

National Needs Analysis (Georgia)

2024 Year

Tbilisi



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Introduction

Georgia is a diverse multicultural and multiethnic country, a characteristic that brings both opportunities and challenges. Two unresolved protracted territorial and ethno-political conflicts in Abkhazia and South Ossetia have dominated the political history of Georgia for the last 30 years. As a result of these political conflicts, there are more than 286,000 internally displaced persons in Georgia (Ministry of IDPs from the Occupied Territories of Georgia, Labour, Health and Social Affairs of Georgia, 2023), who are facing a number of challenges. The lack of day-to-day relations between citizens, limited opportunities for communication, and the absence of political dialogue further separate Georgians, Abkhazians, and South Ossetians from each other and create a cultural and political barrier between them.

In 2022, Russia's invasion of Ukraine caused significant changes, both at the global level and for Georgia. There are more than 20,000 internally displaced persons from Ukraine in the country, of which about 1,500 are schoolchildren. An important challenge for the country is their integration into society and reducing the effects of trauma caused by the conflict. Peace Education and integration of its elements into the formal and informal curriculum have a special role in the proper management of integration processes.

The massive influx of Russians into the country is especially noteworthy. In 2022, more than 1.5 million Russians crossed the border, and more than 60,000 of them were registered as immigrants. The tendency of the influx of Russians in 2023 is also increasing. Most of them came to Georgia to ease the consequences of economic sanctions.

The majority of the society does not agree with visa-free entry of Russian citizens into Georgia, as this process is associated with significant challenges. Among the challenges, it is worth noting the proven fact of occupation of 20% of the country and the continuous creeping occupation. One of the potential security concerns is related to the fact that Russia can use the so-called The traditional policy of "protecting one's fellow countrymen" is often used to justify aggression against neighboring states. At the same time, the majority of incoming Russians try to separate from the local dominant groups, acquire private property and establish private businesses in various directions. In a word, they stand up and get stronger. The readiness of Georgian society is also important in this process, since there have been negative historical experiences and perceptions in the society between the host and immigrant groups for years, this may lead to an increase in tension between the groups and threaten the stability of the society.

As for the country's ethnic and religious diversity, according to the population census, there are 10 nationalities in Georgia, including 6.3% Azerbaijanis and 4.5% Armenians, who are mainly settled in southern Georgia, although national diversity is expressed throughout the country. It is also important that in terms of confession, 16.7% of the total population are representatives of religious beliefs different from Orthodoxy. (National Statistics office of Georgia 2014) The aforementioned conditions include the formation of the country as a multicultural environment, which has become the prerequisite of ethnic-religious conflict more than once in the last ten years, and the ethnic and religious confrontations in different regions of Georgia have created a kind of conflict chain. Acceptance of ethnic minorities and their existence is still poorly understood by the masses, and for a



large part of the population, this appears to be more of a problem than a natural fact. A survey conducted by the CRRC in 2021 revealed that 30% of the Georgian population believes that only ethnic Georgians should have Georgian citizenship, and 50% of the population believes that citizens of Georgia should be Orthodox Christians. (CRRC 2021).

In recent years, a certain part of the population of Georgia has been identified with xenophobic and homophobic attitudes, which in turn has become a source of civil confrontations and conflicts several times.

Based on the current situation, Peace Education in society is an important challenge in Georgia, traditional beliefs and views are rooted in the consciousness of a significant part of the population, acceptance of different and non-violent ways and strategies of conflict resolution are unknown, which leads to cultural and structural violence.

Considering the challenges in the country and international obligations, several educational and policy documents require the introduction of Peace educational activities and the development of relevant competencies among students. (National goals of general education, Strategy, National Curriculum, SDG, Framework Convention on the Protection of National Minorities, Protection and Promotion of the Diversity of Cultural Self-Expressions, Elimination of All Forms of Discrimination).

Ilia State University is characterized by ethnic and religious diversity, students come from ethnic minority regions, conflict-affected regions and foreign countries. At this stage, the declared conflict situations rarely occur in the university space, although integration is a challenge for International and ethnic minority students.

Sokhumi State University represents a bridge of peace between occupied Abkhazia and the rest of Georgia, living in both conflict zones of Georgia (Abkhazia and the so-called South Ossetia), as well as students living in ethnically non-Georgian regions who study at the university's BA, MA and Phd programs. Therefore, based on the university's mission, activities will be carried out within the project that will promote Georgian-Abkhazian educational-cultural relations, as well as ensure the dissemination of knowledge on different areas of peace education and the language of peace in the ethnically diverse society of Georgia.

The non-governmental sector in Georgia has been actively engaged in the field of peacebuilding, with a focus on various aspects such as conflict transformation, confidence building, dialogue projects between conflict-affected societies, fostering diversity and tolerance, and raising awareness among youth. These efforts are aimed at addressing the complex dynamics of peace and conflict in the region. However, despite the various activities in peacebuilding, the specific field of peace education remains underdeveloped.

In Georgia, the landscape of peace education is characterized by a limited number of organizations that dedicate a major part of their work exclusively to this area. The experience and resources necessary to develop a robust peace education framework are lacking. Moreover, there is a significant challenge in aligning the efforts of various stakeholders due to poor coordination. The definition and scope of peace education work are not well conceptualized, leading to a fragmented approach in this sector.



Approximately a dozen organizations engage in activities that thematically fall under peace education, yet the term itself and the comprehensive scope of related work are not well defined. This lack of conceptual clarity results in disjointed efforts and an overall fragmented field.

One of the pioneering organizations in this sector is the Center for Peace and Civic Development (CPCD), founded on March 20, 2011. CPCD's mission is to contribute to peace and sustainable development in Georgia by promoting a culture of peace, civic integration, equal and meaningful participation of all societal groups, and empowering young people. Initially focusing on history and conflict-sensitive education, CPCD has expanded its scope to include comprehensive peace education initiatives.

