of al-Qaeda, who then crash-land them into the Pentagon in Washington, DC, and the World Trade Center in New York. A fourth plane crashes in a field in Shanksville, Pennsylvania. Approximately 3,000 people die as a result of the attacks. None of the 19 hijackers are Afghan citizens, despite the fact that Afghanistan is the headquarters of al-Qaeda. Mohammed Atta, an Egyptian, served as the group's leader, and fifteen of the hijackers were Saudi

nationals. George W. Bush, the president of the United States, declares that he would "win the war against terrorism," and he later focuses on al-Qaeda and bin Laden in Afghanistan.

The Taliban government was eventually urged by Bush to "deliver to the United States authorities all the leaders of al-Qaeda Usama bin laden and others who hide in your land," or else share their fate. The refusal to provide the leaders led to the US attack on (Council on Foreign Relations, n.d.).

A totalitarian administration and previously unheard-of economic suffering have been endured by 40 million Afghans since the United States withdrew from the country in 2021. Two crises are currently plaguing Afghanistan: a severe humanitarian crisis that has left two-thirds of the nation in need of aid and an estimated 6 million people "knocking on the door of famine," and a human rights crisis brought on by the Taliban's restrictions on women's right to work and their ability to further their education (International Crisis Group, 2023).

4.7.2. MOTHERS FOR PEACE

Mothers for Peace/Moeders voor Vrede Belgium is NGO dedicated to advancing women's rights and attempting to provide hope for the future to mothers who have experienced conflict and brutality. In 2002, Mères pour la Paix and Mothers for Peace established the non-governmental organization Mothers for Peace Afghanistan (Moeders Voor Vrede, n.d.).

In 2002, Mother for peace went to work in Afghanistan, a country torn apart by war and where women's rights are almost non-existent. To this day, mother for peace run projects there in different regions. They have literacy courses, English classes, agricultural projects, production workshops and medical projects there.

Believing in their approach, they have been able to count on many different funders over the years. For several years now, they have received support from the Foreign Affairs Department of the Belgian government, and they can also count the National Lottery and the Province of West Flanders among their donors. They also receive help from people who often support small and specific projects in Afghanistan (Moeders Voor Vrede, n.d.).

4.7.3. BURUNDI, UGANDA & DR CONGO

In an interview, many approaches to peacebuilding were described, including those used in Burundi and the Democratic Republic of the Congo, two countries in Africa have experience conflict. The majority of the time, they establish and utilize organizations, churches, neighbourhood councils, and chiefs for fostering peace. Numerous neighbourhood peace committees work to oversee land use and agriculture, prevent conflicts, and encourage peaceful coexistence. Others focus on the disarmament and demobilization of armed groups.

While on the other hand the Catholic church organized groups in Burundi and provided them with training in nonviolent conflict resolution, human rights awareness campaigns, and peace agreements. They also established the Burundian peace organization MiParec, which went on to establish additional peace committees throughout the country, especially in Cibitoke region.

Also, in the Uvira town's (South Kivu in DR Congo) the "Lubunga" council is there to represents Bafuliiru lineages, mostly resolves conflicts within the communities. Additionally, customary chiefs continued to resolve small property disputes and stop additional violence at the local level, as seen in the case of the Uvira realm.

A number of local peace committees promote land and agricultural control, conflict prevention, and the promotion of peaceful cohabitation, while others concentrate on the demobilization and disarmament of armed groups. Currently, it is anticipated that local participation in peacebuilding will help to preserve and fully implement national-level peace agreements, as well as to establish a critical mass for peaceful solutions (Van Leeuwen, Nindorera, Kambale Nwzeve, & Corbijn, 2019).

4.7.4. LECTURES OF PROF. DR. ANNE ABAHO

METHODS FOR PARTICIPATING IN PEACE PROCESSES THROUGH NEGOTIATION:

A youth development and volunteer organization sought out young people in Somalia, particularly those without formal education, to participate in consultative participation.

Another way is by creating forums to bring people together to discuss their roles in fostering peace, filling in social service, health, and job gaps, among other things. As a step, an organisation was formed by Rwanda students after the post-genocide Rwanda called Never Again Rwanda (NAR).

Create groups of 20–30 young people who can exchange experiences and receive psychotherapy support as a result (Abaho, 2023).

REFLECTIVE QUESTIONS:

- What is the connection between modern day conflicts in Africa and the continent's colonial past?
- What is the nature of conflicts in the developing world and how do they affect social order?
- Why should a student of social work be interested in a deeper understanding of Resolution 1325 of the United Nations Security Council?
- Do you think women have any role to play in the creation of stable societies in Africa and beyond? What role is this?
- How different is justice negotiated in political settlements from traditional mechanisms of justice?
- As a social worker, if you were approached and asked what sectors of a society recovering from conflict should be focused on, which ones would you say and why?

4.7.5. TANZANIA METHODS OF DEVELOPING NATIONAL ACTION PLAN (NAP)

Tanzania is one of the African countries in west Africa to take the first ever National action plan to include women in participating in peacebuilding and the peace process. This National Action plans were developed with successful lessons gathered from diverse practises over the years. Some best practices have identified while many challenges have been encountered and remain. Some of the best practises are listed below.

At the beginning they made sure all relevant stakeholders were involved in development process, as it fosters ownership and accountability. Also, integrating women and relevant community

stakeholders, youth groups, and the private sector to ensure that their views and needs are considered and reflected in the NAPs.

In Addition, there was the establishment of networks on WPS and the identification of WPS Champions, as well as forming steering committees to assist development and implementation of NAPs. It went further as integrating the NAPs into the national and district government development and budgetary plans, localization of NAPs, and the development of training materials and manuals on NAP development and implementation and strengthening Monitoring and Evaluation Frameworks (UN Women Africa, 2022).

4.7.6. PEACEBUILDING IN SCHOOLS IN CAMEROON

In Cameroon, the ministry of secondary education pedagogical support unit developed a curriculum for students in Form 5 as a means to promoting peace in education. Looking at the content of the curriculum, you will see that lesson two of Part 1 is entitled 'THE NOTION OF PEACE'. Below you can find the objectives of the lesson, and what the children are expected to know at the end.

The student should be able to define key concepts such as "peace, war, peace treaty, aggression, tyranny, civil war, imperialism, armistice, ultimatum, diktat, dictatorship, and terrorism." They need to Understand the positive effects that peace has on societal progress and development, and also knowing the advantages of peace in Cameroon and the rest of the world.

In addition, students' needs to know the various organizations established in Cameroon and around the world to maintain peace, such as the Forces of Law and Order, national defence, religious denominations and Non-Governmental Organizations (NGOs), the UN and its specialized agencies, among others. Knowing the threats to peace in the nation such as poverty, misery, ignorance, lack of dialogue, sectarianism, disregard for human rights, and all types of imperialism (Dze-Ngwa, 2014).

4.7.7. PEACE AND CONFLICT EDUCATION IN ISRAEL/PALESTINE

Israel and Palestine's conflict is strongly rooted in their historical, political, and religious divisions. Due to recurring conflicts, both nations have not experienced lasting peace since Israel's founding 75 years ago. As a result of the narratives and enemy images of each other that have been built up over several generations, as well as the acclimatization to a life of constant instability, the education of future generations is particularly important. In both societies, therefore, education plays a crucial role in reshaping attitudes towards conflict and promoting peace. In this regard, a study conducted by the Hebrew University in Jerusalem compared 123 textbooks used in Israel and Palestine for their descriptions of the history of the two countries and their portrayal of the conflict. It was found that the curricula on this subject differ significantly between the two sides. While history and geography classes in Israel often teach a one-sided view that emphasizes Jewish national rights and the Holocaust, while the Palestinian perspective is marginalized and events such as the Nakba (expulsion of Palestinians from the West Bank). Whereas Palestinian schools focus on the Palestinians' struggle for self-determination and the injustice of the Israeli occupation against their people, topics such as the Shoa (the Holocaust) are hardly taught (Teff-Seker, 2020).

4.7.7.1. METHOD OF ANALYSIS

The study is based on an analysis of 123 textbooks recommended by the Israeli Ministry of Education for grades 7-12 in Jewish and state-religious systems for the school years 2000-2018. Using a thematic analysis, the dominant themes and messages related to Jewish identity and Muslim, Arab, and Palestinian "others" were extracted.

Background information on the Israeli school system:

- Elementary School: Grades 1-6 (ages: approx. 6-12 years).
- Middle school: grades 7-9 (ages: approx. 12-15 years).
- Secondary school: grades 10-12 (ages: approx. 15-18 years).
- Compulsory education until age 16
- Religious schools (Jewish and Arab) provide religious education in addition to the general curriculum (Bundesministerium für Wirtschaft und Klimaschutz, 1968).

4.7.7.2. GOAL OF THE STUDY

Examine attitudes towards the Palestinian, Arab, or Muslim 'other' in Israeli textbooks by asking four questions, addressing the primary concerns regarding the Israeli curricula in promoting peace, co-existence, non-violence, and understanding.

- (1) What messages are included in the text regarding war and peace with the Arab 'other'?
- (2) How is the Palestinian point of view and/or suffering represented in the text?
- (3) How is Islam, as well as Muslim and Arab heritage, portrayed?
- (4) What are the attitudes towards Arab-Israeli citizens and other ethnic minorities in Israel?

4.7.7.3. CONCLUSION OF THE STUDY

- ✓ Israeli textbooks show effort to provide understanding of other cultures, portray events in a balanced and objective manner, and avoid negative stereotypes, racism or ethnic hatred
- ✓ Israeli curriculum has become more critical and less ethnocentric, compared to pre-2000 textbooks.
- Inconsistencies found in Israeli textbooks on key issues such as the Nakba, depiction of Israeli vs. Palestinian territory, and the peace process. Teachers and schools can choose different government-approved textbooks, potentially supporting different agendas and worldviews, especially in regard to Israeli-Palestinian relations.
 - *The Nakba encompasses the displacement, dispossession, statelessness and fracturing of Palestinian society.

Despite the positive development there still has to be done more to properly portray the great individual suffer on both sides due to the ongoing conflict. (p. 547-548)

4.7.7.4. WHAT IS PEACE EDUCTION AND WHY IS IT SO FUNDAMENTAL FOR FUTURE PEACE

"Peace education focuses on relationships between groups, and strives to change attitudes, reduce prejudices and stereotypes, increase tolerance and change perceptions of the 'self' and of the

'other'(Bar-Tal, 2002; Bjerstedt, 1995;Salomon, 2004a; United Nations, 1999)" (Teff-Seker, 2020, S. 533).

