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PeaceEdu Project

REPORT ON NATIONAL NEEDS ASSESSMENT ON PEACE EDUCATION REPUBLIC OF MOLDOVA

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The overarching aim of the PeaceEdu project is to facilitate the cultivation of sustainable practices of peace in Ukraine, Georgia, and Moldova. This objective is pursued through the enhancement of the capacity and capability of higher educational institutions within the countries. The focus is on fostering investments in the advancement of multidisciplinary peace education and peace studies.

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INTRODUCTION

One of the main values of the humankind during centuries has been the peace. Despite the scientific and technological progress, regional and local wars, armed conflicts and terrorism continue to destroy human lives and undermine political and economic stability in affected regions. Peacekeeping, at current stage, is close linked to political and economic global evolutions. Thus, people and states acknowledge the importance of consolidation and promotion of peace, of peaceful conflict resolution and peace culture cultivation. In today's interconnected world, peace education stands as a cornerstone for nurturing harmonious and resilient societies. Peace Studies have the goal to contribute substantially to research of current problems of peace, peaceful conflict resolution, social and interethnic integration issues in their complexity from economic, political, social and cultural points of view, as well as of high-level training of specialists in order to promote peace education knowledge within population and form citizens' peace culture.

The focus on Peace Education is especially critical in regions with a history of conflict or social tension, where cultivating a culture of peace can greatly enhance long-term stability and societal development. For Eastern European countries like Ukraine, Georgia, and Moldova, peace education is not just beneficial but necessary. These nations have experienced significant political and social violent changes, making the cultivation of peace crucial for their development. The Republic of Moldova faces several challenges, including economic difficulties, social divisions, challenges of existing Transnistrian conflict and regional security threats. These issues highlight the urgent need for effective peace education programs to foster social cohesion, mutual understanding, and sustainable development. In this context, a significant role plays the joint efforts of representatives of educations, science and civil society who are looking for cooperation in field of peace studies, a field that has a special importance, especially taking into consideration that this domain in Moldova have appeared later and has developed slower, that is not corresponding to the necessities of our country's development.

This report seeks to highlight national needs in promotion of Peace Education on the base of Peace Studies development in the Republic of Moldova in terms of promotion of new teaching-learning practices, trainings and research within higher educational institutions in Moldova and contribution of non-governmental organizations to enhance peace building efforts through education. Peace Education encompasses a broad range of activities and curricula, designed to instill values of empathy, human rights, and democratic participation. It seeks to equip individuals with the skills necessary to engage in constructive dialogue, manage conflicts peacefully, and contribute to a culture of peace within their communities and beyond. In Moldova, Peace Education holds the potential to bridge divides, foster national unity, and support the country's aspirations for European integration and broader international cooperation. Some remarkable peacebuilding experiences and projects are present in Moldova, but often they are not shared and considered for future collaborations, especially between high educational institutions and civil society.

On the other hand, Peace Studies are emerging field of study in the Republic of Moldova, being developed in universities, looking for development of learning-teaching process, qualitative research and internationalization through diverse partnerships and collaborations. Universities contributions entail various roles, including: integrating peacebuilding values and objectives into education policies, mainstreaming peace across social disciplines, and forging partnerships with local communities to bolster peacebuilding endeavors. At the same time, NGOs play an indispensable role in conflict and peace-building across the globe. Their diverse activities, from immediate relief efforts to long-term



development and advocacy, are crucial for fostering peace and stability. As they navigate the challenges of operating in conflict zones, NGOs continue to adapt and innovate, contributing significantly to global peace-building efforts. The involvement of NGOs make possible to more openly attract young people - students and young teachers to participate in project activities. This will enable them to gain knowledge and skills in peacebuilding education.

The study was developed within the international project 101128854 — PeaceEdu - Curriculum Reform to Promote Education for Peace in Ukraine, Georgia and Moldova, which general objective is to foster sustainable practices of peace in Ukraine, Georgia, and Moldova through strengthening the capacity and capability of higher educational institutions in these countries to invest in the development of multidisciplinary peace education and peace studies. Through the development, integration, and implementation of peace education, the project seeks to build resilience and promote peace at multiple societal levels. Therefore, this report is the result of a collective effort of Moldovan academic and non-governmental organizations partners and it delves into the current landscape of peace education in Moldova, examining existing programs, initiatives, and institutional frameworks at the national level. It highlights the critical needs and opportunities for advancing peace education, drawing on the existing realities and expectations in the Republic of Moldova. The report was elaborated by:

- *Moldova State University* (MSU), the national coordinator of the project. It is the largest higher education institution in the Republic of Moldova, a classical university with a wide range of educational programs in all three cycles. MSU has valuable potential and visible results in research, being involved annually in several dozen institutional national and international projects. Today, the Moldova State University is a member of the International Association of Universities (IAU), the Francophone University Agency (AUF), the Eurasian Association of Universities (AEU). International cooperation is a catalyst for international review and planning activities, contributes for Europeanization of academic curricula and study process. In the project, MSU is represented by Faculty of International Relations, Political and Administrative Sciences (FRISPA), which starting from 2008, implemented a few projects on Peacebuilding and Democratization, Conflict resolution and European integration in partnership with European and national universities, put the bases for further MSU – European partners cooperation in creation of the academic network in Conflict resolution, Peace initiatives and Peacebuilding promotion in university curricula (2013), opening the Peace Study Center at the FRISPA MSU (2015) and including Peace study discipline in International Relations specialty teaching.
- *“Ion Creanga” State Pedagogical University of Chisinau* (ICSPU), the first and only pedagogical university in the Republic of Moldova. It is a public, higher education, research and social development institution that aims at training future teachers and specialists in the fields of Education Sciences, Social Sciences, Arts, Humanities, Exact Sciences as well as developing program-products and educational applications. ICSPU also provides continuous training programs for teachers and managers and trains researchers at national and international levels. ICSPU brings significant contributions to the teaching staff nationwide and to the development of higher education of Moldova. ICSPU is represented within PeaceEdu project by the Faculty of Foreign Languages and Literatures and by the representatives of the Faculty of Philology and History (History and Social Sciences Department), which represents a platform for education, research and promotion of possibilities of interconnexion and international constructive dialogue among different academic institutions within an active role in the democratic society’s development.
- *NGO Agency for Innovation and Development*, a non-profit organization. It is very important partner for cooperation between state educational structures and civil society



organizations in Peace culture and Peace Education promotion. Its mission is identification, promotion and development of innovative ideas and social projects with the aim of growing human capital and sustainable development of the region in the social, economic and cultural spheres through research, implementation of information and educational programs, consulting and advocacy. Special importance of NGOs implication in this project is to share the ideas of Peace Education in different regions of Moldova which are institutionally not presented in this project but including NGOs and Universities from ATO Gagauzia and Transnistria territories, NGO Agency for Innovation and Development will contribute to enlargement of the area of Peace Education in Moldova.

Together, these institutions have assembled contributions from different perspectives which consider the needs in peace education of different categories of stakeholders and share the commitment to helping them to make sense of peace culture and to do so with a learner-centered, engaged approach that contributes to the promotion of peace education at national level. So, the primary objectives of the report are:

1. To understand the current state of peace education and research in Moldova.
2. To identify the perspectives and needs of different stakeholders regarding peace education.
3. To explore the potential for integrating peace education into Moldova's educational and social frameworks.
4. To provide recommendations for the development of a peace culture in Moldovan society.

In order to achieve these objectives, the report is focusing on country context analysis, and detailed interpretation of survey data collected among academic, civil society and youth representatives on peace education needs. In the final part of the report, the ways of addressing the identified needs are discussed, along with some recommendations of practical steps to ensure their implementation and feasibility.

Peacebuilding education is important for both educators and civil society activists because: traditional university education programs do not always pay attention to peacebuilding education; curricula do not change quickly to meet the needs of time and interests of students; participation of NGOs in the project will make knowledge in the field of peace education among university experts and NGO activists plus promote peace programs together with universities of Moldova. Thus, in the report are examined views and contributions of academic institutions and civil society organizations as these entities are instrumental in advancing peace education and research, their active participation is crucial for developing comprehensive and contextually relevant programs, emphasizing the importance of collaborative efforts in fostering a culture of peace in Moldova. On the other hand, young people are at the forefront of societal change, and their engagement is crucial for the success of Peace Education initiatives. In Moldova, involving youth in peace education is vital given their potential to lead social innovation and transformation. Understanding their perspectives and needs provides valuable insights that are essential for crafting effective and sustainable peace education programs. A special attention is paid for situation in Peace Education field in Transnistria and Gagauzia, as these continue to be vulnerable regions of the Republic of Moldova.