CPCD plays a crucial role in the development of peace education in Georgia. The organization is involved in developing educational resources, conceptualizing peace education, and coordinating efforts with various institutions and stakeholders. Additionally, CPCD engages in advocacy and lobbying to promote the integration of peace education into broader educational and policy frameworks.

In summary, while the non-governmental sector in Georgia is active in peacebuilding, the field of peace education is still emerging. The efforts of organizations that focus on peace education are essential in shaping a more coordinated and well-defined approach.

Explaining Analysis and Methods

To assess the context of Georgia, the mixed research method was used.

In the qualitative research component, within the framework of the Desk Research were analyzed:

- Local regulatory documents of education and international declarations, to which member Georgia is and which take into account the issues and directions considered under the umbrella of Peace Education, to find out the elements of Peace Education in the documents and what requirements are on the national and international level related to the Peace Education and Peace Building.
- University curricula and syllabi covering components of Peace Education and Peace Studies, to find out which topics are integrated in the university level in the current programs.
- Peace Education Related Projects reports conducted by NGOs to find out what has been done in the direction of non-formal education.

The interviews were conducted with:

- Academic staff working in the respective areas to identify their views and attitudes;

- National experts of Civic Education affiliated with the Ministry of Education, Sciences and Youth to identify their views and attitudes related to the possibilities and perspectives about the integration of Peace Education in the General Education level.
- CSO representatives, experts and policy-makers in the field.

In the quantitative research, a questionnaire was developed, which included the components of both knowledge and skills, as well as attitudes. While developing the questionnaire, on the one hand, we relied on the scientific literature of Peace Education, as well as The Peace Education Curricular Analysis (PECA) Project, which was the main conceptual framework of the research and Reference Framework of Competences for Democratic Culture (RFCDC). (Appendix #1) A survey was conducted with undergraduate students at Ilia State University and Sokhumi State University to find out their awareness related to Peace Education and readiness to integrate this direction in their programs' curricula. The questionnaire used in the survey included closed-ended questions, items rated on a Likert scale and open-ended questions in which the respondents had to record their opinions regarding Peace and Peace Building, as well as their expectations and attitudes regarding the integration of Peace Education into educational curricula.

As maintained above, while analyzing the national and international regulatory documents and conducting the interviews' and survey's questionnaire, except of scientific literature, we rely on The Peace Education Curricular Analysis (PECA) Project, which was the main conceptual framework of the research, it was developed in 2014 by Professor Dr. Katerina Standish, Director of the National Center for Peace and Conflict at the University of Otago, by Dr. Heather Kertyzia Professor of United Nations University for Peace (UPEACE), in collaboration with Professor Rachel Rafferty, University of Derby.

The PECA conceptual framework consists of three components:

1. Recognition of Violence
2. Nonviolent Conflict Transformation.
3. Positive Peace.



Figure 1. Conceptual framework of peace education.

(Katerina Standish & Thomas Nygren, 2018) (Grujanac 2019) (Katarina Standish & Janine Joyce 2016)



Result of Analysis – data

Desk Research

International Level

Peace education is one of the main tools of Peace Building in today's world, and various international institutions representing the field of education offer a framework for development it's competences. Often these frameworks are overlapping, but rather complementary, and together form a set of knowledge, skills, values, attitudes that are best suited to function in the modern world and promote Peace Building in it.

Georgia, as a member or candidate country of all international organizations that create education policy at the international level, undertakes and relies on these international declarations and guidelines when forming the national education policy.

Particularly:

- Implementation of Global Citizenship Education (GCED), which aims to empower students of all ages with skills that will help them to become more active citizens and key actors in building peaceful, tolerant, inclusive and secure societies, both locally and globally (UNESCO n.d.).
- The need for teaching Peace Education at the school level is also addressed by the European Council's Recommended Framework of Competencies for Democratic Culture 2016 (RFCDC) (Council of Europe, 2016). Georgia, as a member state of the Council of Europe, is obliged to ensure the development of the democratic culture competencies defined by the mentioned document in the learners.
- The UN Sustainable Development Goals should be reflected in national education policy documents. According to its fourth goal, it is necessary to promote at the level of all students the understanding of the importance of cultural diversity, peace and non-violent culture, their recognition and formation as global citizens. Global Citizenship Education and Education for Sustainable Development, their integration into the national education policy, curriculum, teacher education and student assessment are considered as the main indicators of achieving this goal. In addition, the 16th goal of Sustainable Development of the United Nations is the formation of a peaceful and inclusive society, in the implementation of which the directions of Peace Education and the competencies acquired within it play an important role. (UN, Sustainable Development Goals 2015)
- The education system of Georgia is also connected to the international convention " Convention on Diversity of Cultural Expressions (UNESCO 2005), which recognizes the need for values and cultural self-expression, protection of the rights and freedoms of representatives of national minorities, as a necessary condition of democracy.

National Level (Regulatory Documents)

Based on the analysis of the regulatory documents of Education in Georgia was revealed that the term Peace Education or other settlements associated with it (Education for Peace or Education about Peace) are not found, although its directions and topics are variously expanded in the current edition of the National Goals of General Education, in the Strategy of Education, Science and Youth, and the National Curriculum (current edition).

According to the National Goals of General Education, general education should form the student's civic awareness based on liberal and democratic values and should be able to understand their rights and duties towards the family, society, and the state. The school should educate a law-abiding and tolerant citizen so that he can in today's dynamic, ethnically and culturally diverse world, have mutual respect, mutual understanding, and mutual knowledge of others (National Goals of General Education 2004, National Goals of General Education 2004).