To achieve sustainable peace, it is important to promote multi-perspective education that teaches students about a variety of narratives and points of view. Doing so can help students develop critical thinking and empathy towards others, fostering mutual understanding and respect. Integrating the others' perspective can be done by including sources such as movies, books, testimonials, and oral histories from both sides. Students should be empowered to understand the complexity of conflict and be aware of the human impact on individuals. Students should be enabled to understand the complexity of conflict and be aware of the human impact it has on individuals.

Through promoting a more equitable approach to education on this topic, youth around the world can develop a more profound understanding of conflict and its impact on the people involved. In this way, structures of barriers can be overcome and a culture of understanding and respect can be nurtured, laying the foundation for a future society at peace. Acknowledging the importance of multiperspective education and incorporating it into their curricula is crucial to prepare future generations for a better tomorrow (Teff-Seker, 2020, S. 533-535, 542, 547-548).

4.7.7.5. APPLICABLE METHODS FOR THE EDUCATIONAL COURSES

REFLECTIVE QUESTIONS PACKAGE 3 AGE GROUP 16-18 YEARS

"'How, in your opinion, can we educate to reject violence and all its expressions and promote communication in peaceful ways?"

"'Write for five consecutive minutes and begin with one of these sentences: 1. My peace is.. 2. When peace comes upon us... 3. If there were peace in the world... 4. If we as a people strive for peace, what should we do to attain it? (...) Write your vision of peace and how it would affect our society'."

"Devise a plan for full cooperation between Syria and Israel and mention its benefits for both partners (for instance "package tours", industrial, agricultural, water and ecological cooperation, an international bridge)" (Teff-Seker, 2020, S. 537).

REFLECTIVE QUESTIONS ON THE EXAMPLE ISRAEL:

"[Article 13 of the Israeli Declaration of Independence:] The State of Israel [...] will give complete social and political equality to all its citizens regardless of religion, race and sex, will ensure freedom of religion, conscious, language, education and culture, and will guard the holy places of all religions [...]"

- (1) Mark the expressions indicating that Arab citizens are also entitled to equal rights.
- (2) What rights are given to a national minority in Israel?
- (3) Give examples that express the fulfilment of the rights of the Arab minority in everyday life (including political rights) (Teff-Seker, 2020, S. 544).

4.7.8. THE PARENTS CIRCLE - FAMILIES FORUM (PCFF)

The Parents Circle – Families Forum (PCFF) emerged in 1995 and was founded by Mr. Yitzhak Frankenthal as a platform for Israeli and Palestinian families who have lost family members, Friends or loved ones in the ongoing conflict. In 1998, the organization held its first meeting between Palestinian families from Gaza and Israeli families. At present, the PCFF is a joint Israeli-Palestinian organization with a membership exceeding 600 families. The organization utilizes various resources

such as education, public meetings, and media to disseminate its message of peace and reconciliation. Unfortunately, the contact with Palestinian families from Gaza was severed during the second "Intifada" uprising (פורום המשפחות השכולות, n.d.).

The term "Intifada" translated from Arabic means "uprising" and prescribes the resistance moment of Palestinians against the Israeli occupation in the West Bank, East Jerusalem and the Gaza Strip. The first Intifada tool place over a period of six years where a group of Palestinians aimed to provoke the policies and control of the Israeli military in the motioned areas. Through mass protests, civil disobedience, strikes, and acts of violence such as stone-throwing and Molotov cocktails the Israel government was put under pressure. As a consequence negotiations tool place between both sides resulting in the Oslo Accords in 1993 (Araj, 2023). The visit of Afirel Sharon a past member of the Israeli opposition of the Al-Aqsa Mosque in Jerusalem triggered multiple protests and esc riots which turned into violent actions of Palestinians. Do to the involvement of suicide bombings and armed confrontations both sides faced significant casualties resulting in a aggravation of peace processes (Araj, 2023).

Nevertheless, the PCFF has established new connections with Palestinians from the West Bank and East Jerusalem, who have since actively participated in the organization's activities (פורום המשפחות, n.d.).

PHILOSOPHY: The objective is to unite families with the purpose of fostering companionship, collective mourning and sharing of emotional distress. Additionally, this initiative aims to facilitate constructive dialogue, encourage tolerance, promote reconciliation and ultimately, contribute to the establishment of peace.

4.7.8.1. EVENTS AND ACTIVITIES:

- The PCFF facilitates Dialogue Meetings where Israeli and Palestinian members engage with youth and adults, sharing their personal experiences to highlight the significance of dialogue over retaliation.
- The Combatants for Peace movement collaborates with the PCFF to organize a Joint Israeli-Palestinian Memorial Day event, which takes place annually on the Memorial Day of lost soldiers.
- The Parallel Narrative Experience project is designed to educate Israelis and Palestinians on each other's personal and national narratives. The project integrates historical national information with participants' personal and familial stories, such as field trips to the Yad Vashem - The World Holocaust Remembrance Centre.

GOAL OF THE PCFF: Creating a journey through the personal and national history of each side, through meaningful dialogue, respect and understanding that each personal and national narrative holds a truth in it. Achieving sustainable peace between nations necessitates the establishment of a framework that considers the process of reconciliation between the two groups. This framework should be integrated into any political peace agreement, which aims to end violence and foster an accepted and legitimate political accord. Furthermore, it is crucial to influence public and political decision-makers to prioritize reconciliation and the path of peace over violence and war. This approach can facilitate the attainment of a just settlement, founded on empathy and understanding (חבוכום המשפחות השכולות).

4.7.8.2. VIDEO MATERIAL FOR THE STUDTENTS:

https://www.youtube.com/watch?v=Uu9OC8OPPW8

https://www.youtube.com/watch?v=xSkubkqhLfk

https://www.instagram.com/p/Crbts2wstgG/

https://www.youtube.com/watch?v= WG8-3oKm s

4.7.9. INTERNATIONAL PEACE SCHOOL

To drive change the Outward Bound Peacebuilding School was founded in 2011 by two former Peace Corps volunteers, believes in the empowerment of local leaders and local while offering learning programs focused on peacebuilding and conflict resolution skills. The school is guided by a set of core values among these are a commitment to outstanding achievement, compassion, respect, prevention of harm, learning, and community service. To establish impactful systems and practices that foster trust, build connections, and resolve conflict is the school's primary goal. By equipping students with the skills and tools to achieve their vision of peace they recognizes that learning and reflection are ongoing processes.

They work collaboratively to create a culture of peace with a diverse group of individuals, including experts and practitioners from different countries and industries. As such, they are part of a global family of staff, facilitators, alumni, and partners, working together to advance peace. Creating communities by strengthening the connecting elements making them more visible than the dividing elements is the school's vision. Challenging, practical learning and the natural classroom are embraced by the OBP as essential tools for their practice.

GOAL: The goal is to empower individuals to become leaders in their communities and to effect positive change through personal transformation (Outward Bound, 2023).

4.7.9.1. METHODS:

Their methods combines adventure-based activities, cross-cultural communication, and conflict transformation theory to **facilitate personal growth** and **develop leadership skills**. Participants learn to **work collaboratively, build trust, and effectively communicate** with people from diverse backgrounds. Through experiential learning which is prescribed and experimental peacebuilding, peacemakers are trained and empowered. More information about experiential learning can be found on page 17 and following.

Experiential learning - Learning by doing:

- o Comprehensive learning and listening:
- Challenging and inspiring learners of all ages and abilities
- Engaging people as thinkers, creators, and community
- Uniting head, heart, and hands for new ideas

People power:

- Building public support for peace processes
- Bottom-up approach to peacebuilding and leadership
- Equipping leaders and community members
- Strengthening capabilities and capacities
- o Integrating experiential peacebuilding into everyday life
- Working with individuals and organizations
- Developing and implementing learning experiences
- o Providing skills for more effective local peacemakers
- Offering flexible programs ranging from 3 hours to 5 days, virtual or in-person

Connecting peacebuilding theories and skills with experiential learning:

- o Active process with transformative impact
- Learning through action and reflection
- Intense learning and physical movement as part of the experience

4.7.9.2. ACTIVITIES:

Wilderness Expeditions: multi-day wilderness excursion where they participate engage in teambuilding exercises and in discussions about conflict resolution and peacebuilding

Cultural Immersion: learning about the culture and history of the region they are visiting through activities such as homestays, community service projects, and visits to historical and cultural sites

Dialogue and Reflection: Engaging in facilitated dialogue sessions to explore different perspectives and develop communication skills, implementing reflective moments and journaling

Leadership Development: Development of leadership skills through group activities and individual challenges

Skill Building: learning about practical conflict resolution skills such as active listening, effective communication, and negotiation

Partnership Building: working with local organizations and partners to ensure that programs are relevant to the specific needs of the communities they serve, to building partnerships with local organizations

4.7.9.3. EXAMPLE OF OUTWARD BOUND PEACEBUILDING'S WORK IN A CONFLICT SITUATION

In 2019, Outward Bound Peacebuilding worked with local partners in Colombia to initiate a series of structured dialogues between rural communities representatives and government officials. These communities have been greatly affected by Colombia's protracted armed conflict, resulting in heightened tensions with the government over land ownership and development. The organization's efforts in Colombia are a testament to its peacebuilding approach, which promotes constructive

dialogue and mutual understanding between communities and authorities to support sustainable conflict resolution. To build trust and understanding between the two parties and find common ground for solutions related to land tenure, economic development, and community building. The dialogues included team-building activities, outdoor exercises, and guided discussions that allowed participants to share their perspectives and concerns while building relationships. In conclusion practical steps to resolve some of the issues that had created tension were made (Outward Bound, 2023).

4.7.10. JEAN-PAUL CHAMI AND THE NGO PEACELABS IN LEBANON

4.7.10.1. JEAN-PAUL CHAMI

Jean-Paul Chami, Lebanon's senior peacebuilding consultant, is a peacebuilding specialist with 15 years of experience in developing strategic peacebuilding programs and promoting socio-political dialogue. He delivers workshops, courses and lectures on conflict and peace-related issues and skills in Lebanon, throughout the Arab region and in Africa to support organizations and individuals in conflict-affected countries and regions. As such he provided a guest lecture for students of the minor program in Transnational Social work at the VIVES University of Applied science (Peacelabs, 2023).