To conclude, by addressing the national needs for peace education through empirical data and stakeholder perspectives, this report aims to contribute to the ongoing efforts to build a peaceful and inclusive society in Moldova. The insights and recommendations provided are intended to guide policymakers, educators, and civil society leaders in their endeavors to cultivate a culture of peace and mutual respect.



1. COUNTRY CONTEXT

The Republic of Moldova is a small, landlocked country situated in the South-East of Europe. In the North, East and South, the Republic of Moldova borders Ukraine and in the West – Romania. It covers an area of 33,8 thousand km². The territory of Moldova has an extend from North to South of 339 km, from West to East – 155 km. The country has a population of approximately 2.4 million as of January 2024.¹ Moldova is a diverse and multi-ethnic country. Although over three quarters of the population are Moldovans (71,5%), the country is also home to Romanians (7%), Ukrainians (6.6%), Gagauz (4.6%), Russians (4.1%), Bulgarians (1.9%), Roma (0.3%) and other ethno-linguistic groups (0.5%). In addition, Moldova is home to ethnic Belarusians, Poles, Armenians and Jews, and other ethnic and religious minorities. While the Gagauz and Bulgarians are mainly concentrated in the south of Moldova, other nationalities are spread throughout the country, although most Ukrainians and Russians live in the largest cities, the municipalities of Chisinau and Balti. The Transnistrian region is populated by ethnic Moldovans, Russians and Ukrainians in roughly equal proportions. According to statistics the population of Moldova has the following religious composition: 96.8% are Eastern Orthodox Christians, as for other religions, there are Baptists (Evangelical Christian Baptists) – 1.0%, Jehovah's Witnesses – 0.7%, Pentecostal Christians – 0.4%, the Seven-day Adventists – 0.3%, while the Catholics represents 1%. The share of persons who identified themselves as atheists and non-religious (agnostics) was of 0.2%.² This diversity has enriched Moldova's cultural landscape but has also posed challenges for social cohesion. Ethnic and linguistic tensions occasionally flare up, particularly in the context of broader geopolitical influences and national identity debates.

As in many post-soviet republics, after the collapse of the Soviet Union, Republic of Moldova has faced a long and arduous transformation that, unfortunately, included multiple challenges related to the identity crisis of the majority population, ethno-linguistic cleavages and regional separatism. The unresolved Transnistrian conflict, that separated the Republic of Moldova into two parts since '90-ies, has a great impact on the political, economic and social spheres of life, as well as on the stability and security of the country. It continues to present serious obstacles to political and economic reforms and developments in Moldova. Peaceful resolution of the conflict and reintegration of the Republic of Moldova today is the main task not only of the government but of the civic society as well. One of the most important factors that impede the achievement of this goal is the lack or very fragile confidence between both banks of River Dniester, especially when it is about new generation.

Many academic and expert studies have been written on the problems of the Transnistrian conflict settlement and reintegration process. From the diverse publications we can highlight the recent publication of academic articles within the international scientific conference proceedings entitled *The Dniester War of 1992: 30 Years After...*³, as well as a range of civil society studies as those of Foreign Policy Association of the Republic of Moldova on

¹ Moldova in figures. Edition 2024 Statistical summary. National Bureau of Statistics of the Republic of Moldova. https://statistica.gov.md/files/files/publicatii_electronice/Moldova_in_cifre/2024/Moldova_figures_2024.pdf (accessed 20.02.2024)

² The Population of the Republic of Moldova at the time of the 2014 Census. https://statistica.gov.md/ro/populatia-republicii-moldova-la-momentul-recensamantului-este-de-2-998-12_896.html (accessed 20.02.2024)

³ *Războiul de pe Nistru din 1992: 30 de ani după...: Materialele Conferinței Științifice Internaționale*, Ed. 1, 4-5 martie 2022, Chișinău. Chișinău: Editura Pontos, 2022, 192 p.



*The Transnistrian Conflict: 30 Years Searching for a Settlement*⁴; Bulletins "Realities of Transdnistria" and other analysis issued by Institute of Development and Social Initiatives "Viitorul" ⁵; analytical notes of Institute for European Policies and Reforms on ways to advance reintegration process⁶etc.

Another conflict that emerged in the Republic of Moldova in Soviet times and after its declaration of independence involved separatist spirits in the South region of Moldova – territory of compact Gagauz population live. An agreement on Gagauz autonomy statute was reached in 1994. The statute was aimed not only at bringing the area around the Gagauzian capital, Comrat, back under control of the central government, but also at serving as a model for the solution of the conflict with the separatist Transnistrian regime.⁷ Actually, Gagauz-Eri Autonomy is the example of successful and peaceful settlement of a conflict that can provide essential lessons for other conflict situations management. Anyway, in accordance with political developments in the Republic of Moldova the autonomy is permanently under observation, as it may be used in interest of different political forces, presenting in this way a potential risk of a new escalation. In these conditions, the dialogue between Chisinau and Comrat is permanently examined.⁸

Thus, in the Republic of Moldova, a country historically shaped by geopolitical complexities and cultural diversity, the pursuit of peace is a paramount concern for its citizens, especially, in the conditions of the outbreak of the war in Ukraine, the neighboring country, when the insecurity risks have emphasized. Peace Education in Moldova aims to cultivate higher attitudes and train individuals to transcend conflicts, fostering constructive dialogue. It emphasizes receptiveness, flexibility, respect for values and aspirations, and the ability to identify common ground while appreciating the diversity of situations and lifestyles. Peace Education has two key aspects:

1. *Combating Hostile Attitudes*: This involves actively opposing and eliminating ideas and concepts that promote hostility, aggression, xenophobia, and racism. It requires an offensive approach to get rid of warlike and aggressive propaganda.

2. *Promoting Peaceful Behaviors*: This focuses on fostering respect and understanding among individuals, communities, and nations. It centers on nurturing empathy, love, and generosity towards others.

Several important aspects are identified at the state level of the Republic of Moldova to mainstream peace. The Bureau for Reintegration Government of the Republic of Moldova, is responsible for the coordination of all actions and policies for the reintegration of the country - is open for different common education events. Secondly, several important documents and strategies address the issue of mainstreaming the peace: *the National Strategy of Development "European Moldova 2023"*; *Strategy on Consolidation of Interethnic Relations in the Republic of Moldova for 2017-2027*; *National Strategy for Civil Society Development in the Republic of*

⁴ Roșă V. *The Transnistrian Conflict: 30 Years Searching for a Settlement*,SCEEUS Report October 2021. <http://www.ape.md/2021/10/victoria-rosa-the-transnistrian-conflict-30-years-searching-for-a-settlement-eng/>

⁵ Bulletin "Realities of Transdnistria" and other papers can be accessed at: <http://www.viitorul.org/en/content/reintegration-policies>

⁶ Notă Analitică Nr.6/2021. Cum putem avansa procesul de reintegrare într-un climat politic favorabil? Nr 6/2021. <https://ipre.md/2021/12/01/nota-analitica-nr-6-2021-cum-putem-avansa-procesul-de-reintegrare-intr-un-climat-politic-favorabil/>

⁷ Neukirch, Claus. "Autonomy and Conflict Transformation: The Case of the Gagauz Territorial Autonomy in the Republic of Moldova." In *Minority Governance in Europe*, edited by Kinga Gal, Series on Ethnopolitics and Minority Issues, Vol. I, 2002, p.1

⁸ Relevant Reports Gagauzia Dialogue can be accessed at: <https://gagauziadialogue.md/category/about-the-project/reports-and-downloads/>



Moldova, 2012-2015; Strategy on ensuring equality between women and men in the Republic of Moldova for the period 2017-2021 (approved by the Government Decision No. 259 of 28.04.2017) etc.