In the 2022-2030 strategy of Education and Science, the issues of equality, inclusiveness, and diversity are named as one of the main challenges of the education sector. With this in mind, the second strategic goal of the document envisages the creation of a comprehensive policy of equality and inclusiveness, which will allow everyone, regardless of racial, ethnic, religious, linguistic, or socio-economic background and need, to have access to high-quality educational services. The strategy involves supporting not only students but also teachers and specialized and non-specialized staff of educational institutions in the development of relevant competencies. The same document defines the promotion of gender education, both at the local and international level, ultimately all these developments serve to ensure that all people living in Georgia can protect their identity, develop, and fully integrate into the global society. (National strategy of Education and Science (2022-2030) 2022)

The state of Peace Education in the main regulatory document of general education of Georgia - the National Curriculum is the following: The individual topics and issues related to Peace Education can be found in the general part of the curriculum as well as, in particular, in a large number of the subject standards of the Secondary level of Civic Education.

There is no record in the curriculum about the first component of the mentioned model, Recognition of Violence, nor is there any mention of the forms of violence (cultural, structural, physical) and their characteristics and distinctions.

The record of the second component, Nonviolent Conflict Transformation, is mentioned several times in the document, although its topics are not expanded. Although the topics proposed by the curriculum are recommendatory the schools themselves establish subject curricula about these topics.

Most of the topics found in the curriculum and associated with Peace Education respond to the directions defined under Positive Peace.

In the introductory chapters of the curriculum, the priority topics are defined, in connection with which general education should contribute to the increase of knowledge:



- Conflict management
- Cultural diversity
- Human rights
- Environmental protection
- Healthy life

In addition, the curriculum defines that learning and teaching principles should be focused on creating a positive learning environment in which students can declare skills of critical thinking, and creativity, will be able to cooperate and communicate with members of the classroom community, as well as realize themselves as co-creators in the process of forming society and be able to discuss, Analyze and address the global/complex issues affecting human and environmental sustainability.

Protection of human dignity and rights is implicit in the inclusive education component; valuing diversity, democracy, justice, integrity, equality, and the rule of law; policy of equal distribution of resources; an equally accessible educational process for all students; the use of universal teaching design in the teaching-learning process; It is also noted that each member of the school community should feel part of the school community and contribute to its development (NC, 2018, Chapter I).

In the subject standard of Civic Education of the Secondary level, was identified that the content topics of Peace Education are declared both in the achievable results and indicators of the level, as well as in the target concepts and learning topics.

According to the Civic Education standard, the following target concepts related to peace education are defined:

- Socialization
- Democracy
- Civic participation
- sustainable development

The curriculum concept of the current edition defines the achievable results of the level and mandatory broad topics, however, in the part of sub-issues, what issues will be covered in the educational process, leaves freedom to the schools. A particularly large number of elements of Peace Education are found in the results part which must be achieved at the end of the level. Particularly it emphasizes the understanding and protecting one's own and other people's rights and responsibilities, connecting the principles of democracy with life situations, realizing the importance of involvement in civil activities based on volunteering, and seeing the need to act based on democratic principles. In addition, one recognizes the current problems for the country and takes care of their correction with one's involvement; In resolving conflicts in non-violent ways and understanding the principles of sustainable development and acting based on them, at the same time on the ability of a person to self-reflect and to belong as a member of society.



Here the curriculum defines the broad topics that should be taught at the basic level:

- The community in which we live;
- School environment/school community;
- Healthy life;
- Civil society;
- Peace processes;
- Environmental protection.

(National Curriculum 2018)

University level

Within the framework of the Desk Research, the university curricula were also analyzed and the following were identified:

Ilia State University

At Ilia State University, the elements of Peace Education: intercultural behavior, democratic citizenship and social responsibilities, moral development theory, and value education are taught in the programs of the School of Education as separate courses or topics within different courses.

Also, the following courses operate in the Politics and International Relations programs of Ilia University: Peace and Conflicts Studies, International Peacekeeping and Peacemaking, Theories of War and Peace, Conflict Studies Causes and Consequences, Conflict Prevention and Peace Studies. However, it's notable that in 2015-2018, the Erasmus-funded project Creation of the Graduate Curricula in Peace Studies in Georgia PESTUGE was implemented, within the framework of which the majority of the above-mentioned courses were developed, and they are directed to the field of Peace Studies and do not cover the information and aspects needed for the Peace Education competencies to be developed at the level of Teachers.

Sokhumi State University

At Sokhumi State University, elements of Peace Education are taught in several BA and MA programs.

In the Teacher Education programs of the Faculty of Educational Sciences, there are courses in which contain elements of Peace Education. These courses are: Inclusive Education, Universal Instructional Design, Multicultural Education: Multi-Ethnic and Multicultural Georgia, Pedagogical Approaches in Multicultural Learning Audiences. Furthermore, the provided BA and MA subjects related to Peace are the following: Alternative Perspectives of Peace Building, International Migration Processes and

Ethno-conflicts in the South Caucasus, European democracies, Conflict management and Negotiations, Foreign Policy and Security of Georgia.

A study of SSU curricula, a survey of students and academic staff has showed the necessity of strengthening teaching issues of Peace both in teacher education and in other programs at all levels bachelor, master and doctoral.

CSOs

Desk research has been conducted to explore the organizations and initiatives within Georgia's civil society that focus on peace education and related issues. This research identified approximately 35 organizations actively working in the field of peacebuilding, most of which are part of the "Civil Platform for Peace." The platform aims to promote the implementation of Georgia's peace policy, increase civil society's involvement in conflict transformation, and enhance the overall peace process. These organizations address various areas including confidence-building among conflict-affected societies, fostering dialogue, and promoting diversity and tolerance.

Key organizations implementing peace education projects include:

Act for Transformation South Caucasus: This organization conducts trainings and workshops aimed at reducing societal violence and promoting non-violent conflict resolution. Their projects align with their vision of a nonviolent society where everyone lives in peace and dignity. They advocate for integrating peace approaches into the education system.