4.7.10.2. PEACELABS

The non - profit organization Peacelabs which Jean-Paul Chami is part of was founded in 2016 by a group of entrepreneurs, technology experts and peace activists. Their objective is to promote peace, collaboration and security in conflict-affected areas around the world establishing the use of technology and innovation. The organization's objective is to enhance peace, cooperation and security in conflict-affected areas across the world through the application of technology and innovation. Operating in several conflict-affected areas, including Lebanon, they have implemented numerous programs to promote peace and social cohesion. Understanding the importance of collaboration, inclusivity, and sustainability, the they focuses on achieving lasting positive change in conflict-affected areas.

In Lebanon Peacelabs works with local partners and communities to address the root causes of conflict and promote sustainable peace. An example is the organization's program to promote peaceful coexistence between Lebanese and Syrian refugees in the Beqaa Valley. The aim was to provides opportunities for intercultural exchange, builds trust between communities and promotes social cohesion. Furthermore Peacelabs works on improve the digital security of activists and human rights defenders in Lebanon by providing training and support to help them protect their online privacy and avoid digital threats. In addition, Peacelabs runs a youth empowerment program that empowers young people in Lebanon to build peace and drive change in their communities. Through the program, young people receive training and mentoring to help them develop leadership skills and promote peace and social inclusion (Peacelabs, 2023).

Highlighting their initiatives in Lebanon and other conflict-affected areas the promotion Video of their work can be watched: https://www.youtube.com/watch?v=F3xjuAxxWpY

4.7.10.3. PROJECTS OF THE PEACELABS

Peaceful coexistence program: providing opportunities for intercultural exchange, building trust between communities, and promoting social cohesion.

Digital security program: Improving digital security providing training and support to help individuals protect their online privacy and avoid digital threats

Youth empowerment program: empowering young people in Lebanon to become peacebuilders and agents of change in their communities, developing leadership skills and promoting peace and social cohesion (Peacelabs, 2023).

4.8. PEACE EDUCATION

In general, it is important to know what peace education is and why it is so important in education. That specifically to proof to all the teachers and schools that our educational courses are useful for the students.

Peace education in the UNICEF conception as quoted by Fountain (1999) refers to the process of advancing the knowledge, skills, attitudes, and values needed to produce behavioural changes that will allow children, adolescents, and adults to prevent conflicts and violence, which are real and structured to resolve conflicts peacefully and to create conditions conducive to peace, both at the level of intrapersonal, interpersonal, inter-group, national and international levels.

In general, it is needed in school context to learn about constructive conflict resolving. Data from the International Center for Research on Women (ICRW) shows that in 2015 around 84% of students in Indonesia claimed to have experienced violence at school. The reason for this is that the youth just doesn't know how to resolve conflicts without violence and that is where peace education comes in. Everywhere in the world there is need for education of peace on personal and structural level.

There are a lot of forms of peace education: disarmament education, human rights education, global education, conflict resolution education, education for international understanding, interfaith education, development education, gender-fair / non-sexist education and environmental education. In the educational courses the goal is to involve as many forms as possible, but the focus is and stays gender-fair education and conflict resolution education (Universitas Pendidikan Indonesia, & Ilfiandra, n.d.).

Since the 1980's the attention to peace education has been increasing sensitively. There is never preparedness for peace without systematic peace education. That starts in school. Education is also expected to shape young people into good citizens. That is achieved by focussing on attitudes, beliefs, and behaviour. And that is where peace education comes in. It should contribute to attention to peace and provide young people (and adults) with the skills and attitudes to be able and willing to act peacefully. It means building a more tolerant world based on respect, absence of violence, justice, and sustainability. This education warns of the dangers of violence and clarifies ways to achieve peace.

It is especially important to target young people because they are in process of forming their own identity and need habits. And one habit they should be taught during that period is how to be a good citizen. Peace education can discipline youth which is needed especially in this modern society where

self-control is the main belief system (Spruyt, B., Elchardus, M., Roggemans, L., Van Droogenbroeck, F., & Vlaams Vredesinstituut, 2014).

The other reason why peace education is important is connected to the idea of Stealth Democracy (Hibbing & Theiss-Morse, 2002), that is the idea that people dislike politics because they associate politics with conflict and associate conflict with groups that want to serve their self-interest and harm others. Patt of peace education is also citizenship education which familiarises students with conflict. Learning to consider and manage conflict is an essential part of politics but total absense of conflict is not possible. All parts of society should strive for a situation where people learn to manage conflicts in institutional and constructive ways.

Peaceful life knowledge and skills need to be strengthened by reflective processes during learning, after learning and for long-term behavior. Also, it is important to be reminded that the teacher is a key figure in building a peaceful school. That means peace at the intrapersonal level is required first. Teachers are seen as peacemakers who teach children how to live together in peace and overcome prejudices between individuals and society. The main result is that school violence will decrease, and students will gain more confidence in their identity forming process.

4.9. EDUCATIONAL SYSTEM IN BELGIUM

Our target group is students and youth from 12 till 18 years. This is a broad group. After our pedagogical study we saw that it would make more sense to split up the ages in three groups aligning with the Belgian secondary school system.

The Belgian system works in 3 different grades and generally has a total of minimum 6 school years. The first grade is for the ages 12 till 14 and includes year one and two. The second grade is for the ages 14 till 16 and includes year three and four. The third grade is for the ages 16 till 18 and includes year five and six.

It was also needed to check what end goals/end terms the students are obligated to reach each grade. End goals are the list of requirements that need to be reached by each student to be allowed to move on to the next grade and thus to graduate eventually in year six.

The reason for this part of literature study is that the educational courses can be based on those goals. It's also important to be aware of what the students already know about f. ex. The political system of the EU, so the courses are adapted in that way too.

The goal is to always be inclusive so an overview of the end terms can help in that. We will not link exact end terms in the courses to stay 'international'. That means that the courses should be able to be used outside of the Belgian educational system too, so we try to stay as neutral as possible in the goals we set! It is also not linked to the different forms of education in secondary education. It is up to the teacher how deep they go into the topics and how they will adapt the course to each group of students. Therefore, here will be given a short overview of the main goals of the end terms per grade. Just to give an idea of the base for the courses. The principle of end-terms is that they build on each other. The first grade is the foundation and evolved further in the second and third grade with end

term adaptations (Agentschap voor Hoger Onderwijs, Volwassenenonderwijs, Kwalificaties en Studietoelagen, n.d.).

In first grade (12-14) the first relevant end term is **citizenship**. This includes being able to interact respectfully and being able to reach constructive solutions to conflict situations. They also have to be able to be aware of local and global challenges, democracy and the human rights in society.

The second endterm is about **social-relational competencies**. They need to see physical, mental and emotional boundaries of others in interactions. Also responding respectfully to exclusion is part of this.

Next, we have **self-awareness**. This focuses mostly of being creative with their imaginations and emotions, but also experimenting with various artistic building blocks.

Lastly there are the **digital competences**. That means having insight on the impact in the digital and non-digital media on people and society and seeing risks in media behaviour.

The second grade (14-16) will build further on **digital competence and media literacy**. They need to respect ethical, social and legal rules when using digital technology. Awareness of the impact of digital systems on society should also be gained.

Other key competences here are:

- Social-relational competences.
- Learning competences including research competences, innovative thinking, creativity, problem-solving and critical thinking, systems thinking, information processing and collaboration.
- Self-awareness and self-expression, self-direction and agility.
- Developing initiative, ambition, entrepreneurship and career competence.

The third grade (16-18) will work on the same competences as the second grade. What is added here is **civic competences** including living together. This is about responsibility in society, identity, diversity and dialogue on social issues. The second competence added here is related to **historical awareness**. They should be able to make connections between western and non-western societies and the characteristics of intercultural contacts between different societies.

(Agentschap voor Hoger Onderwijs, Volwassenenonderwijs, Kwalificaties en Studietoelagen, n.d.)

4.10. CONCLUSIONS ON THE LITERATURE STUDY

The research started with a pedagogical base. The goal of this was to understand the target group as good as possible and adapt the courses to make sure it was on an appropriate age level for the pupils who might receive this knowledge. Experiential learning was supposed to give an insight on how the courses look: instead of only theoretical information, more games or exercises in which students can experience certain situations and learn from this directly were used.

Regarding the concept of non-violent communication, the aim was to use this method in the courses. It would be important when the students would practice exercises such as a debate, as they could learn conflict solving and communication skills which they can use in everyday life.

In order to create the courses, it was required to understand the terms peace, conflict, peacebuilding, et cetera and to look at the impact of war and conflict on society. Especially the impact of war and conflict on women was really relevant for the topic, hence the research involving this subject. Following these definitions, there was further research conducted about current methods being used in conflict solving and peacebuilding. The information regarding these various topics will mostly be used for the courses. They either function as background information for teachers, as material that students will learn about or to get a good overview of the topic, methods et cetera before starting to create the final educational courses. The goal was to gather information and select afterwards which information would be most useful to add to the final courses.

Furthermore research about the educational system in Belgium could be used to compare the goals of the learning objectives to the goals of the final version of the courses. To convince teachers to actually use the courses, the relevance of this topic and all the necessary skills and knowledge teachers expect from their students has to be respected.

Lastly, additional information could be used when there was a need for extra creativity or reflection methods in the educational courses.

5. PRACTICAL ELABORATION OF THE PROJECT

In the following part of the report the process of the conducted research and undertaken actions will be clarified. First of all, there is a short reiteration of the description of the project and more specifically the aims to be met followed by the research design and the set intentions that were established in order to achieve our goals. Secondly, a description follows of the actual steps that have been undertaken with adversities taken in mind. Eventually, a summary of the results that came out of the completed process will be noted before it will be implemented in the final result.

5.1. THE DESIGN

In order to the deliver the best possible product, this being an educational course for the organisation Mothers for Peace, there is a need for an answer on the following research question: "How to educate high school pupils about the importance of women in/and peace building in an international perspective?" To tackle this question and provide a grounded answer it will be needed to take a deeper look into the different aspects that, when put together, form this particular question.