At the same time, in Moldova, a comprehensive educational reform has positively impacted all spheres of education, each being reflected in the curriculum, whether directly or indirectly, wholly or partially. Key aspects of the educational reform in Moldova involved following aspects:

- *Conceptual*: Disassociating from the Soviet educational model and developing the Concept of Educational Development in Moldova (1989-1994) and school subject concepts (1991-1994), reflecting a modern, democratic, open, and creative approach.
- *Structural*: Establishing a new education system based on Romanian tradition and open to European educational systems.
- *Normative-Conceptual*: Developing the National Curriculum (Basic Curriculum 1997) and curricula for all school subjects (1999-2000).
- *Didactic*: Finalizing the creation of new textbooks based on the curriculum.

The reference framework for pre-university and university curricula defines the conceptual and methodological foundations of national curricular policies. It aligns with the priorities of the "Education 2030" Development Strategy, which aims to modernize the educational system to meet both the individual needs of young people and the demands of the labor market, thereby increasing productivity and employment rates. This framework ensures the implementation of essential changes outlined in the Education Code (2014), the "Education 2020" Development Strategy, and international documents regulating the European higher education area, such as the Bologna Declaration, the European Qualifications Framework (EQF), ISO9001:2008 quality standards, the EHEA-ERA Project, and Erasmus-Mundus mobility projects. In this context, developing pre-university and university curricula has become a strategic direction for ensuring the quality of education, as explicitly stated in the Education Code. Furthermore, peace education is a key objective of Moldova's "Education 2030" Development Strategy.

With Moldova recently receiving EU candidate status (2023) and the European Commission's invitation (June 7, 2024) to begin EU accession negotiations, the role of education in promoting peace and sustainability has become increasingly important. Until accession, Moldova is committed to fulfilling the conditions of membership, including peacefully resolving the Transnistrian conflict by integrating the region into Moldova. This goal can only be achieved through peace education for the younger generation.

However, it should be noted that formal and informal education sector needs to be reflective to the young generation of Moldova including all regions (Transnistria and Gagauzia), as there are some differences in the context and methodology of education, taking into consideration that Moldova implements western model development of education system, but Transnistria region adheres eastern (Russian) model development of educational systems. For example, Tiraspol Shevchenko University official is not a part of any Erasmus+ or other international projects. Since 2017, the NGO Agency for Innovation and Development signed agreement between NGO and University with the aim to develop curriculums and infrastructure using new innovative methods and programs for educational development. Thus, promoting peace education on both sides of the Dniester River will strengthen peace and foster resolution. It will also enhance the Moldovan educational system's capacity to conduct educational activities promoting intercultural tolerance and a culture of peace.

As experience shows, a great impact and importance for peaceful development of the country have various international university programs and projects, as well as non-



governmental sector activities on the problems of democratization and peaceful resolution of conflict. In order to achieve a peaceful future of an independent and integrated Moldova the efforts of professors from academic domain were unified. Moldova State University (MSU) through its Faculty of International Relations, Political and Administrative Sciences (FRISPA), together with other national high education institutions as Free International University of Moldova (ULIM), Perspectiva-INT, State University of Comrat, Aleco Russo State University of Bălți, State University of Tiraspol, as well as of non-governmental organizations as the Resource Center for Human Rights "CREDO", the Hilfswerk-Austria Center in Moldova, the Institute of Public Policies and others, since 2008 has implemented several projects on peacebuilding and conflict resolution: *Moldovan Peace Scholars and Practitioners Network (MPSPN) (2012-2014)*, supported by Centro Studi Difesa Civile from Italy; *Peaceful Conflict Transformation from Academic Perspective (2015)*, supported by Austrian Development Agency; *Good governance as an essential tool for economic development (2013)*, supported by EuroCollege, Tartu University of Estonia etc.

An important dimension constitutes the development and promotion in university programs of peace studies subjects. For this purpose, by Moldova State University were realized a range of methodological seminars as: *Curriculum Development in Peace Studies and Conflict Resolution (June 28-29, 2012)* at Moldova State University; *Peace Studies Development in the Republic of Moldova (25-26 October 2012)*, hosted by ULIM; the round table in *Peace and Conflict Studies* at the State University of Comrat (February 9, 2013).

The results of the joint work were generalized, systematized and presented within scientific-methodical editions, developed on the basis of theoretical and practical approaches and presenting analysis on peace studies historiography, peace culture promotion in Moldova, peaceful conflict transformation, civil society role in peacebuilding, integration of ethnic minorities etc.: *Studii de pace și soluționarea conflictelor în curriculum-ul universitar. Ghid teoretico-metodologic/ Peace Studies and Conflict Resolution in University Curricula. Theoretical-methodological Guide (2013)*⁹ and *Moldovan peace dialogues: societal integration, accommodative policies and strategies, from an academic perspective (2015)*¹⁰. Other important scientific results are included in scientific journal *Eastern Europe-Regional Studies*,¹¹ developed as follow-up project was elaborated by the participants of the FP7 program, sponsored by the European Commission and realized by the Ivane Javakhishvili Tbilisi State University, Moldova State University, and the Diplomatic Academy of Ukraine.

Also, in 2015 was created the Website www.peacebuiding.md for international network and communication of scholars, academics and practitioners in peace building as well as was founded Center for Peace Initiatives with support of Austrian Development Agency. Since 2020 this center has been renamed in Peace Study Center at the Faculty of International Relations, Political and Administrative Sciences of Moldova State University and continues to be the initiator of Peace and Conflict studies, visiting classes, workshops organized by CMI Martti Ahtisaari Peace Foundation, Erasmus+ professors.

As special fruitful collaboration in development of Peace Studies in MSU have be mentioned implementation of FP7 Marie Quire Program 2013-2017 supported by European

⁹ Studii de pace și soluționarea conflictelor în curriculum-ul universitar. Ghid teoretico-metodologic / Catedra Relații Intern., FRISPA, USM [et al.]; coord. Valentina Teosa, Bernardo Venturi; col. red.: V. Teosa [et al.]. – Chișinău: CEP USM, 2013. 310 p.

¹⁰ Dialoguri de pace în Moldova: integrare socială, politici și strategii de acomodare din perspectiva academică = Moldovan peace dialogues: societal integration, accommodative policies and strategies, from an academic perspective/ coord.: Valentina Teosa, Cristina Morari ; col. red.: Teosa Valentina [et al.]. – Chișinău : CEP USM, 2015. – 246 p.

¹¹ Eastern Europe-Regional Studies. <http://psage.tsu.ge/index.php/Easternstudies/index>



Commission within fruitful partnership with universities from Ukraine, Georgia and Estonia. This program aligns with Erasmus + Mobility collaboration from 2017 with TAPRI, Tampere University give MSU unique opportunity to prepare young PhD researchers of the Peace Studies and Conflict resolution problematics – and open the perspectives to initiate the Peace Education in Moldova in partnership with another institutions.

However, in Moldova, Peace Studies and Conflict Transformation have not yet received sufficient attention in universities. Only Moldova State University program of International Relations and Political Science includes a few curricula on Peace theories, methodologies, peacebuilding, conflict prevention, negotiations, security etc. As special analysis of MSU curriculum demonstrates such Social and Humanitarian specialties as Law, Journalism, Communication, History, Literature are don't have any disciplines, possible, discussing those subjects during different related lectures.

In addition, very little connections are present between universities and the NGOs working on peace and related issues. There is a need to develop peace studies in Moldova, to encourage the introduction of peace studies curriculum in universities and schools, to establish international connections and partnerships in the field and to create or reinforce new links between academic scholars and peacebuilding practitioners.

Also, the role civil society organizations have in peace education promotion, as well as in dealing with this frozen conflict are vital. They can contribute toward the gradual changes in the local realities and perceptions, which are necessary for a successful long-term solution to the frozen conflict. One way to increase the levels of mutual trust and understanding between the divided societies is modifying the educational system to enhance the capability of the population, especially – the younger generation to effectively and constructively manage differences. Through main actors and initiatives related to peacebuilding and peace education in Moldova, can be highlighted:

- NGO Agency for Innovation and Developing - working on peacebuilding activities more than 7 years already, organizing trainings, forums, Summer Camps <https://peace.education.md>;
- Moldova for Peace Initiative, founded on 26 February 2022 - a civic initiative created to provide assistance to refugees following the Russian invasion of Ukraine;
- ProDidactica Educational Center - focuses on integrating peace education into the national curriculum and training teachers in conflict resolution and democratic citizenship. It has implemented the "Education for Peace" project, which developed educational materials and teacher training modules.
- UNICEF Moldova - supports initiatives that incorporate peace education into school curricula and promote children's rights and develops diverse projects as "Peacebuilding, Education and Advocacy" program, which aimed to strengthen resilience and social cohesion through education.
- Institute for Public Policy (IPP) - conducts research and advocacy on issues related to social cohesion, human rights, and conflict resolution.
- OSCE Mission to Moldova - works on promoting dialogue and understanding between different communities, particularly in the context of the Transnistrian conflict.
- Educational Initiatives Foundation - implements various educational projects aimed at promoting democratic values, tolerance, and civic engagement among young people, through projects as "Education for Development and Social Inclusion."