Center for Peace and Civic Development (CPCD): CPCD focuses on regional integration, advocacy for civil society engagement, and youth involvement in community activities through informal education and cultural events. They offer courses and workshops on topics such as "Conflict Management - South Caucasus case study" and "Media and Conflicts." It also offers different programs to teachers in the field of peace education, conflict-sensitive education and expertise in the field of education.

Center for Cultural Relations – Caucasian House: Caucasian House promotes the idea of peaceful coexistence and cooperation among different nations in the Caucasus. Their mission is to create intellectual foundations for peaceful development and cultural integration in the region, utilizing humanistic and civic education as key tools. Caucasian House works on history teaching, teachers, promoting education for peace.

International Center on Conflict and Negotiation (ICCN): ICCN supports the peace process through democratic reforms, civil society strengthening, and civil integration, focusing on minority and gender issues. They develop peace education initiatives for non-violent conflict resolution, gender equality, and diversity, including mediator workshops and conflict management programs.

The Institute for the Study of Nationalism and Conflicts (ISNC): ISNC focuses on conflict resolution through confidence-building measures and civil dialogue. Their mission includes facilitating peace-building initiatives, protecting the rights of internally displaced persons (IDPs), and supporting their active public and political participation.



Lazarus – Charity Foundation of the Patriarchate of Georgia: This foundation mobilizes youth, opinion leaders, media actors, and community groups to develop a joint vision for peace. They organize training series on "Peace Education and Culture of Peace in School Environment" and published a "Self-teaching Guide in Peace Education for General Education Specialists" in 2022.

Teacher’s Union “Education and Universe” Kutaisi: This network of teachers develops curricula and promotes the importance of peace education for children, aiming to implement it as a school subject. They also offer publications with exercises and games to help teachers incorporate peace education into their teaching.

Interviews with Academic Staff, National Level Experts, Policy Makers

For a comprehensive evaluation of national needs, the interviews were conducted with Civic education experts of the National Curriculum and the National Center for Professional Development of Teachers, as well as two experts of social sciences at the School of Education of Ilia State University. Within the framework of the interviews with the experts, the following was revealed:

- According to the joint view of experts, Peace Education is an important tool for everyday Peace Building. It promotes the development of non-violence, conflict resolution, human rights, social justice, and intercultural values. With these values in mind, Peace Education helps to develop individuals who are more tolerant, empathetic, inclusive, and in favor of peaceful conflict resolution, which in turn will contribute to the development of a more solidary, cohesive, and harmonious society where diversity is recognized and differences are resolved through dialogue rather than violence. Furthermore, Peace Education in turn helps a person to become an active citizen, to understand his role in protecting democratic values, advocating justice, and contributing to the general welfare of society. Considering these, experts believe that the development of a person full of these competencies should start not only from School but the kindergarten age.
- According to the opinion of the National Curriculum expert, the competencies of Peace Education that a person should possess to contribute to the peace-building process are social-emotional skills and self-possession and self-awareness; conflict management and resolution techniques; non-violent and cooperative forms of civil participation and engagement; On the other hand, the expert of the Center for Professional Development of Teachers believes that the teacher should also have these skills so that he/she can help the students to develop the relevant skills.



- All four experts consider the role of the School, University, Teacher, and Lecturer to be essential. When talking about the role of the school and the teacher, the experts of National Curriculum and TPDC pay special attention to the role and competence of all teachers, especially the Civic Education teacher. In addition, they consider the importance of the school culture itself, its harmony and positivity, which in reality should be connected with what is taught in the textbook, since it uniquely affects the student. Importantly, both experts emphasize not only the influence and importance of the school but also the role of the family and local community.
- Experts from the university discuss the importance of universities, which play a decisive role in shaping the knowledge baseline and worldview of future teachers and leaders.
- Related to the current situation of Peace Education, the National Curriculum expert explains that in the national curriculum, it is considered in the general part, and specifically in the citizenship standard part, where it is considered in the level's result, topics, and target concept parts. In the current edition of the National Curriculum, at the elementary level, the subject of "Me and Society" talks about conflict resolution, assertiveness, and cooperation, and at the Secondary level, there is one direct topic on Peace Processes, which covers 1.5 half months, although, in the near future, there will be a change in the curriculum and a whole semester will be dedicated to the topic "Peace Processes", considering the challenges of global situation and necessity. In the teacher's standard, we also find the elements of Peace Education, however not with the particular name, also the TPDC has offered 20 hours of training on Peace teaching to teachers within the framework of separate training.
- At the level of Ilia State University, experts talk about separate courses that include elements and topics of Peace Education, and these courses are broadly discussed in the document analysis section.
- Experts' advice and recommendations regarding the strengthening of Peace Education in school and university curricula are the following:
 - All the existing educational programs in the direction of teacher training should include such courses that contribute to the development of peace education competencies in the building of mass consciousness among teachers;
 - Close cooperation of academic community and school community members and involvement of academic staff in school life.
 - Offer training and workshops for current/prospective teachers and lecturers on effective peace education strategies and methodologies.



- Encouraging collaborative activities such as student clubs, conflict resolution workshops, and intercultural relations programs.
- Encouraging research and scientific work in the direction of peace education, which will contribute to the development of effective teaching methodologies and educational resources.