A first matter is one of how to educate. In order to correctly bring and convey the message that Mothers for Peace wishes to promote, there needs to be a thorough understanding of a variety of pedagogical methods that could optimize the learning process of our target group. The target group being our next key factor. As per request of our client, our target group has been set on pupils in secondary education from 12 to 18 years old.

To be able to develop the course tailor made to the target group, there needs to be a correct understanding of the content of the message wished to convey as well. Knowledge that should be understood falls under a large spectrum starting from the simple meaning of peace on the one hand to the very reason why it is important for women to participate in peacebuilding if peace is to be achieve on the other hand. The task of prioritizing and selecting the essence from this content in order to deliver the message is best done from a certain point of expertise.

Finally, as was established in the literature, it became clear that the participation of women contributes to the outcomes of peacebuilding as different perspectives add value and better the quality of democratic solutions. This added value of different perspectives is also intended to be integrated as much as possible throughout the whole process of formation for this course. To be more concrete, by aiming to look at non-western voices there would be active steps undertaken towards decolonisation as our target group is not always familiar with voices from the global south and with approaches towards peacebuilding still can be very dominated by western point of views.

When these different aspects are clear, the main challenge falls on how to convey this message. The emphasis really falls onto the process of the intended learning. Because of this direction there is opted to use a qualitative approach towards the methodology used in the search towards answers. In line with this approach, there is after a thorough literature study decided to use the form of interviews to obtain insights on best practices regarding expertise of the content on the one hand and the translation of the message into an educational context on the other. Advantages of the option of interviews would be that it allows the interviewers to ask very specific and concrete information

gaining a better quality and depth in results, the subjects would be able to go as far as they feel comfortable and it would be achievable within the limits of resources and time available.

5.2. THE PROCESS

Based on the literature, the choice has been made to follow certain key principles to develop the best quality of courses from an educational perspective. The first principle being peace education. As there is already a staggering amount of resources available to use education as a tool for peacebuilding it is simply effective to use this form of civic education to convey the content to our target group. Secondly, to tailor fit the courses to the pupils needs and differentiate between prior skills and knowledge, there were the end terms that were taken into account. By looking at overall end terms in Belgium there was a frame of reference established used in formulating the goals and competencies for each part in the courses. This is however just a frame of reference as these goals and competencies were universalized in order to keep the usage of the course as accessible as possible, including outside the Belgian borders. A last principle at the base of the course was the educational methodology of experiential learning. By actively discovering the content pupils can better grasp difficult concepts with a practical viewpoint. Furthermore, there is a better climate for the pupils to reflect. This climate also leaves space for pupils to process controversial and sometimes emotional heavy topics. Additionally, there has been a valuable amount of attention spent towards the gamification of the learning environment in order to strengthen this experiential learning by keeping it playful. Inspiration has been received from a field visit to the SpellenLab at the university college Vives, Bruges. Eventually, with these principles as foundations for the educational courses there is intended to improve the overall learning experience and attitudes towards learning.

With a first group of subject interviewed subject there was a focus on obtaining expertise regarding the content through visualizing opinions based on practical experience. By conducting interviews with professionals in the field of peacebuilding, more specifically women in peacebuilding, insights on matters regarding both the conducted literature study and the construction of the intended end result, were obtained. The choice of these professionals came down to the factor of relevance towards the chosen conflict cases. These cases were decided upon in consultation with Mothers for Peace. Further, considering the achievability in regard of time, there was also invoked on the already available network of Mothers for Peace. Eventually, the conducted interviews did deliver the intended results without adversities in the process.

Following the conducted interviews with professionals in the field of women in peacebuilding, the construction of the courses started off. With the referenced end terms in mind, there was a differentiation made for every grade. A different course was constructed for the ages 12 to 14, 15 to 16 and 17 to 18. With first drafts there was the intention to try the courses out on a sample group resembling our target group of pupils, however due to limited time and inconvenient timing of this work for these sample groups, it was not practically possible to test the effectiveness of the developed course. Instead, to still obtain some validity on the educational translation of the content to the pupils, there were feedback sessions established with professionals in the educational field such as teachers with a thorough understanding of the pupils and their prior knowledge and skills, context and behaviour. The choice of teachers was mainly influenced by achievability in regard to time, directing us to invoke on our own personal network. In the conducted sessions the drafted courses were

presented thoroughly with afterwards an engaged exchange of feedback to improve and optimize the quality of the courses.

Lastly, due to the rich networks and resources of both the owners of this work and Mothers for Peace, it was possible to integrate an overall valuable amount of perspectives from the global south. Due to practical limitations certain goals requested by Mothers for Peace were no longer achievable as other goals took priority. The delivered products did not entail a Dutch translation of the courses nor a webinar clarifying the delivered course.

5.3. THE RESULTS

5.3.1. INTERVIEWS WITH EXPERTS ON WOMEN IN PEACEBUILDING

Peace, conflict, and women in peacebuilding is very broad and complicated in today society. To work on such topics, it is very important to get information from actors and organizations in the field. Conflict is a global thing and is happening in almost every part of the world today, this brings the international perspective on conflict, not to focus only on the Western view/world. In Africa there's conflicts going on in DR Congo, and Congo was a colony of Belgium and the conflict have links to its colonial history. Also, conflict in Israel, Afghanistan which has been going on for a long time now and that of Russia & Ukraine which is most talked about. This is to look at peace/conflict and peacebuilding in a broad sense.

Firstly we interviewed Annie Matundu Mbambi, who is a women's rights activist for over 30 years, and has worked in different fields (peace, security politics, UN-resolution 1325, disarmament, women's political participation, conflict resolution, human rights, environment, violence). She was once the president of the WILPF (Women's international league for peace and freedom, was one of the first women's organisation, exists for 108 years now) in the DRC for 15 years and is now representing them on the regional levels in the DRC.

According to Annie Matundu, Peace is tranquility and begins with a person (Myself). Peace can only then be passed on from a person to family then to community/environment.

The situation of conflict in DR Congo is complex as it has to deal ethnicity, bad governance, illegal mining and trading of resources by rebel groups as the DR Congo is rich in resources such as (Mineral, nature and copper), and the most known rebel group M23. To break down these conflicts, there needs to be a breakdown in the ongoing violence. This could be key because with the absence of violence peace can be attained as this violence keeps conflicts going.

In her experience of peacebuilding in conflict, women and children suffer the most for example violence against women, not only sexual but in all fields. If War is the business of Men, then peace has to be the business for Women. It is important that you want to work for peace. You have to arm yourself morally and have peace inside you. She created "peace clubs" in some schools of 4 different religions/confessions made up of 10 students per school 5 boys 5 girls to learn peace.

"Peace first is me. Peace begins with me, afterwards peace begins with us, and with everyone, and if everyone could talk about peace or would give peace, I believe that we will have a better world, but it is difficult to have a better world, but we have to do a lot of work and exercise for this better world."

The second person we did an interview with was Dr Anne Abaho Lecture from Nkumba University Uganda. According to Dr Anne Abaho, peace is the absence of War and from a social point of view peace is about equality empowerment and access to social services etc.

In her short time working in peace, they spoke to young girls about the future, how to prepare yourself for your future, to live a stable, secure, safe life. At Family level they discourage actions of violence amongst children, encourage love, support, equality amongst the children. While in a Professional point of view, encouraging signs of equality respect towards each other, and between students. Some of the problems in teaching peace building is the difference in perception. In academia sometimes it is the differences in backgrounds that is a problem. In addition, to create a stable world we need to start at the family level by training children positively to include men and women, to view each other in their point ability and the difference they can create. At national level they need to put Policies in place that favors the inclusion of men and women, while on international level they need to have an obligation to compel or ask states, to put laws in place to fulfill the obligations, promotion, safeguarding and assuring that women are involved in peacebuilding and negotiation, stability. Some solutions to this violence like in the case of Uganda/Congo, are inclusiveness, looking at the root cause and putting in consideration those accepted.

Robi Damelin, is an Israeli peace activist who immigrated to Israel from South Africa in 1967. She is a volunteer at parent circle Family forum which brings together Palestinians and Israelis who have lost loved ones in the conflict.

At the moment in Israel peace is not on the table, there's not a possibility yet. Peace is insurmountably political. In her experience with peace women are still a minority on the peace table. It is Important to empower women to be active in peacebuilding, since they are most likely to influence the minds of our future society by raising their children

Also, some of the methods they use to educate youths is through summer camps for age group 14 - 18, Educational workshops in school. These students should understand the importance of personal relationships with the enemy, getting a face and life story to tackle narratives. It is also important to educate youths about the diversity of culture, values and rituals shared in common.

In the interview with Razia Arefi, from Mother for Peace, she talked about the importance of restoring women's identity as an important part of her peacebuilding work.

During their period in Afghanistan, women were taught how to catch fish, given English and computer classes, taught about medical or clinical information, and set up agriculture projects. The objective of this project was to make sure that women learn how to read, write, and make clothes. Also, if women could read and write this could have brought change to many families. They face difficulties bringing people together for their project since the people in Afghanistan were religious. In addition, some of the things you should consider teaching students when it comes to peacebuilding is to include the study of culture and their way of believing. It is important to also talk about conflicts abroad. To make

women become participants in peacebuilding, they need to give them equal rights. Women should be able to have their own party so they can share their ideas.

Annemarie Gielen works for pax Christi Vlaanderen, it is an organization that supports peace and security, reconciliation and justice based on human values and Christian inspiration, in our own society and in other parts of the world. To Annemarie peace is when everyone can come into their own and get their development opportunities. It is important for youths aged 12-18 to know that everyone can bring in their own experience in a peace process. Division of Men and Women is no longer an issue in this day and age, diversity is broader than just men and women. Usually, men are the majority at the peace table and women are heard less or not at all. It is relevant that young people do not become cynical and do not give up hope when it comes to peace. Any form of protest is good and necessary. Alliances, coalitions, with a number of people finding something unjust, that you do something about it and learn from each other. If you are left alone with it, it is less easy to discuss it. It is good to work it out together.

Looking at peace in Russia & Ukraine, it does not happen anytime soon, little or no effort is put but everyone is hopeful it happens soon. To both countries as diplomats, they never give up according to them. But no matter how hard it is to reach your opponent; it has to happen.