Through promotion of peace education in Moldova will be addressed some important dimensions. First of all, it contributes to the development of measures to promote dialogue, understanding, and reconciliation, as in Moldova there is the Transnistrian conflict, that is



fostering empathy, and promoting non-violent conflict resolution strategies are crucial aspects. Also, taking into consideration that Moldova is a diverse country with significant Romanian, Ukrainian, Russian, and Gagauz populations, each with its own cultural heritage and identity, peace education should emphasize the importance of respecting diversity, promoting inter-ethnic dialogue, and building bridges between different communities, contributing to social cohesion. In this respect, it is essential to educate citizens about their rights and responsibilities, to promote civic engagement, and advocate for transparent and accountable governance structures that are essential for building a peaceful and just society.

Thus, through teaching practices will be possible to empower youth with social communication, civic socialization, and conflict resolution skills, to foster their leadership abilities, and to provide platforms for civic participation that can contribute to building a more inclusive and peaceful society. Understanding this context is crucial for addressing the country's needs effectively, including the implementation of peace education initiatives that can contribute to a more stable and prosperous future.



2. METHODOLOGY

Research on national needs assessment in order to identify directions and perspectives for implementing the concept of Peace Education in the Republic of Moldova involved a diverse methodology and multispectral approach, based on the specific of every partner's activity.

Firstly, in order to analyze the perception and level of awareness of different stakeholders regarding the Peace Education in general and Peace Education necessities at national level in particular, a questionnaire was developed and applied by Moldova State University and Ion Creangă Pedagogical State University in Chişinău.

The questionnaire based study allowed the collection of standardized data from a large number of respondents, enabling statistical analysis of the results. A stratified random sampling method was employed to ensure representation across different educational levels and geographical regions within the Republic of Moldova. Data were collected through a self-administered questionnaire distributed online. Participants completed the questionnaire anonymously to ensure confidentiality and encourage honest responses. The questionnaire included both closed and open-ended questions, allowing for quantitative and qualitative analysis (Appendix 1). The responses were analyzed to identify common themes, trends, and areas of concern regarding peace and education.

The target population addressed by the Moldova State University included: Undergraduate students; Master's program students; PhD students, MSU lecturers/professors.

The target population addressed by the "Ion Creanga" State Pedagogical University of Chisinau included: College students and teachers and participants of Center of Excellence and continuous training programs.

The survey consisted of multiple sections to gather comprehensive data on:

- *Identification Data*: This section gathers demographic information including respondent status, age, hometown, and primary language of communication;
- *Social Civic Values Integration*: This section explores respondents' understanding of respondents' understanding of peace, perceptions of societal peace in Moldova, awareness of ethnic minorities, and concerns about inter-ethnic issues and the Transnistrian conflict;
- *Peace Education in Moldova* - This section assesses respondents' understanding of the concept of a "culture of peace," their views on education for peace, the relevance of peace-related subjects and courses in their study programs, the need for its integration into curricula, and respondents' suggestions for improving peace education.

Quantitative data is analyzed using statistical methods to identify trends and correlations. Descriptive statistics summarize the demographic data, while inferential statistics are used to examine the relationships between different variables related to peace education needs and perceptions.

Secondly, in order to gather insights from experts and civil society on how Peace Education can be integrated into the curriculum and how to foster a culture of peace within the society focus groups method was applied.

Moldova State University conducted the focus group focusing on a list of questions sent to the participants prior to the focus group session in order to allow them adequate time to prepare their responses (Appendix 2). The focus group session lasted approximately an hour and a half. The session was audio recorded with the consent of the participants and the recordings were transcribed for analysis. During the focus group, open-ended questions



were posed to encourage detailed and comprehensive responses. Follow-up questions and prompts were used to elicit examples and further elaboration where necessary. All participants were given the opportunity to speak and share their views.

Thirdly, as NGO activity differs from academic approaches and focus on vulnerable regions of Moldova as Transnistria and Gagauzia, the applied research methodology of the NGO Agency for Innovation and Development included: analysis of information from non-profit organizations in Transnistria, Gagauzia and some NGOs on the right bank of the Nistru River; analysis of curricula and curricula at universities on the right and left banks of the Nistru River; additional surveys and research; qualitative research (focus groups: 2 Group discussions on collective views and experiences related to conflict and peace processes, analysis of the experience of research in the field of peace education in partner universities, as well as in the practice of partner non-profit organizations and two cross-sectional interviews with representatives of students and managers in the field of educational work at Tiraspol Shevchenko University); quantitative research (statistical analysis and analysis of received materials).

The collection of the qualitative primary data was conducted by Agency for Innovation and Development during the field-trip studies from March 1 until June 1, 2024. The results are based on interviews with NGO representatives and University's experts. Qualitative data was gathered through the semi-structured interviews with representatives of NGOs in Tiraspol and University representatives in Comrat. Interviewed local NGOs that work in the sphere related to peace building and conflict prevention contributes to the research objective. Qualitative study also addressed a problem of undiscovered potential of civil society's role in conflict prevention. It contributes to a discussion on the importance of inclusion of civil society actors in peace building and conflict prevention by investigating the contribution of local NGOs to sustainable peace in Moldova, analyzing their activities in peace building and then interpreting through a conflict prevention concept.

The specifics of the methodology for studying the situation are determined by the capabilities of the NGO and existing contacts and connections with universities. Good contacts with the University of Comrat make possible to involve experts who interested in improving their professional knowledge and want to get involved in peace education, as well as students.

The methodology for researching peace teaching and peace building programs in the universities of Transnistria involves an analysis of the situation related to the level of teaching in the T.G. Shevchenko University. (Tiraspol), as well M.I. Kutuzov Tiraspol Law Institute. The assessment carried out on the basis of curricula and work programs (curricula) in order to answer the questions: at which faculties the topic of peacekeeping and peacebuilding is teaching, determine the number of hours, evaluate the content of peacekeeping issues in the curriculum and curriculum, as well as the level teaching.

To carry out the research, combined methods of analyzing legislation and relevant information collection from open sources is using. Interviews were conducted both individually and collectively. Focus group discussed the problems of teaching in the field of peacekeeping. During the assessment, structural and functional analysis of university curricula and an analysis of work programs was organized.

Analysis of the educational plans and work programs should give the answers to the questions: at which faculties the subject of Peace Education is taught, determine the number of hours, evaluate the substantial consolidation in the curriculum and chicken of human rights, as well as the level of teaching (on the base of the open access material). During the assessment of the topic of world construction, it was considered from a wider point of view, including aspects of diversity, inclusiveness and non -discrimination.



The topics of interviews with university students and teachers (Appendix 3), including the heads of structural units, became:

- The content of curricula and work programs in the disciplines, determination of the degree of academic freedom in the preparation of the course of the course;
- Availability of sources of legal literature and literature on Peace studies and Peacebuilding Education;
- the use of materials of international courts and foreign judicial practice during training sessions;
- Satisfaction of students with learning outcomes, interest, wishes for changing / supplementing the training program;
- Possibilities of advanced training of teachers, their retraining, maintenance and places of continuing education (personal satisfaction, assessment in relation to colleagues).

3. RESULT OF DATA ANALYSIS

3.1. Overview of Moldovan Universities Profiles

Moldovan universities have increasingly recognized the importance of Peace Education as part of their efforts to contribute to societal stability and harmony. Several institutions offer programs or courses specifically focused on peace and conflict studies. The integration of these subjects varies across universities, reflecting different approaches to peace education. Key Universities and Their Peace Curriculums:

Moldova State University: offers courses related to peace studies within its International Relations and Political Science faculties. These include modules on conflict resolution, international law, and human rights. Provided curriculum emphasizes the understanding of global conflicts, the role of international organizations in peacekeeping, and the principles of diplomacy. Moldova State University incorporates innovative approaches through simulations and role-playing exercises in courses to provide practical experience in negotiation and mediation. Within Moldova State University is incorporated the Institute of Public Administration offers specialized training in public administration with courses that include modules on conflict management and peace building in public policy.