12 interviews were conducted with experts and representatives from civil society organizations (CSOs) who identify their work as focusing on peace education. The results of these interviews revealed several key insights:

- All respondents unanimously emphasized the critical importance of peace education in addressing acute social issues and problems in Georgia. According to the experts and CSO representatives, peace education holds the potential to mitigate a wide range of societal challenges, which include: Lack of Tolerance, marginalization of groups, hatred based on different backgrounds, radicalization and polarization of different political and social groups and society as a whole, ethnic conflicts, aggression and bullying. The respondents believe that addressing these issues through peace education not only enhances individual and community well-being but also contributes to the overall stability and development of the country. By promoting peace education into the national curriculum and community programs, Georgia can cultivate a generation of informed, tolerant, and peaceful citizens capable of leading the nation towards a more harmonious future.
- Vague Conceptual Framework: The definition and scope of peace education are not well-established among CSOs. This lack of a clear conceptual framework results in varied interpretations and approaches, making it difficult to measure impact and effectiveness.
- Fragmented Efforts and Coordination Issues: There is a consensus that efforts in peace education are often fragmented and poorly coordinated. Organizations tend to work in isolation, leading to duplication of efforts and gaps.
- Limited Resources and Expertise: Many organizations face significant challenges due to a lack of resources and expertise in the field of peace education. This limits their ability to develop and implement comprehensive programs. Due to the lack of resources the implemented programs are not consistent and always dependent on the current priorities of funding opportunities;
- Need for Capacity Building: There is a strong need for capacity building within organizations. This includes training for staff, development of educational materials, and strategies for effective program implementation.
- Importance of Advocacy and Policy Integration: Many respondents highlighted the importance of advocacy to integrate peace education into national education policies and curricula. They believe that institutional support is crucial for the sustainability and scalability of peace education initiatives.



- Cultural Sensitivity and Inclusivity: Programs must be culturally sensitive and inclusive, addressing the specific needs and contexts of diverse communities within Georgia. This approach ensures that peace education is relevant and effective across different societal groups.
- Sustained Funding and Support: Sustained funding and support from donors and international partners are essential for the long-term success of peace education initiatives. Many organizations struggle with short-term funding cycles that hinder the continuity of their programs.

Results of Survey with Students

The survey was conducted with nearly 250 students of Bachelor's programs (Programs of Education- 43% and other programs 57 %).

Based on the survey's result the following was revealed:

For the majority of respondents, Peace and Peace Building are associated with mutual respect, harmonious coexistence, equality, security, and freedom, at the same time, the absence of conflicts and a healthy life. Some of them emphasize the role of each citizen in Peace Building.

In particular, we quote the opinions of two respondents:

Respondent #1: *"Peace is not only the absence of war in a country, but peace is the process by which various kinds of inequality, be it cultural, social, economic, etc., are eliminated in a country in a non-violent, free, peaceful way."*

Respondent #2: *"Peace Building is when we personally understand the importance of peace and teach others about it."*

In the questions regarding peace education, for a certain part of the respondents, it is associated with the teaching of the theories of peace and human coexistence, which aims to form the knowledge, skills, attitudes, and values necessary for peaceful coexistence and conflict prevention.

Respondent #1: *Peace Education is a process that aims to develop the knowledge, skills, attitudes, and values necessary for peaceful coexistence and conflict prevention. Its role is to raise awareness of conflicts for people or groups and teach them how to resolve conflicts nonviolently.*

Respondent #2: *"Peace education includes conflict analysis, search for nonviolent solutions, public diplomacy, raising public awareness of conflicts and their peaceful resolution".*

For the second part of the respondents, the role of Peace Education is to raise the right citizen who knows the importance of equality and diversity.

Respondent #3 *"Education that educates each student to become a worthy citizen who will understand his role in creating a bright future for the country, for which equality and cultural value will be essential."*

Some of the respondents associate Peace Education with a peaceful environment in which everyone's rights are protected and the educational process is peaceful. Some respondents have not heard the term Peace Education at all.

The survey included a block to ascertain the awareness of the respondents about the directions of Peace Education and its basic components. As a result of the survey in the mentioned block, it was revealed that: 69% know what Human Rights Education means, 78% about Conflict Resolution Education, 58% about Global Citizenship and Sustainable Development Education, and 85% have information about what Intercultural Education means. 91% of surveyed students correctly identify the meaning of Positive Peace, and 72% correctly identify Negative Peace. In the part of recognizing forms of violence, the data are the following: 63% know what structural violence is, 93% physical violence, and 73% cultural violence. (Appendix #1, questions: 11-20)

The questionnaire also provided for the question of respondents' self-assessment of skills important for peaceful coexistence (communication, critical thinking, self-regulated learning, cooperation, listening and considering others' opinions, empathy, non-violent conflict resolution, acting according to circumstances). (Appendix #1 question 21). About 85% of respondents to the provisions defined in the mentioned question state that they agree that they have all the above-mentioned skills.

The questionnaire also defined the question, where the respondent could determine their attitudes regarding the provisions, which support peaceful coexistence and formation of a sustainable, democratic society:

The majority of respondents (80%) fully agree with the statement that Peace Education is an important tool for Peace Building and peace must be built in people's minds.

The majority of the surveyed respondents (88%) support that it is important to break the stereotypes and prejudices spread in the society for peaceful coexistence.

90% of respondents agree that it is important to recognize the cultural diversity in the world. However, when asked if organizational culture should reflect diverse cultures (e.g., race, gender, religion, cultural/national/ecological traditions), only 40% of respondents strongly agreed with this statement.

95% of the respondents fully agree that protecting and respecting human rights is important. Regarding gender equality, 95% of the respondents fully agree that the formation of a gender-equal society is important. (Appendix #1 question 22)

In the summary part of the questionnaire, the respondents were asked to declare their opinions regarding the integration of Peace Education into the programs, which the majority of respondents, 73%, when asked whether it would be useful to introduce courses on Peace Education into your educational programs or to integrate certain issues into the relevant courses? stated that it would be useful to introduce a separate/independent course/courses, and 27% believe that it would be useful to integrate topics of Peace Education into existing courses. Appendix #1 question 23)

Regarding the areas of Peace Education that they would like to include in their curricula, the majority of respondents want Intercultural Education, Education about Global Citizenship, Human Rights, Conflict Management and Resolution, and their teaching methodology.