This interview helped in many ways in our research, getting insides on the different conflicts was important as they gave that international perspective we were looking for. One thing that was clear in all interviews was differences in culture and the importance of respecting it and how it can play a big role in peace. Also, women being minorities on the peace table inspires us in the development of the course for women inclusion. We develop games and statements in peace, conflict and inclusion of women in peacebuilding. Some of the advice given on how to work with young students were taken into consideration as statements and other activities were created in this course to put more importance on inclusion of Women in peacebuilding and to make everyone a participant in this exercise to ensure they all learn something. You can find more information about the interviews in the appendix.

5.3.2. FEEDBACK FROM TEACHERS ON THE EDUCATIONAL COURSES

The educational courses could not be finished before getting some feedback from professionals in the educational field. Our team doesn't have enough experience with the target audience so feedback was needed to make the courses are as adapted to the ages as possible. That is why we decided to contact some teachers in our own network and surroundings to do an interview.

Originally the goal was to do a test phase. The idea was to invite teachers who themselves teach and guide secondary education students. Parts of the educational courses could then be tested on this group of teachers. Unfortunately, we had to cancel this plan. The first reason was that May and June are very busy months for this target group because exams are taking place. On the other hand, it was also no longer feasible in terms of time. It was very difficult to get this target group together in such a short time and at a time that suited everyone. We could also use extra time to put extra effort into perfecting and finishing the educational courses. Therefore, we decided to consult our own networks and find some teachers ourselves to ask for their feedback.

The goal was to go through the general outline of one course per teacher. There were around two teachers per grade that could investigate our work. It was especially useful to gain a better understanding of the different target groups and, through this, being able to adapt the games to the advice given.

For the first grade we had the chance to talk with Griet Geldof. She is a maths teacher in the first grade. Secondly, we talked with Sophie Soetaert, a French teacher in the first grade. They have a lot of experience with the age group of our first course so that is why we decided to interview them. For the second grade the first teacher we interviewed was Sophie Geldof. She is a social science and pedagogic teacher in the second grade. The second teacher we talked to was Ines Crome, a religion teacher in the second and third grade. For the third grade Ines Crome was also consulted for feedback.

Here there will be pointed out the most important parts of feedback we received. In general, the teachers were positive on the work that was done in the educational courses. The main work points were mostly focused on the timing of the games and including enough background information for the teachers who will use the bundles.

There were also a lot of teachers that mentioned to include the end terms because that makes it easier for the teacher to implement it in their classes. But again, it is based on the end terms but we also want to keep the goals open so it can be used outside of the Belgian education system.

For the second grade there was specifically mentioned that the goal of experiential learning is clearly reached. Sophie Geldof had informed with her students on which method of learning they liked the most. They mentioned they like being taught in three steps. Firstly, trying out the exercises themselves, then getting the information from the teacher and then again making exercises to rehearse what they just learned. This way of working is adapted in all three bundles.

Another hint that was mentioned is to make sure that when the pupils watch a video in one of the courses there are questions provided so the pupils have a reason to pay attention while watching the video. And of course, also provide the answers to those questions for the teacher. Connecting to this was also the comment to really provide enough information to do pre talks and reflections with the class group. That is the most important part in every class, making sure all the students know what is going on and letting them express themselves.

Other than feedback on the courses there was also a lot of advice given to keep in mind while making and giving our end presentation. It is important to really start from the base in the topics. Not everyone who will come to listen will have knowledge in the topic's peace and conflict. That is why it is important to calmy give explanations and for example also provide a print-out of the presentation so there is extra guidance in the difficult topics. Other than that, it is also good to mention clearly that we focus on experiential learning. Our goal is to let the pupils experience the topics themselves and let them develop their personality and critical thinking. Those goals are already linked good to the end terms of the grades. Also, it needs to be clear that the product is not made with the intention to afterwards be used for testing and exams, but the focus is on experiencing.

The conclusion is that the interviews were useful, and the reassurance from them was helpful and motivating. A few times the teachers mentioned that they would eagerly teach the courses to their pupils themselves and that sounded like music to our ears.

6. EDUCATIONAL COURSES

First of all the courses itself can be found in three separate documents. In general the three courses all have a similar structure. Primarily they include some general parts, that are the same for all the three courses. These general parts tackle the following topics:

First, a trigger warning is included. This is meant less for teachers, but rather gives teachers a small psychological background about triggers, traumas, etc. As war and conflict is a very sensitive topic it might trigger students who have experienced these situations and it therefore will be very helpful for teachers to know what they can do in situations like these.

The next general part is about surroundings. This is a recommendation to adopt the surrounding to the topic and goes hand in hand with the safe space heart, as the goal is to create a safe, open space. While the surroundings more mean the physical surroundings, like e.g. moving tables out the way and making a circle with chairs, the safe space heart focuses on the group. Creating a safe space is about making everybody feel accepted, respected and heard within the group.

The method of the Check-In and Check-Out is furthermore another method that supports the creation of a safe and open space in the group. It is a method that derives from the concept of deep democracy. It is used to check up on all the participants and to be aware of how people are feeling within the group.

Another method that is proposed in the general part of the packages is a motivator. This means adding a short motivational moment / icebreaker in between, to lighten the mood and ensure the concentration of the pupils.

The last method that is described in the general part is the creation of a booklet / zine. This booklet is used throughout the entire courses as a reflection method. It not only gives the students the chance to write out their reflections, but also to take something with them from the lesson. Having a booklet in which they preserved the for them most important parts about women in / and peacebuilding allows them to take the topic with them and think further about it. We mainly wanted to include this, after the interview with Robi Damelin from the Parents Circle as she emphasized the importance of this topic and that it can't stop at the exit door of the class room, but needs to be taken with you into everyday life.

6.1. OVERVIEW FIRST COURSE

The first topic that is being tackled in this course is non-violent communication. It's a first introduction with conflict for the pupils and making them aware on how important communication is. For example, changing the way you talk, a topic that can be interpreted differently and come across less harsh or violent. By just doing and showing something so small it can already make the pupils more aware about the way they communicate.

In the second class we go more into peace and conflict. By already showing in the first class on how easily conflict can arise we tackle more difficult topics and terms. Like war, violence, peace, peacebuilding, peace-making, etc. This is a first introduction with terms which are important for the

pupils to know, because it's a daily subject in the news and online. The pupils are able to reflect more on what they see and how they feel about the topic. By providing pupils with more context, we hope to achieve a better understanding about conflict and violence in developing countries. During that class, the connection to the conflict between Ukraine-Russia is made. In that way there are more options to go more specific into some topics and terms and make them more relatable for the pupils.

Lastly, the topic of gender in peacebuilding is being discussed. This topic comes mainly from the question of Mothers for peace. This educational course is made because of them and the main focus they wanted was: 'An educational course about women in/and peacebuilding.' The background for this idea also comes from resolution 1325, this resolution is on October 31, 2000, unanimously accepted by the UN Security Council (Peacewomen, n.d.).

6.2. OVERVIEW SECOND COURSE

The first topic that is being tackled in this course is peace and conflict. It's a first introduction with conflict and peace for the pupils and making them aware what these terms mean. They get the freedom to first try to define the terms themselves. Next to that they will watch a video about the UN resolution 1325. The main focus here to point out the effects of war on women and the importance of involving them in peace building and negotiations. Lastly the students will have time to exchange experiences, opinions, and personal knowledge on those topics.

In the second class we go more into the conflicts of Congo. Before any game can be played the basic facts need to be known. That will be done by 3 educational videos. Afterwards they should be able to mind-maps of the most important info from the videos. There are also given different methods of quizzing and a list containing around 25 quiz questions that can be used. During that lesson, the connection between the conflicts in Congo and colonisation is made.

Lastly, the topic of gender in peacebuilding is being discussed. This topic comes mainly from the question of Mothers for peace. This educational course is made because of them and the main focus they wanted was: 'An educational course about women in/and peacebuilding.' The background for this idea also comes from resolution 1325, this resolution is on October 31, 2000, unanimously accepted by the UN Security Council (Peacewomen, n.d.). The students will experience the importance of women in peacebuilding by playing out a conflict and roleplay.

6.3. OVERVIEW THIRD COURSE

For the third course, the conflict in Afghanistan was chosen to create a connection between real-life happenings and the classroom. Diving into the subject with examples, stories and video material of people who have experienced war and conflicts draws greater empathy towards the topic and improves critical thinking skills and appreciation for diverse perspectives. By gaining insights into the consequences of conflicts and the importance of inclusive and gender-responsive approaches to peace, the pupils become informed global citizens. Empowering pupils to actively engage in promoting peace, social justice, and equality, both in their local communities and on the international stage is particularly important for this age group. This became even more important when in October 2021,

the Council of Ministers of the Belgian federal government has approved the right for 16-year-olds in Belgium to vote in elections of the EU Parliament (Kockartz, 2022).

For being able to take and learn about the topics of women in / and peacebuilding it is indispensable to learn to define the terms conflict, war, peace and peacebuilding. That is the reason why this is the main focus of the first class. Afterwards the goal is to give them the chance to listen to a witness of the conflict in Afghanistan and let her speak through a video and reflect on what they heard afterwards.

In the second class the focus lies on the history of the conflict in Afghanistan. Here the different phases and sides of the conflict are first explained in a reading exercise and is then deepened through a game in groups. Afterwards, they will be able to learn more about peacebuilding and its different perspectives through another group exercise.

The third class first focuses on the UN-resolution 1325 and further backgrounds about women in peacebuilding. This is reached through statements, to which the students will have to position themselves, a small text that presents a woman in peacebuilding and a short video. In the exercise afterwards the students will then learn more about activist actions and possibilities on how to become active for peace themselves.

7. A POLITICAL MEMORANDUM

Similar to the educational package the goal of this memorandum is to bring attention to and raise awareness for the importance of women in / and peacebuilding in an international perspective. The aim is to convince politicians of the importance of this topic. The research question can be transferred into the following: "How to convince politicians about the importance of women in / and peacebuilding in an international perspective?" The initiative of this additional project stems with Mothers for Peace as per request.

With the adaption of the first Belgian National Action Plan in 2008, Belgium obligated themselves to work on the realisation of the Women, Peace and Security Agenda. By now, the fourth NAP was put in place in February 2022. Even though the agenda has been set, this does not mean that everything that has been implemented has taken place. There remains a need for accountability and politics to follow through. Especially with the ongoing wars and conflicts in the world, an increased effort regarding the importance of women in peacebuilding can support the creation of a more durable peace.