“Ion Creanga” State Pedagogical University of Chisinau: provides initial and continuous higher level training of specialists in the fields of Educational Sciences, Humanities, Social Sciences, Arts and Social Assistance, ensuring them competitive professional qualifications on the labor market, such as and guidance in the development of scientific research activity and the exploitation of their results. The University aims at pedagogical training of teaching staff and innovation of education sciences, through inter- and trans-disciplinary research.

Free International University of Moldova: provides courses in peace and conflict studies within its Department of International Relations and Political Sciences. These courses cover topics such as peacebuilding, conflict analysis, and security studies. The curriculum integrates a strong emphasis on the socio-economic aspects of peace and the impact of international relations on domestic stability.

Comrat State University: offers courses in peace studies through its Department of Law and Social Sciences. The curriculum includes subjects such as conflict resolution, regional security, and ethnic relations. Given Gagauzia’s diverse population, the curriculum places a strong emphasis on interethnic dialogue and cultural understanding as tools for peace. The University engages with local communities to promote peace education and address regional tensions through educational initiatives and public forums.

Transnistrian State University (Shevchenko University) in Tiraspol: is the leading higher education institution in the unrecognized Transnistrian Moldovan Republic, a region with a complex and contentious history. While the university primarily serves the educational needs of the local population, it also plays a role in fostering understanding and dialogue in a region marked by political and ethnic tensions. Below is an analysis of the peace curriculums at Shevchenko University, focusing on their structure, content, and impact. It offers a wide range of undergraduate, graduate, and doctoral programs across various disciplines. Given Transnistria's unique geopolitical situation, the university incorporates elements of peace and conflict studies within broader academic frameworks, particularly in areas like international relations, law, and social sciences. Departments Involved in Peace Studies are: *Department of International Relations* (focuses on teaching students about the complexities of global politics, international diplomacy, and conflict resolution; courses related to peace studies include



International Conflict Management, Diplomacy, and International Law); *Department of Law* (offers courses on human rights, conflict resolution, and the legal aspects of peace processes; key subjects include International Human Rights Law, Peace and Conflict in International Law, and Legal Frameworks for Conflict Resolution); *Department of History and Social Sciences* (provides a historical perspective on conflicts and peace processes, with a particular focus on regional conflicts and ethnic relations; courses such as History of Conflicts in Eastern Europe and Social Theories of Peace and Conflict are part of the curriculum); *Department of Political Science* (focuses on the political dimensions of peace and conflict, governance, and policy-making; courses include Theories of Peace and Conflict, Political Systems and Peacebuilding, and Regional Security Dynamics).

As to analyze the incorporation of related disciplines to peace education in the university programs, it can be noted that in Moldova State University are offered 62 Bachelor’s degree programs. Some of these provides about 25 courses related to peace studies.

Other analysis data on educational programs in other universities are presented as follows:

University	Curriculum	Educational Program\Educational Plan
the Comrat State University	78\18	12\5
the European University of Moldova	64\22	14\4
Tiraspol T.G. Shevchenko University	82\18	20\6
the Tiraspol Police Institute	48\9	5\3

Total Analyzed = 324 documents ; Related to the Project = 27

Below are examples of related to peace education syllabi in the universities:

Moldova State University:

1. Specialty disciplines at Faculty of Internationale Relations, political and Administrative Sciences of Moldova State University:

- Peace studies in international relations
- International security
- Religious factor in international relations
- Human rights in international relations
- International conflicts
- International Public Law

2. Other disciplines taught at different faculties of Moldova State University:

- Solving Legal disputes by mediation
- Law of Armed conflicts
- Intercultural education
- Intercultural communication
- Ethnic and national minorities
- Negotiation and mediation of conflicts
- Models for assessing poverty and poverty reduction strategies
- Discrimination and Social marginalization
- International terrorism

Tiraspol Shevchenko University:

- “Business Communication and Conflict Management” *advanced training*



- “Organization of work with youth in the context of modern challenges” *advanced training*
- “Legal regulation of international security” *jurisprudence*
- Since 2023, master’s program “Public and Municipal Administration”, profile “Mediation and Conflict Management”

Comrat State University

- Information technologies in communication, Law
- Current Human Rights Issues, Law
- Promoting and implementing democratic principles and human rights standards in EU and partner countries (common syllabus with specific parts concerning Russia, Ukraine and Moldova) , Law
- European system of human rights protection, law, master's degree
- European regional organizations, law
- International Public Law, law
- European integrations of the Republic of Moldova, law
- Conflict management, advanced training
- Sociology of management, elective course.

European University of Moldova

- Constitutional law and political institutions, master's degree, Law
- The Republic of Moldova in the current geopolitical context, master's degree, law
- Evolution of constitutionalism, comparative aspect, master's degree, Law
- Political Theory, Master's, International Relations
- Theory and practice of communication in international relations, Master's, International Relations
- The culture of interpersonal and organizational communication, Master's, International Relations.

Tiraspol Police Institute

- Constitutional law, specialist's degree, Law
- Sociology, specialty, Legal support of national security
- History of state and law of foreign countries, specialty, Law
- Criminology, specialty, Law.

3.2. Focus group data

Moldova State University conducted the focus group on 29 May 2024. The focus group consists of 27 experts from Moldova State University, primarily administration representatives, professors and researchers with expertise in Peace Studies, International Relations, Political Science, and related fields as Philosophy, History, Education Sciences, Sociology and Social Assistance. Participants highlighted the importance of a diverse and comprehensive peace education curriculum that includes both theoretical and practical components.

Summary of discussions on the focus group:

1. On the question *how do you consider which subjects in the field of peace education are necessary to be studied in the current conditions in the Republic of Moldova*, key subjects identified were:
 - *Equality and Tolerance*: Emphasized as crucial for fostering understanding and respect among diverse groups within society.



- *Conflict Resolution*: Identified as necessary for equipping students with the skills to manage and resolve disputes peacefully.
 - *Critical Thinking*: Seen as essential for helping students understand the importance of peace and analyze the conditions necessary for its sustenance.
 - *Intercultural Dialogue*: Suggested to promote appreciation of cultural diversity and to mitigate conflicts arising from ethnic and cultural differences.
 - *Theoretical Foundations of Peace*: Participants stressed the need for a clear understanding of the concepts of peace, justice, truth, and freedom, which are fundamental to peace education.
2. On the question *if the educational system in the Republic of Moldova does contribute to the formation of a culture of peace within our society*, there was a consensus that the current educational system has room for improvement in promoting a culture of peace. Key points included:
- *Early and Continuous Peace Education*: The necessity of starting peace education from pre-school and continuing through university was emphasized to ensure consistent development of peace-oriented values.
 - *Trans-disciplinary Approach*: Integration of peace education elements across various subjects rather than a standalone course was suggested to embed peace principles throughout the educational experience.
 - *Practical Implementation*: Participants pointed out the need for practical modules and continuous training for educators and public officials to ensure effective dissemination and implementation of peace education.
3. On the question *how could Peace Education be incorporated into university courses at different specialties*, participants discussed various strategies for incorporating peace education into university courses across different specialties. Key suggestions included:
- *Specialized Peace Education Course*: A dedicated course offering structured and systemic knowledge of peace education was proposed for university students.
 - *Integration into Existing Courses*: Incorporating peace education elements into various university courses (e.g., law, journalism, and education) was recommended to make peace education relevant across disciplines.
 - *Interdisciplinary and Practical Approaches*: The importance of interdisciplinary modules and practical tools was highlighted to ensure students from different fields could apply peace-building concepts in their future professions.
 - *Design and Implementation*: Emphasis was placed on designing courses that not only convey theoretical knowledge but also equip students with practical skills and tools for promoting peace.