At the end of the questionnaire, the respondents could indicate the issues that they would like to include in the curricula in the field of Peace Education and Peace Building. The Respondents' answers revealed that they want to learn more about the role of the state and individual citizens in Peace Building process, as well as the approaches to teaching Peace Education in schools, including conflict management and prevention.

Interpretation/analysis

Findings of Interviews

- According to the general view of experts, peace education is an important tool for everyday Peace Building. The existing educational regulatory documents take into account the elements related to it, however, due to global processes, it is important to strengthen it, which is announced at the national curriculum's level, and the change will come into force in the near future.
- As a result of the interview, it was revealed that the role and competence of all teachers, especially citizenship teachers, is important for the strengthening of Peace Education. However, today some teachers do not even share the values that this direction implies, and at the same time, they fear the term "Teaching Peace", how to teach it and do not consider it their function. To correct this situation, it is necessary to offer them relevant training and workshops, both in the direction of raising awareness and strengthening competencies.



- At the university level, peace education topics are covered in certain courses, however, according to experts, it is necessary to add separate independent courses, especially in teacher training educational programs. as well as the development of various research and scientific projects, within the framework of which appropriate content and methodological resources for teachers will be developed.
- As a result of the interview with the expert, it was revealed that in the process of peace education, the joint communication and cooperation of different parts of society - school, community, and university - is important, which is very weak at this stage. To change this situation, it is important to implement joint measures, to establish joint youth clubs, as well as the constant cooperation of experts from the universities with the pupils to raise the values and awareness of peacebuilding and peace education.

Findings of Survey

- Based on the result of the survey, it was revealed that the majority of students, about Peace and Peace-building associations, focus on the main points that these two concepts include - mutual respect, equality, justice, security, non-violent conflict resolution, harmonious coexistence, etc. However, only a small part of them talk about their role as citizens in the Peace Building process.
- About Peace Education, a certain part of the respondents talk about its main feature and role, although for a significant part, it is simply a peaceful learning environment and process, some respondents have not heard the mentioned term at all.
- Based on the result of the survey, it was revealed that the majority of respondents understand the essence of each direction of Peace Education at the terminological level, however, in the summary block, when they have to indicate which directions they want to strengthen in the programs, they indicate that they want to broaden their knowledge regarding all directions of Peace Education (Intercultural Education, Global Citizenship, Human Right Education, Conflict Resolution Education) and not only content, but also methodological knowledge. BAs the research also revealed that they possess the relevant values, knowledge, and skills, however, they need to be strengthened methodologically to be able to help others in the development of relevant competencies. This was especially evident in the responses of students to teacher training programs. At the same time, the majority wants to be able to deepen the relevant knowledge by adding independent courses to their curricula, and not only by integrating individual topics into existing courses.



- The research revealed that students mostly want to learn about the role of the state and individual citizens in Peace Building, as well as approaches to teaching Peace Education in schools, including conflict management and prevention.

Results of Peace Education Needs Assessment questionnaire for SCOs

Eighteen representatives from various peace-building organizations and experts, total 25 respondents participated in a needs assessment survey to evaluate the implementation of peace education in Georgia. The survey aimed to thoroughly examine the specific requirements and obstacles to the development of peace education and peace studies in the project's beneficiary countries. This questionnaire is part of the needs assessment's objective to analyze the activities of non-governmental organizations (NGOs) and civil society in promoting peace education and studies, thereby supporting higher education and social change.

Key findings from the survey include:

When asked what peace education activities they mainly implement the most mentioned types of activities were: teachers training; Conflict management and transformation trainings, particularly for young people; Seminars and discussions with youth in villages near the Administrative Borderline (ABL); Designing modules and resources (although quite limited); Other initiatives ranging from rights protection to providing medical services and other basic needs.

Peace Education Priorities: 60% of respondents identified conflict analysis and the peaceful coexistence of different groups as crucial issues for peace education to address. The next priority was ethnic minorities and civic integration.

Effectiveness of Peace Education: 55% of respondents highlighted two main issues peace education can address: reducing alienation in ethnic conflicts in Georgia and resolving ethnic conflicts, and combating intolerance towards ethnic minorities.

Current State of Peace Education: 78% of respondents rated the development of peace education practices in CSOs and the educational system as below average. No respondents rated it as very well-developed or well-developed.

Challenges to Peace Education Implementation: The three most significant barriers are:

Lack of willingness from authorities; Numerous existing problems within the education system, Lack of expertise and resources.



Role of CSOs and Experts: CSOs and experts see their primary roles as lobbying and advocacy (46%), and coordination with formal institutions and joint work (33%).

Collaboration with Formal Educational Institutions:

Up to 80% of CSO respondents have cooperated with formal educational institutions (secondary and higher education). Among those, 70% rated the cooperation as mostly efficient.

When asked about the most effective types of collaboration between formal education institutions and civil society organizations to advance peace education, the top three responses were: Joint research and resource development, Engaging personnel and students in existing programs.

Interpretation/Analysis

These findings indicate a need for a more collaborative and integrated approach to develop and implement peace education in Georgia, addressing both structural and attitudinal barriers. The survey reveals that CSOs in Georgia are actively involved in peace education through various initiatives, including teacher training, conflict management workshops for youth, and seminars near conflict zones. Despite these efforts, the activities are not coordinated or part of the common framework/systemic approach; resource and module development remain limited, indicating a need for greater investment and support in this area.

A significant majority of respondents (60%) emphasize the importance of conflict analysis and fostering peaceful coexistence among different groups. Addressing issues related to ethnic minorities and promoting civic integration are also identified as key priorities, highlighting the multifaceted nature of peace education needs in Georgia.

The primary obstacles to advancing peace education are a lack of governmental support, existing systemic issues within the educational framework, and insufficient expertise and resources. These challenges underscore the need for strategic advocacy and enhanced capacity-building efforts to create a conducive environment for peace education.