The organisation Mothers for Peace works in the field of peacebuilding and tries to encourage women in conflict, improve their situation and advocates for equality and the inclusion of women in peace negotiations. As in our society as well the issue of women being less included in political decisions and processes, having less of a chance to participate in peacebuilding, hurts the process of tackling conflict and sustaining peace. Commissioned by Mothers for Peace, the intend is to create a political memorandum tackling these issues. With the upcoming Belgium elections in 2024, this might enable political parties and policy makers to follow through on the Women, Peace and Security Agenda, while reflecting about this topic and integrate it in their further work.

7.1. POLITICAL CONTEXT BELGIUM

Despite its size, Belgium still has a rather complicated federal structure that does not make it easier to understand its political climate. First of all, Belgium is constitutional monarchy with the King of the Belgians, King Filip, as its head of state. However, his role is primarily ceremonial. Executive power is held by the government that is formed following democratic elections within a multi-party system. Furthermore, the country consists because of linguistic differences of separate communities and regions that form their own governments next to the federal government. Additionally, certain mandates have been transferred to the supranational body of the European Union (Toshniwal, 2023).

The parties organise themselves with regard of language and regional differences. In Flanders the prominent parties are from left to right leaning: Partij van de Arbeid van België (PVDA), Groen, Vooruit, Chriten-Democtratisch en Vlaams (CD&V), Open Vlaams Liberalen en Democraten (Open Vld), Nieuw-Vlaamse Alliantie (N-VA), Vlaams Belang (VB). Elections are held at the level off: municipalities, provinces, communities, regions, federal state and the European Union. Belgium is today one of the few states which mandates voting, this since 1893. However, in the upcoming elections of 2024 this will change for the local and European level (Toshniwal, 2023). On the contrary, the country was one of the last in Europe to give woman the right to vote, only in 1949. Because this did not lead to more

woman in parliament, a political gender-based quota was implemented in 1994 (Instituut voor de gelijkheid van vrouwen en mannen, 1994).

7.2. CONSTRUCTION OF THE MEMORANDUM

The intent is to spread awareness to political parties and legislators about the actuality of this issue and direct them to take action. The memorandum is constructed with an emphasis on quality above quantity. Therefore, the amount of information will be limited in quantity in order to capture their attention optimally as holding their attention is key. The memorandum begins with a short analysis of what the issue actually is and why one should care followed by the resolution 1325 implemented by the United Nations and current key challenges. Afterwards, an introduction to the working of Mothers for Peace follows with the peace treaty they announced on their last conference regarding woman at the peace table containing the core message that is intended to be received. Eventually a couple suggestions are given with concrete actions someone with political power could undertake. This final result consists of a draft of a political memorandum which will be delivered to Mothers for Peace. To Disclaim, this first draft will not be publicly accessible as it is not a finished official edition representative of Mothers for Peace interests in the Belgian upcoming elections of 2024. It is merely a suggestive document that could be used in their internal organisation for the development of an official memorandum.

8. CONCLUSION

The organization mothers for peace asked for an educational course for pupils between 12 and 18 years old with the research question "How to educate pupils about the importance of women in/and peacebuilding in an international perspective?". The message was brought to the pupils through courses with experiential learning as a base. A creative, light – hearted courses was also necessary.

For the research part, there were focused themes for the course itself, but also background information for the teachers. Pedagogical information for example is also important to give to the teachers. Research was conducted on topics such as gender, the school system in Belgium, war and conflicts; *Afghanistan, the conflict of the Democratic Republic of Congo*, methods working with conflicts, what is peace and conflict and women active in peacebuilding. And last, there was some research on pedagogical methods, mainly from courses from Vives itself that students of us had. There were a few struggles with the pedagogical research part. The three students who worked on the pedagogical part, where all three in pedagogical/psychological studies. They all see it as relevant but there was a filter needed, to see what is really relevant for teachers in such courses. Eventually, background information was made about check – in and check – out, through the deep democracy method, about 'what is a safe space?', and as last trigger warning explained. It might be helpful to explain what trigger warnings are and why. Because those topics in the courses are very hard and you never know what the pupils in your class went through. Think of refugees from Ukraine and other war zones.

The aim was to get the educational course translated to Dutch. Due to lack of time it wasn't possible anymore. It is better to have a course that is better content wise and English, than giving an unfinished course and in Dutch like the organization Mothers for Peace wanted. There is for sure a suggestion to translate the package in Dutch so that it is easier for teachers and school to access and use it.

Estimating time was for sure a struggle. Due to lack of time, deadlines were sometimes missed and rescheduled. Time pressure wise, it would've been better if those deadlines where already made by the beginning. At the beginning of the bachelor thesis, there was a timeline ready with all the 'big' deadlines. But it's hard to follow if this is the first time ever doing it.

Several smaller teams were made during the developing of the courses. For each course there where two people in charge, also two for the memorandum. The two people from the memorandum also helped with the courses. We felt that there were more people needed with the courses so they divided themselves among the courses. Because the two of the memorandum where also divided among the courses, it went a little bit quicker. Therefore, the memorandum is only a first base is there but it needs further development from mothers for peace.

Interviews were planned within the making of the courses. The interviews were with organizations and teachers. There were interviews with organizations as PaxChristi, Parentscircle, Annie Matundu, Doc. Anne Abaho from Uganda we had a lecture earlier from and Razia. The interviews with the organizations were very interesting and helpful. From the interviews, there was a lot of information, links, contacts, etc. To be used for the courses.

Sadly, there were a few organizations that didn't respond at all. There was also a miscommunication with the organization Djapo. They make educational courses themselves, and thought it could be

relevant to have contact and maybe feedback from them. They actually misunderstood the email and thought it was for a collaboration with them and Mothers for Peace. The aim was to just get feedback and tips. But there wasn't really much they could do.

There were also interviews with teachers arranged from high – schools. They gave really relevant feedback for the course. For example if the time schedule was realisable, if the information wasn't too much, etc. their feedback was for sure taking into account. Also, some teachers didn't respond at all, or too late. But there was enough feedback to help the courses.

At the end of the Bachelor Thesis there was the opportunity to participate to an international peace conference organized by Mothers for Peace. This was mainly about women at the peace table. The conference was organized at the 17th of June in Ypres. Different speakers came to share their story, experience, etc. The head topic they talked about was that women need to have an equal role in conflict prevention – and resolution. By this, they give women an essential chance to give peace a bigger chance for succeeding.

They wanted to be inspired by women as Sima Samar and the Congolese Annie Matundu Mbabi. There was also room to go into conversation with the women behind the Israel and Palestine organization The Parents Circle. And as last, there were young climate activists too you could've listened to.

In the afternoon there was room to attend to different workshops. The audience was free to choose which one interested them the most.

There was a final conversation with a lector from Vives, Julie Vandewalle, to end the Bachelor Thesis writing good. She is the head of the research courses on Vives Kortrijk. She gave tips and feedback on the courses that really helped to end the writing of the courses.

There was also a presentation organized in the last week of the Bachelor Thesis in Vives Kortrijk. This presentation is mainly to inform targeted schools. Everyone could attend if they're interested but the main goal of the presentation was to talk about the courses that were made, what the purpose is, what the goal is and why. There was an opportunity made for the teacher from high schools to attend online via Teams, in person at Vives or asks for the recording afterwards. There were flyers and a poster made to promote the presentation. Those flyers were also handed out at the peace conference. The same invitation flyers were added to invitation mails that were send out. There was a list made with all the schools and contacts. Through a colour code it was clear which schools where already contacted, which weren't or which information's wasn't right. A google forms was made to keep up to date with the amount of people who will follow this presentation either in person or online.

If writing everything out is done, there is still a goal to contribute to a transcription of the Dutch Magazine 'Klasse'. The Flemish Scriptionprize want to promote bachelor thesis's because each relevant research deserves a broader public. Writing a Dutch article with a max of 1000 words is needed. The theme of the Bachelor Thesis is more based on the educational field, so the target becomes the Magazine 'Klasse'.

Overall, it were very intensive weeks. Through the intensity, there was still time to think every day of the check – in and check – out. There was also room for a motivator each day to keep the positive vibes.

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APPENDIX

SUMMARIES OF THE INTERVIEWS

ANNE ABAHOA

1) What is Peace to you?

From the academic point of view Peace is about the absence of war, from the social point of view, peace is about equality, empowerment, it is about access to social services, being able to find decent housing, food employment and receive renumeration it's about having social relations, friends you can relate with, it's about freedom and the equal participation of all society without any biases or discrimination based on any grounds gender, sex, class, race. It is not just about the absence of war but also the above mentioned.

For women it could be beyond those mentioned it could be a woman having access to maternal health care, determining the number of children to have, or without any conditions of finding a job, get paid. It is the ability to own property with or without your husband and the ability to use this property in the absence of your husband.

2) Have you ever worked in peace building and what was your experience?

Not intense but peace at the societal level, 2012/ 13 participated in a workshop talking to women about their rights, in the concept of peace we're also talking about human rights and the enjoyment of those rights. What I realize is the things you take for granted they actually don't know. Roles have been giving by the society on men and women, ie. women don't stand to challenge their husbands. Capacity to make decisions or own property.

Speak to young girls about the future, how to prepare yourself for your future, to live a stable, secure safe life.

At Family level discouraging actions of violence amongst children, encourage love, support, equality amongst the children.

In Professional point of view, encouraging signs of equality respect towards each other, and between students.

***Africa & western world view or approach.

The Western world encourages a libra gender point of view.

African continent: It is different due to tradition (bride price)

3) Do you face difficulties when teaching peacebuilding?

NO

Just the differences in perception, (Traditionally men are said to be leaders and language too, ie. chairman leaders) Also we have Gender Attribute. But both can be violent and very peaceful.

- 4) Backlashes in academia?
- There are backlashes from some colleagues and students because they come from different backgrounds.
- Change will depend on the Level of Training, Willingness of students.

- If children were thought they can do certain things or have certain privileges because of their gender at a young age will affect them despite their level of education as parents are their first role Models.
- 5) Advice for kids around 12-18 or most important thing for them know.
 - Each one of them needs the other.
 - When you have me, I can help you to do what you wouldn't have done.
 - We are all equal
 - When there is peace it's for all, when there's violence the disadvantage for all.
 - Each one of them has the potential to create a stable world.