NGO Agency for Innovation and Development conducted several focus groups held in Tiraspol and in Comrat. The participants were representatives of non-governmental organizations, students and teachers of the universities as follows:

- local NGOs – 18 pers.
- university students – 49 pers.
- teachers of universities – 42 pers.
- ✓ Venue: Tiraspol (online and offline)

The sessions were held as presented below:

1. Date: April 10, 2024, 15.00-17.30

Participants: Representatives of Tiraspol Shevchenko University and Tiraspol Police Institute; Total participated: 21 people (online and offline) ;Venue: Tiraspol (offline)



2. Date: May 14, 2024 13.00-16.30

Participants: Representatives of NGOs of Transnistria ; Total participated: 12 people (offline);
Venue: Tiraspol (offline)

3. Date: May 23, 2024 13.00-16.30

Participants: Representatives of NGOs of Transnistria and volunteers; Total participated: 6
people (offline); Venue: Comrat (offline)

4. Date: May 29, 2024 13.00-17.30

Participants: Professors and experts from Comrat State University Moldova; Total
participated: 15 people ; Venue: Tiraspol (offline)

5. Date: May 3, 2024 11.00-14.00

Participants: Professors and students from Tiraspol Shvchenko University; Total participated:
35 people ; Venue: Tiraspol (offline)

6. Date: May 10, 2024 11.00-15.00

Participants: Professors and students from Tiraspol Shvchenko University, Total participated:
21 people.

The issues of the need to expand training in the Peacebuilding and Education in the Field of Building and Strengthening Peace were discussed. Participants talked about the readiness to conduct joint events to expand the opportunities for Peacebuilding and Education in the Field of Building and Strengthening Peace. Given the specifics of the Left Bank, representatives of non -profit organizations proposed their sites for the proceeding of seminars for university teachers and also for students. Also, non -profit organization have databases and sources of literature on theme research. They expressed their readiness to provide these sources. NGOs don't have separate peace program to conduct for youth and civil leaders. Such curriculum on Peace and Conflict Resolution could be developed and adopted for NGOs working on both banks of Nistru River.

The questions for the participants were the following regarding the topic of the project:

- The content of curricula and educational programs;
- Determination of the degree of academic freedom in the preparation of the course;
- Availability of sources of legal literature and literature on Peacestudies and Peacebuilding Education;
- the use of materials of international courts and foreign judicial practice during training sessions;
- Satisfaction of students with learning outcomes, interest, wishes for changing / supplementing the curriculum;
- Possibilities of advanced training of teachers, their retraining, maintenance and places of continuing education.

In May 2024, two cross-sectional interviews were conducted with representatives of students and managers in the field of educational work at Tiraspol Shevchenko University. The main findings from these interviews are as follows:

1. The study participants reflect little on the issue of “youth and peacemaking.” Among young people, the topics of interethnic relations, intercultural dialogue, equality and tolerance, as a rule, are not raised. Topics include personal and social relationships, economic activity, self-realization, security from threats such as fraud, involvement in criminal activity, and threats of terrorism and military operations;

2. At the regional level (educational institutions, media, public organizations) work is underway to ensure the successful development of youth and the prevention of illegal behavior. However, not all young people are covered by these activities; methods and



methods of working with young people are not always effective in terms of the values, interests and characteristics of the perception of young people;

3. At the level of Tiraspol Shevchenko University, the curricula of all areas of training include basic disciplines designed to form universal competencies in the following areas:

- is able to perceive the intercultural diversity of society in socio-historical, ethical and philosophical contexts;
- is able to create and maintain safe living conditions in everyday life and professional activities to preserve the natural environment, ensure sustainable development of society, including in the event of the threat and occurrence of emergencies and military conflicts;
- is able to form an intolerant attitude towards manifestations of extremism, terrorism, corrupt behavior and counteract them in professional activities.
- However, the teaching of disciplines designed to form these competencies is not without a formal approach (ineffective teaching methods, emphasis on the formation of theoretical knowledge in these areas, rather than the educational function or the formation of skills, ineffective feedback between the teacher and students, etc.).

4. Based on the results of the interviews, both subgroups agreed on the need to create a culture of peacemaking among young people in general and students in particular. To this end, the following proposals were made:

- use of the university's material and technical infrastructure to organize youth events on the topic "Youth and Peacemaking";
- use of the scientific potential of Tiraspol T.G. Shevchenko University for organizing scientific research, conducting round tables/trainings, blogging, speaking in the media on the topic "Youth and Peacemaking";
- using the potential of public organizations in the region (including youth organizations and those specialized in the topic "Youth and Peacemaking") to organize educational events with young people (educational events, information campaigns, etc.);
- using the potential of the student activists of Tiraspol T.G. Shevchenko University in organizing events on the topic "Youth and Peacemaking", increasing self-government in the field of youth and educational policy at the university level and the region as a whole.
- encouraging the social activity of students in the formation and upholding of values within the framework of the theme "Youth and Peacemaking".

3.3. University & College Respondents and Teachers from Continuous Professional Development

Moldova State University detailed data analysis of the opinion questionnaire regarding the necessity and relevance of Peace Education within universities is presented as follows:

I. IDENTIFICATION DATA

1. Indicate your status of respondent

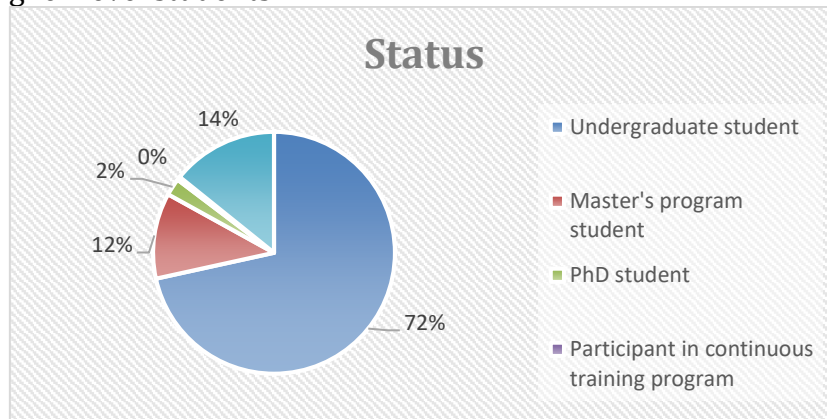
Data Summary:

- **Total respondents:** 218
- **Breakdown:**
 - Undergraduate students: 156 (71.6%)
 - Master's program students: 25 (11.5%)
 - PhD students: 5 (2.3%)
 - Participants in continuous training programs: 1 (0.5%)



Analysis:

- **Central Tendency:** The majority of the respondents are undergraduate students. This can be seen as a skew towards the younger and possibly more inexperienced segment of the academic community.
- **Variation:** The participation drops significantly from undergraduate (156) to master's students (25), showing a steep decline in engagement as the education level rises.
- **Implications:** The high percentage of undergraduates suggests that peace education initiatives are well-targeted at this group, but efforts may need to be expanded to engage higher-level students.



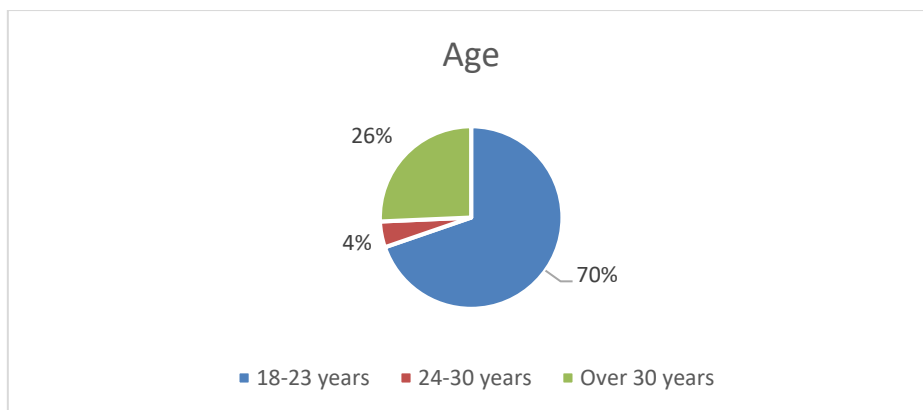
2. Indicate your age

Data Summary:

- **Breakdown:**
 - 18-23 years: 152 (69.7%)
 - 24-30 years: 10 (4.6%)
 - Over 30 years: 56 (25.7%)

Analysis:

- **Central Tendency:** The average respondent is between 18-23 years old.
- **Variation:** There is a large concentration of respondents in the 18-23 age group, with a noticeable drop-off in the 24-30 age group, and then a rise again in those over 30.
- **Implications:** The data suggests a significant engagement from the youngest age group, likely university students. However, there is a lower participation rate from mid-age individuals (24-30), which might be due to professional commitments or lesser availability.