While a substantial proportion of CSOs have engaged with formal educational institutions, indicating a positive trend towards collaboration, the overall development of peace education practices is still perceived as below average. The emphasis on joint research, resource development, and integrating personnel and students into existing programs points to a



potential pathway for enhancing the effectiveness and reach of peace education initiatives in Georgia.

Discussion how to address

The first and most important objective task is elaboration of a Framework for Peace Education that established a clear and comprehensive definition of what constitutes peace education, tailored to the country context. This will also facilitate systemic approach: integration peace education into the national education curriculum at all levels, from primary to higher education. Ensure that it is not treated as an ad-hoc or optional subject but as a fundamental part of the education system.

The project also promotes coordination and cooperation, including formal partnerships: strengthening Moreover, both Ilia State University and Sokhumi State University will develop two independent elective instructional courses:

- **In Integrated Bachelor-Master Degree Program for Preparation of the Primary Education Teacher-** will be development of students' Peace Education competencies by using different components and approaches of peace education (e.g. non violence, resilience, equality , non-discrimination, trauma-informed teaching, conflict sensitive education, conflict resolution education, etc).
- The general module's course for all University Programs, which will help students raise their awareness toward peace and their role as global citizens in this process.

The following existing courses in the teachers training programs will be enhanced by the Peace education topics at the Ilia State University:

- Intercultural education - pedagogical approaches;
- Learning Democratic Citizenship in practice;
- Teaching Citizenship at the primary and secondary levels;
- Ethics of school relations;
- Interdisciplinary and Value Education Approaches in History Teaching.

The following existing courses in the teachers training programs will be enhanced by the Peace education topics at the Sokhumi State University:

- Education Policy;
- Multicultural Education: Multi-Ethnic and Multicultural Georgia;
- Pedagogical Approaches in the Multicultural Classroom;



- Sociology of Education;
- Civic Education and Democratic Development;
- Teacher's Professional Ethics.

For the Both universities the training will be conducted within the framework of the project will help the academic staff and school teachers to broaden their knowledge of Peace Education and its methodology and deeply implement the values and approaches of peace education in their pedagogical practice.

Establishment of Youth/Student Clubs - The establishment of Youth/Student Clubs for peace education will involve partnering with schools and universities to integrate these clubs into their extracurricular activities, recruiting diverse student members, and providing initial training sessions on peace education and conflict resolution. These clubs will plan and conduct regular meetings, workshops, cultural events, and community projects, including dialogues on social issues, peer mediation programs, and exchange activities.

There will be established Youth Peace Ambassadors Clubs with involvement students, who will work with partner schools' secondary level students and local community youth regarding the raise awareness toward Peace and their role In the Peace Building process.

Analysis of Feasibility

- The addition of the courses developed by the relevant academic personnel involved in the project to the university curricula in Georgian universities is carried out according to the following procedure. The content of the prepared course and its compliance with both the target program and university requirements are discussed by the head of the relevant program and the representative of the quality assurance service. Once eligibility is determined, the course is sent to the Faculty Board for approval, and upon their approval, it is added to the curriculum.
- In the case of academic staff and teacher training, Georgian universities constantly offer partners and other schools across the country professional development opportunities, which are also agreed upon and confirmed by the university administration. The University expresses its constant readiness and support in the implementation of the activities envisaged by the international projects obtained on behalf of the University.
- Georgian universities and non-governmental organizations have more than 200 partner schools and other stakeholders in different regions of the country and experience successful cooperation. At the first stage, an information letter about the project and a registration link will be sent to the schools, to which motivational letters



Co-funded by the
Erasmus+ Programme
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PEACEEDU
CURRICULUM REFORM TO PROMOTE EDUCATION FOR PEACE IN URBAN GEORGIA AND MOLDOVA



შვიდობისა და
სამოქალაქო
მნიშვნელობის ცენტრი
CENTER FOR PEACE
AND CIVIC DEVELOPMENT

will be uploaded, and finally based on these letters will be selected the target schools for cooperation with youth clubs.

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Annexes

Annex #1 Survey Questionnaire

Peace Education Competency Assessment Questionnaire

Demographic block

1. Please indicate your gender:

1. female
2. male

2. Please indicate university where you study:

1. Ilia State University
2. Sokhumi State University

2. Please indicate the level of education

1. Bachelor's degree
2. master's degree
3. Ph.D

3. Please indicate your age

1. <20
2. 20-25
3. 26-30
4. >30

4. Please indicate the program you are studying

5. Please indicate your ethnicity

1. Georgian
2. Azerbaijani
3. Armenian
4. Other (please specify)-----



6. Please indicate your religion

1. Islam
2. Christianity
3. Judaism
4. no one
5. Other (please specify)-----

7. Please briefly answer what is peace for you?

8. Please Briefly describe what does mean for you Peace Building?

9. Please answer briefly, how do you understand peace education and its role in peace building?

Peace Education Knowledge Assessment Block

11. Which field of education studies how to ensure respect for fundamental human values such as human rights, democracy and the rule of law:

1. Intercultural education
2. Human Right Education
3. Conflict management education
4. I have no answer

12. Teaching how to resolve conflicts peacefully, express our opinions in a healthy manner, and defuse a potentially explosive situation without violence is:

1. Intercultural education
2. Human Right Education
3. Conflict Resolution Education
4. I have no answer

13. Which field of education which teaches us to evaluate the world's reality, to protect human rights and to fight for a fair and equal world:



1. Human Right Education
2. Intercultural education
3. Global Citizenship Education
4. I have no answer

14. The development of knowledge, skills and values related to global challenges (climate change, loss of biodiversity, unsustainable use of resources, inequality, etc.) provides:

1. Global Citizenship Education
2. Education for Sustainable Development
3. Human Right Education
4. I have no answer

15. Teaching about interactions between people of different cultural origins, different religions, ethnicities, cultures, languages is:

1. Human Right Education
2. Intercultural education
3. Global Citizenship Education
4. I have no answer

16. Attitudes and approaches in different institutions and organizations that create a sustainable, peaceful society is:

1. Positive peace
2. Negative peace
3. I have no answer

17 The absence of the war and direct violence only in a given period of time is:

1. Positive peace
2. Negative peace
3. I have no answer



18. Limitation of equal access to basic human needs (education, health care, etc.) for the certain groups is:

1. Structural violence
2. Physical/direct violence
3. Cultural violence
4. I have no answer

19. Behavior that may threaten human rights and needs (murder, bullying, maiming, sexual harassment, etc.) is:

1. Structural violence
2. Physical/direct violence
3. Cultural violence
4. I have no answer

20. Privileging certain groups because of their origins is.

1. Structural violence
2. Physical/direct violence
3. Cultural violence
4. I have no answer

Skills Assessment Block

21. Please rate how much you agree or disagree with the following statements

- 1- Strongly disagree
- 2- Disagree
- 3 - Neither agree nor disagree
- 4 - Agree
- 5 - Strongly agree



Statement	1	2	3	4	5
I can study independently					
I can think analytically					
I can think critically					
I can listen and observe					
I empathize					
I can communicate effectively					
I can adapt to the environment and context					
I can cooperate					
I can resolve conflicts					
I define my own learning needs					
I can adjust and change my communicative behavior to suit the interlocutor and the cultural environment in which the communication takes place.					
I can identify inconsistencies, contradictions and differences between elements of information					
I will assist others in conflict resolution by informing them of available alternatives.					
I can understand and appreciate expectations, assumptions, textual and communicative standards in communication.					
I can identify conflict, including emotional signs related to conflict in myself and other people, respond appropriately to conflict situations, using ways of peaceful conflict resolution and dialogue.					



Based on learning needs, I identify the necessary information, advice, recommendations and/or guidance resources and know where and how to obtain them.					
I can regulate my own behavior taking into account the social norms of the given cultural environment					
I create a neutral environment where people can express different opinions freely without fear of retaliatory aggression.					
When analyzing information, I can divide material into constituent parts and logically organize these elements.					
I express my sympathy to the victim.					
I can revise my views when new circumstances and/or rational arguments arise.					
I focus on the connection between the conveyed information and the social context in which the information is conveyed					
I can perceive and understand other people's emotions, feelings and needs					
I can foster and promote forgiveness, mutual understanding and trust between parties involved in a conflict.					
I can analyze my academic achievements, evaluate the strategies used in the learning process, draw conclusions and apply them to the further learning process.					
I consider and develop alternative versions, possibilities and solutions while completing the task.					
I can change my own behavior and act to achieve the group's common goals.					



I focus not only on what was said, but also on how it was said and on the speaker's body language.					
I can perceive and understand other people's perceptions, thoughts and beliefs					
I can analyze and summarize the different opinions of the parties involved in the conflict.					
I can overcome feelings of excitement, fear and insecurity when interacting with people from different cultures					
I can politely and appropriately ask questions to the interlocutor in order to clarify the meaning of the opinion expressed by him.					
I can act in coordination with group members.					
I can identify, analyze, relate and contextualize the causes and other aspects of conflict.					

Attitudes Assessment Block

22. Please rate how much you agree or disagree with the following statements

- 1- Strongly disagree
- 2- Disagree
- 3 - Neither agree nor disagree
- 4 - Agree
- 5 - Strongly agree

Statement	1	2	3	4	5
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Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed					
Democracy, justice, honesty, equality and protection of the rule of law are important					
It is important to protect and respect human rights					
Constructive involvement in public activities is necessary					
The formation of a gender equal society is important					
It is necessary to break stereotypes and prejudices in society					
People of different races should have equal access to social goods					
It is important to recognize the cultural diversity in the world					
Cultural diversity is an asset to the world, not a disadvantage					
Only the holidays of representatives of the most numerous religions should be celebrated in the state					
It is important to protect the values and personal space of others					
The challenges in the state should be assessed from a global perspective					
Peaceful methods should be used to resolve conflicts.					
People with different needs should learn in different environments					



Organizational culture should reflect diverse cultures (eg, race, gender, religion, cultural/national/environmental traditions)					
A man leads the state better					
My role as an ordinary citizen is important for building culture in society.					
The problem of hunger should be analyzed and solved from an international perspective					
Peace education is an important tool in peace building					
It is important for citizens to take a stand on public issues and advocate for justice when necessary.					
It is important for all members of the community to plan and implement projects and educational activities to raise awareness of hunger in the community.					

Do you think it would be useful to introduce courses on peace education in your educational programs or to integrate certain issues into relevant courses?

1. Yes, it would be helpful to add the independent course/courses
2. Yes, it would be useful to integrate individual issues into existing courses
3. I consider that there is no need to add such courses and issues to the programs

Please rate on a five-point scale whether you would like to develop the following competencies in the direction of peace education.

1. I don't want to at all
2. I do not want
3. I do not know
4. I want
5. I really want to



	1	2	3	4	5
Human Rights Education and related issues					
Conflict resolution education and related issues					
Global Citizenship Education and Related Issues					
Education for sustainable development and related issues					
Intercultural education and related issues					

Please indicate what issues you would like to include in your training programs from the field of peace education.

Annex #2 Interviews Guidelines (National and University- level Experts)

- Role of Peace Education in the formation of Society and Peace Building;
- Role of School, Teacher, University and Lecturer in the development of Peace Values in learners;
- Key Competencies of Peace Education which human should have;
- Evaluation of Peace Education’s current state in the target area (National Curriculum, Teachers Standard, University Programs, conducted activities);
- Their advice and recommendations regarding the development Peace Education and Peace Building.