6) What's the Next step into the future to get more women into peacebuilding

- Family level, Train children positively of the inclusion of both men and women, to view each other in the point of ability and the difference they can create.
- Being positive role models to the children.

Community level:

• Support those who don't have, support our neighbors that's the dependency part of it, and humanist part of it.

National level:

 Put Policies in place that favors the inclusion of men and women. In economy, politics and social aspects

International Level:

- Has an obligation to compel or ask states, to put laws in place to fulfill the obligations, promotion, safeguarding and assuring that women are involved in peacebuilding and negotiation, stability etc
- Focus on population running away from violence.
- Making Men and Women Equal Participant in Peacebuilding

7) What's your experience in conflict?

- community level domestic violence, sexual abuse (not direct).
- largest form of Violence Uganda has faced Post 1980 lord resistance violence 1.4m people displaced.

8) What are the possible solution to violence like in the case of Uganda or Congo?

- Inclusiveness.
- Considerate of the groups that were affected by the conflicts.
- Ensure that it doesn't happen in the first place. Look at the roots which are political marginalization, economic exclusion and social. Manage them before they spread.

PERSONAL STORY

1) If you don't mind, could you tell us how you experienced fleeing from Afghanistan?

Razia is since 24th August 2021 in Belgium.

Everyone who worked for an international organisation was in danger. Razia and a some colleagues tried to reach the airport. There they had to wait for three days under terrible circumstances such as shootings and tear gas which was used by the Taliban.

First she stayed with at a local youth hostel together with her colleagues. Later, she moved to an asylum centre and finally she got recognized as a refugee. When she was able to work and stand on her own feet again, she could keep her mind busy by building up a new life in Belgium.

2) Have you ever worked in peacebuilding? If yes what was your experience and experience as a woman in peacebuilding?

Mothers for Peace has a clear name. It's important to give women their rights and identity back. Women were kept aside and their identity and existence was well ignored.

They taught how to catch fish, gave English and computer classes, taught about medical or clinical information, set up agriculture projects, etc. The reasons for these projects were to make sure the women learned how to read, write, make clothes, etc. When a women graduates, she can do these things and use these skills as a source of income. They would be healthy and educated more. They had an identity.

The projects were in all the provinces. Most people were religious. It wasn't easy to bring them together.

If a women could read and write, this caused a big change in families. For example: a women who was engaged couldn't read or write before. After the classes, she could communicate with her fiancé.

In 2021, when the Taliban came back, the projects had to stop.

3) How are you experiencing living in Belgium right now, compared to your first impression of this country?

It's a complicated feeling to live in Belgium. Razia fought for her future and wanted to go for politics in Afghanistan. Being 1 of the 12 woman selected for the first time, she became very close to this goal.

Here, she has to start from zero again. But she also has no fear of the Taliban or to go out on the street by herself as a women. She is free and has equal rights, she can think about her life and go for it.

In Afghanistan, Razia was always busy with meetings with other women, doing her MBA which she couldn't finish anymore, etc. The first months here in Belgium, she suddenly had nothing to do anymore. Since November, she is working here. She helps other people who had to leave their country with finding a job. Her biggest challenge now is to speak the language.

4) Can you tell us something about your work at Mothers for Peace at the moment?

Since October 2022, the classes started again. Right now, about 50 girls are being supported and taught school subjects. Razia is still in contact with people there every day. She gets reports and pictures from the classes. Even though she lives in Belgium now, she still feels responsible.

5) Can you explain what peace means to you?

Peace means to have the rights, to not be judged or treated otherwise for your gender, colour, religion, way of thinking, way of dressing, etc. You as a human have the right to vote and to say your opinion. Other ideas are respected, differences are understood.

EDUCATIONAL PACKAGE

6) How could the methods you/your organization use be relevant in an educational context? It's important to include study about culture and their way of believing.

Between 2001 and 2021, millions came to Afghanistan to implement of projects, but these didn't make fundamental changes in the lives of these woman. For example, money was used to build a school but nobody thought of bringing teachers into these schools, which caused the classes to become empty. It was the longest NGO and well known.

Mothers for Peace started in 2002 and stopped when the Taliban came, which made them the longest organisation to be active.

7) How would you address the topic of the necessity for women involved in peacebuilding to students (between age 16 and 18)? What do you think is important for them to know?

Razia pointed out the importance of talking about conflicts abroad.

8) Is there maybe any material such as Videos etc. you would propose us to use as a educational tool?

Razia send us a lot of documents and videos through WhatsApp.

MOTHERS FOR PEACE/AFGHANISTAN

9) Could you give us an insight on how the situation regarding the conflict with the Taliban is in Afghanistan at the moment from your perspective?

Everyone who worked for an international organisation was in danger. The activities of Mothers for Peace had to stop temporarily. Women were completely excluded from peacebuilding again.

- 10) What are the obstacles in the field advocating for peace? What can you give as possible solutions?
- 11) What do you think is the biggest obstacle for women to be more involved in peacebuilding? (Role of Women in Peacebuilding in Afghanistan?)
- 12) If we want to get more women into peacebuilding, which steps need to be taken in the future?

For years, women were kept aside. Things were not given to them the same as to men, they didn't have equal opportunities. Women don't have their own party, they belong to a men party. They can't act as a women. They can't transfer their ideas.

It's important that women have equality in education. We all have the same issue or are suffering from the same problems. We should help each other, no matter which colour or country.

In 2020 there were peace negotiations with Taliban. It was the first meeting where no women were present.

After protests and meetings, they could include 3 or 4 women in the peace delegation to be present with the men. They had to apply their agenda and use their (men) voice.

The problem is that only if you have women there, you have someone who can act on their agenda. There were women involved, but at the end of the day the voices of the men were stronger.

ROBI DAMELIN

INTRODUCTION: Robi Damelin, an Israeli peace activist, originally immigrated to Israel from South Africa in 1967. As part of the anti-apartheid movement her safety was no longer secured. Therefore, she seeked refuge in Israel after the Six-Day War in South Afrika. Her son David, who studied philosophy and psychology and taught at Tel Aviv University, was conflicted about serving his country in the military and protesting against the occupied territories. Tragically, David was killed by a Palestinian sniper while serving in the military. Under the impact of this loss, Robi's life changed drastically. Despite her pain, she chose a path of reconciliation and peace: "When the army came to tell me that my son had been killed by a Palestinian sniper, one of the first things I sadly said was: you must not kill anyone in my child's name." (American Friends of the Parents Circle, 2023) rather than seek revenge, despite her pain. Since then, she has made it her life's mission to improve the lives of others and is involved in co-existence projects, volunteering at the Parents Circle Family Forum. The PCFF brings together Palestinians and Israelis who have lost loved ones in the conflict.

The PCFF unites Palestinians and Israelis who have lost relatives and loved once in the conflict. As part of her journey to turn grief and pain into reconciliation, she wrote a letter to the family of the sniper sharing her desire for reconciliation. Her goal is to spread the message of shared pain, reconciliation and cohesion. To break down the narratives on both sides and foster mutual understanding in order to achieve peaceful coexistence and future peace. (פורום)

- 1. Can you explain briefly what peace is for you?
 - Peace in Israel is not even on the table right now
 - Importance of elections, securing democracy
 - Educational mandate, promoting establishing a Minister of Education from the left wing
 - Peace is insurmountably political
- 2. How did you experience working in peacebuilding as a woman?
 - Obviously, women are still a minority on the peace table
 - It is a fact that we live in an inequal world
 - It is crucial to include more female voices since they understand the consequences of war and are most effected by them
 - Importance of empowering women to be active in peacebuilding, since they are most likely to influence the minds of our future society by raising their children (being the main educator at home)
 - You can't exclude 50% approx. of the human population
- 3. What are the obstacles in the field advocating for peace possible solutions? What do you think is the biggest thread of a possible future peace between Israel and Palestine on a micro and macro level?
 - Recent political development, right wing gaining immense support
 - Threat of democracy by Netanyahu regaining power despite ongoing corruption process, pushing to remove strong elements of Israeli democracy (separation of powers, ability of the courts intervening in governmental decisions)
 - Social media promoting hate and narratives

- Promoting resistance through presence at organized protests
- Educating youth for the upcoming elections
- Educating adults in projects sharing stories from both sides enabling empathy
- Accurate media representation of victims of the conflict on both sides
- 4. How could the methods you/your organization use be relevant in an educational context?
 - Summer camps 14–18-year-olds:

Most Israeli or Palestinian children have never met one another. Within summer camps for both Palestinian and Israeli youngsters the PCFF tries to promote exchange and the development of friendships. Central point is to improve empathy and enable an understanding on both sides what it means to live and grow up in a war zone. For example most Palestinian kids have never seen the sea and are unable to leave Palestine. Israeli children grow up learning where the nearest shelter is and how to reach them quickly while Palestinians most likely don't have access to a shelter at all.

Educational workshops in Schools:

The PCFF provides workshops and meeting spaces in Israelian and Palestinian schools. For that they are collaborating with the Ministry for Education and do have a pedagogical mandate to carry out their package in any school. Privat schools and Ultra Orthodox ones

- 5. What do you think is important to know for students between 12-18 about the topic of (women) in/and peacebuilding?
 - Importance of personal relationships with the so called enemy, getting a face and life story to tackle narratives
 - Educating youth about diversity of culture, values and rituals shared in common
 - Educating about the Shoah (Holocaust) and the Nakba (persecution and displacement in the Palestinian territories)

ANNEMARIE GIELEN

Introduction, who are we what do we do?

We are a international team of students from Belgium, Germany and Cameroon, at the VIVES university Kortrijk in Belgium studying Transnational Social Work, an international minor which focuses on Decolonization. We are presently working on our Bachelors thesis, and our topic is "Women in peace building". We are expected to create an educational package for the Organization Mothers For Peace (Moeders voor Vrede) on "the importance of women in/and peacebuilding" in an international perspective within the age group 12-18. For these reasons we wish to carry out an interview with you/your organization to get qualitative data which will be very helpful for our bachelors thesis and in the development of our educational package.

General questions for every interview:

Can you explain briefly what does peace mean for you?

When everyone can come into their own and get their development opportunities.

What do you think is important to know for students between 12-18 about the topic of (women) in/and peacebuilding?

Point out that each person can bring their own experience into a peace process.