3. Indicate your hometown

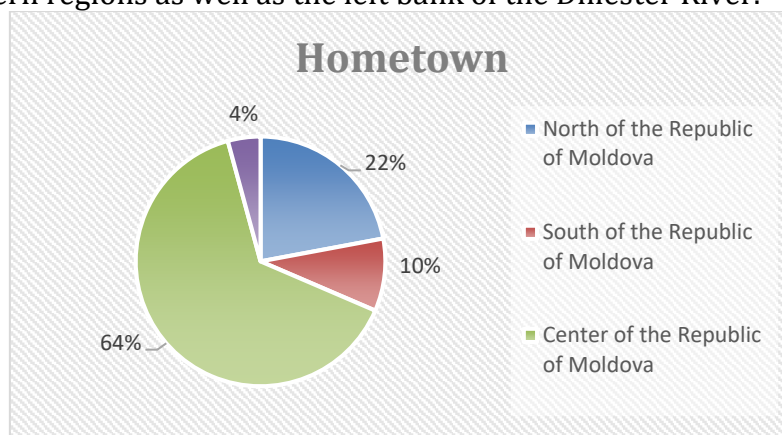
Data Summary:



- **Breakdown:**
 - North of Moldova: 47 (22.07%)
 - South of Moldova: 20 (9.39%)
 - Center of Moldova: 137 (64.25%)
 - Left bank of Dniester river: 9 (4.23%)

Analysis:

- **Central Tendency:** Most respondents are from the central region of Moldova.
- **Variation:** There is a strong centralization in the data with over 64% coming from the center, while the north and south have significantly lower representation.
- **Implications:** There might be better accessibility to peace education programs in the central region. Efforts could be made to improve reach and resources in the northern and southern regions as well as the left bank of the Dniester River.



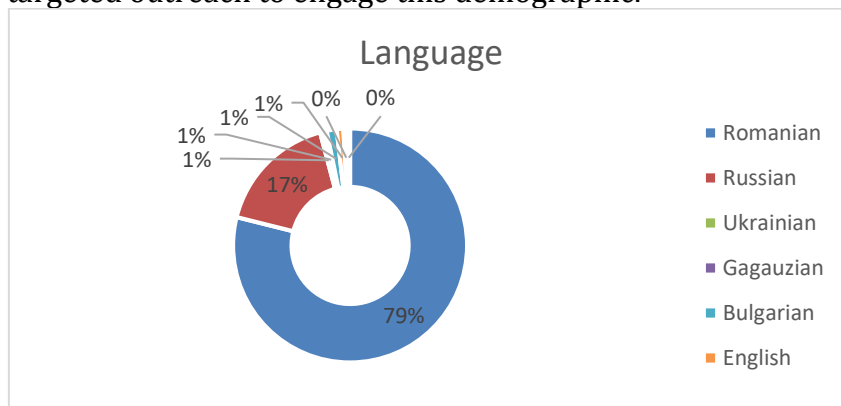
4. In which language do you communicate most often?

Data Summary:

- **Breakdown:**
 - Romanian: 172 (78.9%)
 - Russian: 37 (17.0%)

Analysis:

- **Central Tendency:** The primary language of respondents is Romanian.
- **Variation:** A significant majority speaks Romanian, with a smaller but notable portion speaking Russian.
- **Implications:** Peace education materials and programs need to be available in both languages to ensure inclusivity. The lower percentage of Russian speakers indicates a need for targeted outreach to engage this demographic.





II. SOCIAL, CIVIC, VALUES INTEGRATION IN THE SOCIETY OF THE REPUBLIC OF MOLDOVA

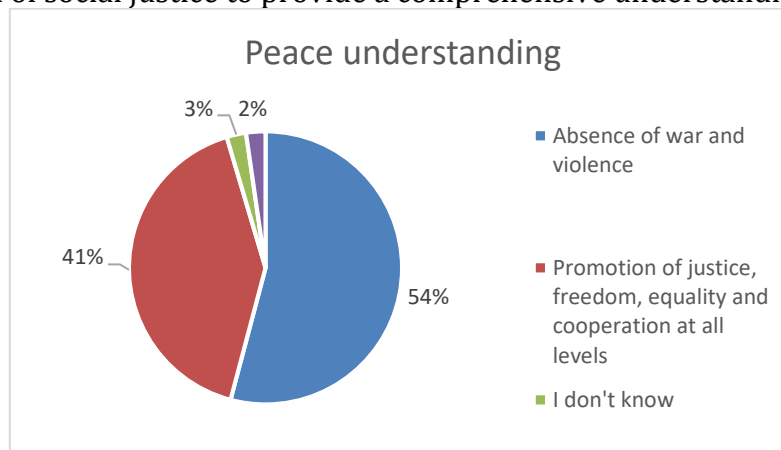
5. How do you understand "peace"?

Data Summary:

- **Breakdown:**
 - Absence of war and violence: 118 (54.1%)
 - Promotion of justice, freedom, equality, and cooperation: 90 (41.3%)
 - I don't know: 5 (2.3%)
 - Both: 5 (2.3%)

Analysis:

- **Central Tendency:** Most respondents understand peace as the absence of war and violence.
- **Variation:** A significant portion also sees peace as promoting justice, freedom, and equality.
- **Implications:** Peace education should address both the prevention of conflict and the promotion of social justice to provide a comprehensive understanding of peace.



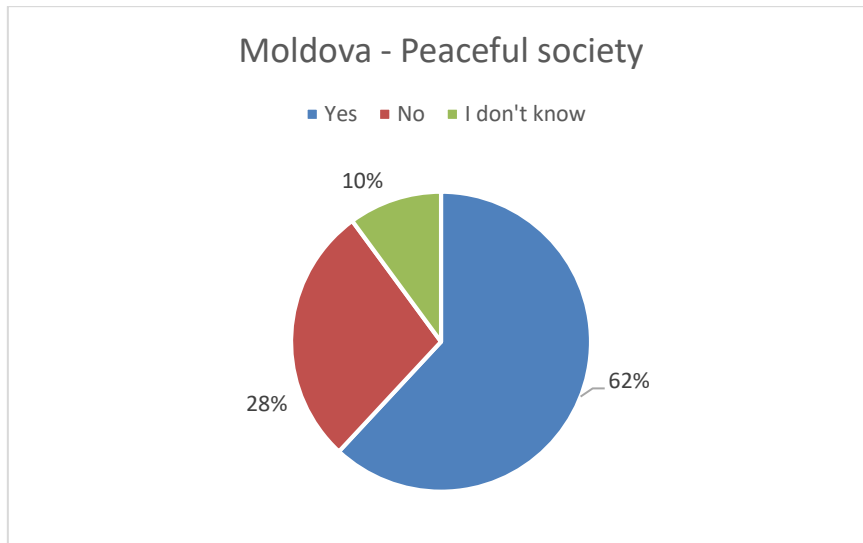
6. Do you consider that you live in a peaceful society in the Republic of Moldova?

Data Summary:

- **Breakdown:**
 - Yes: 135 (61.93%)
 - No: 61 (28%)
 - I don't know: 22 (10.1%)

Analysis:

- **Central Tendency:** A majority of respondents believe they live in a peaceful society.
- **Variation:** A significant minority does not share this view.
- **Implications:** Targeted interventions are needed to address the concerns of those who do not perceive their society as peaceful, including community engagement and improved security measures.