Division of women, men is no longer an issue in this day and age, diversity is broader than just men and women.

Especially female roles and male roles must be adequately addressed by both genders.

Bring in all aspects of society and take into account as much as possible who is in the minority. Religion, skin color, origin, ...

Usually men sit at the table and women are heard less or not at all.

More people than just those at the table.

Focused questions

What are the obstacles in the field advocating for peace? What can you give as possible solutions?

Dominant narative, military solutions = only resolutions.

Supply more weapons, to work for peace you have to prepare for war. Pax Christi, if you prepare for peace you must prepare for peace because if you expect War you will get it. Not just overcome it with weapons.

Psychology: "Why do people choose violence?" \Diamond when a problem arises people want to solve it quickly, they want to get a grip or control the situation faster \Diamond only with violence. New injustice or new violence they don't think about.

Requires a lot of midelles and victims. Much damage. If there are peace negotiations people want it resolved by the next week. There should be a plan ready immediately. But in reality it can take YEARS.

Thinking of solutions they have never thought of before; peace process.

Peace process ukraine and russia? Often things in secret so they hope this happens. Not trying hard enough yet. A diplomat should never give up according to them. No matter how hard to reach your opponent, it has to happen.

How could the methods you/your organization use be relevant in an educational context?

Jongeren echt goed/juist nieuws laten opzoeken als opdracht?

Waar kunnen jongeren zich samen in vinden, hoe voelt dit? Is dit belangrijk? Wat doet het om samen sterk te staan?

Nadenken over oplossingen.

Important that young people do not become cynical and do not give up hope. Any form of protest is good and necessary. Alliances, coalitions. With a number of people finding something unjust, that you do something about it and learn from each other. If you are left alone with it, it is less easy to discuss it.

Do something about it together.

Wat is er belangrijk rond conflict?

Going into history to show that such a war has a run-up. Those who oppose the war in Russia must make themselves heard. Relate that not only Russia is bad.

What did we in the West do to prevent it? Expand European Union, everyone knew Ukraine was going to be a member. NATO could have considered other forms of cooperation.

What do you think is the biggest threat of a possible future peace between Ukraine and Russia on a micro and macro level?

Micro: what do you do in society

Russia will come back into our sphere of influence after the war, exchanges between schools, cities, cultural exchanges to promote cooperation and meeting.

Macro: politic al, talking with politicians, connection with schools

Ensuring safety --> other forms.

Why is the conflict between Russia and Ukraine more spoken about than other conflicts?

There are wars that disappear from our attention because no Belgians are involved. Journalists are sometimes afraid their news won't "sell. CAPITALISM.

Trying to consult different sources and double-checking. Look up images in image database, quotes, etc.

Also pass along to students that not everything they see is accurate. Propaganda to win people's support. Grain of salt.

Why do you see conflicts as possibilities to grow? And how can we translate that to children between 12 years old and 14 years old.

How do you define equality and how do you want to realize it? Global? Vision on equality? Gender (gender equality – equity)?

By speaking. Projects or international meetings: things that are different --> talking about that and asking for clarification.

Also work around warden \Diamond Catholicism also with Islaam and humanists. Usually does correspond. Only appearance distinguishes them. If you look at the dierp underlying warden, it is often the same.

How would you do it for children (12 yo - 14 yo)?

- Parts of workshops
- Workshop 3th grade
- Webinairs

- Presentations online
- She sees is doable that we already take this conflict in first grade.
 - o Talking about pratctical consequences
 - Whitnesses

ANNIE MATUNDU-MBAMBI

1. Est-ce que vous pouvez présenter vous-même?

Anni Matundu Mbambi, women's rights activist for over 30 years, worked in different fields (peace, security politics, UN-resolution 1325, disarmement, women's political participation, conflict resolution, human rights, environment, violence), was the president of the WILPF (Women's international league for peace and freedom, was one of the first women's organisation, exists for 108 years now) in the DRC for 15 years and is now representing them on the regional levels in the DRC

2. C'est quoi le but de votre organisation et travail ? Comment essayez-vous d'instaurer la paix?

(Président of the WILPF in DRC)

Working in harmony with others, but peace has to come first to me. It needs to be constructed. It starts with me and is first a spirit of mind, a spirit of men and women. It is about trying to live in calmness, tolerance, cohesion, love.

1914, with the first world war, we understood that peace wasn't constructed and this disrupts everything, even generations until today. Without a durable peace it is even difficult to even have economic or political agreements. Base of intellectual, moral and humanitarian solidarity needs to be established.

3. Est-ce que vous pouvez expliquer en quelques mots ce que la paix signifie pour vous ? (Can you explain briefly what peace means for you?)

Peace begins with quietude/tranquillity. Peace has to begin with me, if I have inner peace, I can pass it on first to my family, then my environment and afterwards to everyone and everywhere I work or am. Peace is really important in the life of humans, as nothing is possible without peace. Without peace, it's incredibly difficult to have development.

Peace is a concept of a state of calmness and tranquillity. It means the absence of everything that are disturbances, troubles, wars, conflicts. It corresponds to an ideal that everyone of us searches for in life, but to fulfil this ideal, peace is necessary.

4. Qu'est qui, selon vous, caractérise le conflit au Congo ? (According to you, what defines the conflict in the DRC)

Not a new conflict, exists already for quite a while, but nowadays most of the conflicts take place in the east of the DRC.

Two different kinds of conflicts:

- Endogenous: interior reasons (in the DRC)
 - o E.g. conflicts between tribes over the ground, locations, origins, etc.
 - o Ethnic conflicts
 - About bad governance
- Exogenous: reasons outside of the DRC (e.g. M23)
 - Multinational, others that come to search the riches of the DRC, as it is a country that is very rich in resources (minerals, nature, copper, etc.)
 - Others want the DRC to share their resources with other desert countries
 - This leads to the birth of rebel groups and armed groups
 - Illegal mining and trading of these resources

Since the independence of the DRC in the 1950s, the DRC fell into conflicts.

History of the Congo, émergence of the Congo with the Belgian king, Berlin conference, then Congo was the private property of the Belgian king, later of the Belgian state, etc. Problems started with the colonisation, then neo colonisation and now you can talk of neo liberalisation.

5. How could peace become possible in the Congo?

Impacts of the conflicts are everywhere, the whole society experiences them, impacts everything, the social life, economy, cultural life, security, etc. Puts danger into place and destroys relationships, collaborations, developments, etc. Makes it really hard to work in this environment due to insecurity, war, conflicts, etc. They try to work in the field of peacebuilding, but it is really difficult, as conflicts are ongoing.

To solve the conflicts, you need to break up the ongoing circle of violence, this could really help, as it is the violence that keeps the conflicts going.

Problems are: destruction, displacement, loss of human lives, ogres spawned by violence; these will not lead to peace.

Violence needs to be mastered by taking actions, for example good governance on a local level, respect for human rights, development of good democracy, giving a social life to the population, participation \rightarrow this can help in her opinion to bring durable peace without continuing the effects of the violence

6. Comment avez-vous vécu votre travail dans le domaine de la consolidation de la paix en tant que femme ?

(How did you experience working in peacebuilding as a woman?)

In conflicts it's women and children that suffer most. (e.g. Violence against women, not only sexual but on all fields), it's women who are violated, who don't have resources anymore (=become poor), who play the role of men and women (at home, when the men left for war) and it's women who keep the home / household alive.

Sometimes as a woman has problems, because when they for example want to work with armed groups and e.g. want to do an inquiry about why they joined, etc., but she is convinced that women have to work for peace. If war is the business of men, then peace has to be the business of women. If you want to work on peace you have to arm yourself morally and to have peace inside of you. There needs to be exchange between people who are at the base of conflicts, soldiers, rebels, etc. and civil society, to exchange about the meaning of peace, the impacts, and so on.

7. Example of her work:

Created "peace clubs" in some schools of 4 different religions/confessions. If the children don't know what peace is in a land of conflict, they will not grow up to live a peaceful life. It was 10 students per school, 5 girls, 5 boys (was a pilot project). They started with talking about what is peace, why do you need peace, in which ways is peace possible, who are peace nobel prize winners and why did they win it, how is peace possible at home, in schools, etc., they got taught songs about peace, had the opportunity to write poems about peace, and so on.

Even in schools in the DRC there's a lot of violence between children, it's therefore really important to teach them how to solve conflicts also between each other without violence. For example they also design ated a person to be the "leader" who needs to help people to solve conflicts in schools, was financed through WILPF DRC and Sweden and they will try to do it again with further financing.

8. Do you have any final words:

« La paix d'abord c'est moi. La paix commence par moi, après la paix commence par nous, et par tout le monde et si tout le monde pouvait parler de la paix ou vait donner la paix je crois que on aura un monde meilleur, mais c'est difficile d'avoir une monde meilleur mais on faut faire un grand travail et exercice pour ce monde meilleur. »

ENGLISH



CONSENT FORM

The facilitators have your permission to video record and audio tape the interview for group and individual conversations during the process of our educative package.

The facilitators have your permission to video record and audio tape the interview, with as purpose to include parts of these recordings to their educational package, as long as they give me and the organisation I work the copyrights for this.

The participant can request to not include parts of the interview in the educative package.

The participant can request to inspect or approve parts of our final report that may be used in connection with them.

The participant will be invited to the presentation, either online or in present, of the educative package on Wednesday June 21st 2023 in Hogeschool VIVES Kortrijk, Belgium.

Your signature below indicates your voluntary agreement to participate in this project.	
Participant's name:	
E-mail address:	
Participant's Signature:	Date:
	-
Group's Signature:	Date:
Group's organization.	
	_



invite presentation

Educational package Mothers for Peace

Wednesday June 21st

Presentation - 9 h Reception - 10h

Vives Kortrijk - Aula 0.12 Onderwijs Building

Also livestream and recording





Collins, Diethe, Jan, Jane, Paula, Emma, Astrid, Ellen

Info presentation

"How to educate high school students about the importance of women in/and peacebuilding in an international perspective?"

This is the question we were keen to answer throughout the past 8 weeks within our Bachelor Thesis.

A project in collaboration with the organisation "Mothers for Peace" / "Moeders voor Vrede".

Our educational package is adaptable to the three different grades of the secondary education system in Belgium.

Our objective is to spread the message of the necessity of women in/and peacebuilding and the importance of peace education.