7. If the answer to the previous question was No, what are the possible dangers perceived by you?

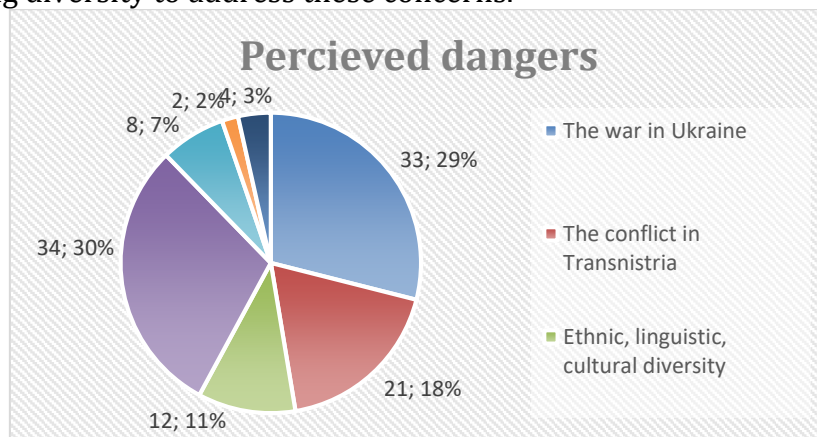
Data Summary:

• Breakdown:

- The war in Ukraine: 33 (28.9%)
- The conflict in Transnistria: 21 (18.4%)
- Ethnic, linguistic, cultural diversity: 12 (10.5%)
- The regional/international/national political situation: 34 (29.82%)

Analysis:

- **Central Tendency:** The primary concern is the political situation.
- **Variation:** There are also significant concerns about regional conflicts and diversity.
- **Implications:** Policies should focus on political stability, conflict resolution, and promoting diversity to address these concerns.



8. Do you know which ethnic minorities live in the Republic of Moldova?

Data Summary:

• Breakdown:

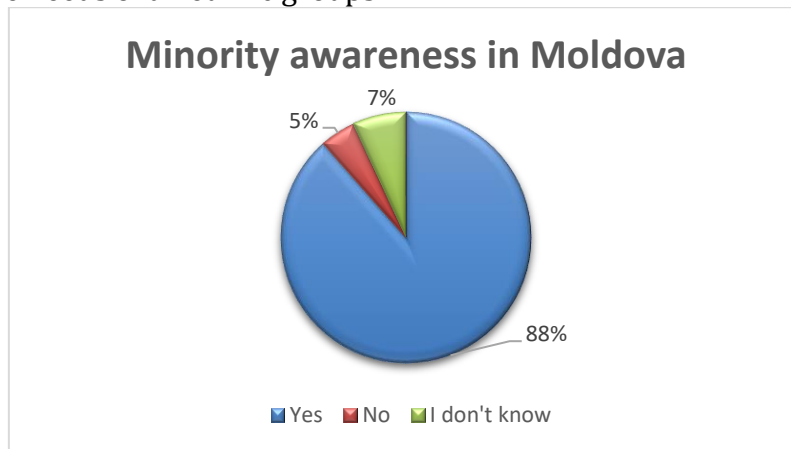
- Yes: 193 (88.53%)
- No: 10 (4.59%)
- I don't know: 15 (6.88%)

Analysis:

- **Central Tendency:** Most respondents are aware of ethnic minorities in Moldova.
- **Variation:** A small percentage is unaware or uncertain.



- **Implications:** Inclusive peacebuilding programs should leverage this awareness and address the needs of all ethnic groups.



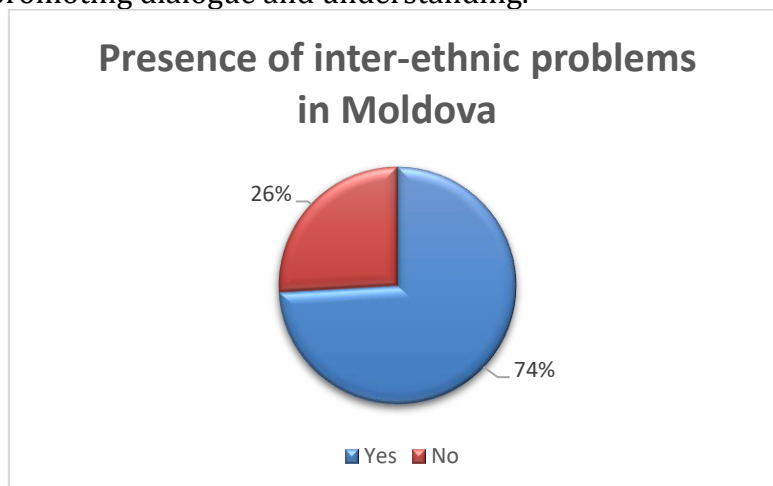
9. Do you think there are any inter-ethnic problems in the Republic of Moldova?

Data Summary:

- **Breakdown:**
 - Yes: 143 (65.6%)
 - No: 50 (22.94%)

Analysis:

- **Central Tendency:** Most respondents believe there are interethnic problems.
- **Variation:** A significant minority does not see interethnic issues.
- **Implications:** Conflict prevention and resolution programs should focus on interethnic relations, promoting dialogue and understanding.



10. Are you worried about the Transnistrian conflict on the territory of the Republic of Moldova?

Data Summary:

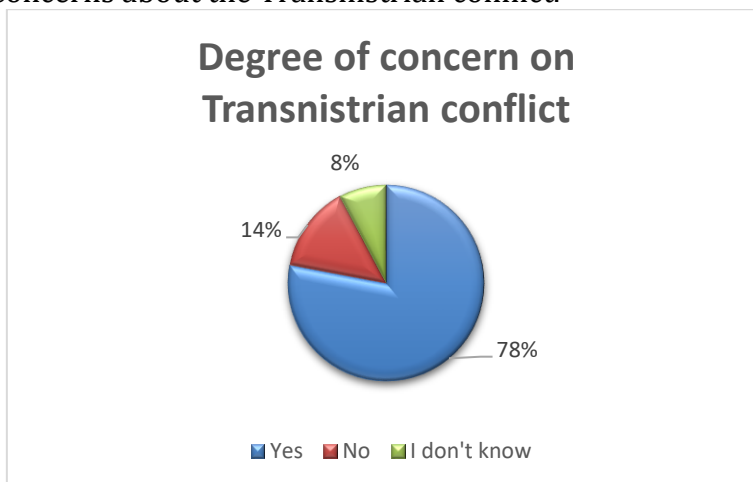
- **Breakdown:**
 - Yes: 170 (78%)
 - No: 31 (14.2%)
 - I don't know: 17 (7.8%)

Analysis:

- **Central Tendency:** Most respondents are worried about the Transnistrian conflict.
- **Variation:** A minority is either not worried or uncertain.



- **Implications:** Peace negotiations and information dissemination should be prioritized to address concerns about the Transnistrian conflict.



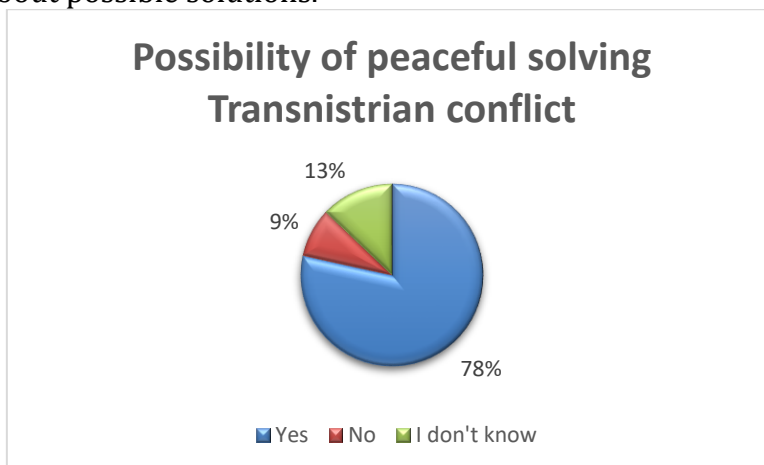
11. Do you think that the Transnistrian conflict could be resolved peacefully?

Data Summary:

- **Breakdown:**
 - Yes: 171 (78.35%)
 - No: 19 (8.7%)
 - I don't know: 28 (12.8%)

Analysis:

- **Central Tendency:** A majority believe the Transnistrian conflict can be resolved.
- **Variation:** Some are skeptical or uncertain.
- **Implications:** Optimism should be leveraged in peace talks, and the public should be educated about possible solutions.



12. Have you participated in any activities related to peacebuilding or the peaceful resolution of conflicts?

Data Summary:

- **Breakdown:**
 - Yes: 52 (23.85%)
 - No: 135 (61.93%)
 - I don't know: 31 (14.22%)

Analysis:

- **Central Tendency:** Most respondents have not participated in peace-related activities.
- **Variation:** There is a notable percentage unsure about their participation.



- **Implications:** Increase awareness and accessibility of peace-related activities to encourage broader participation.



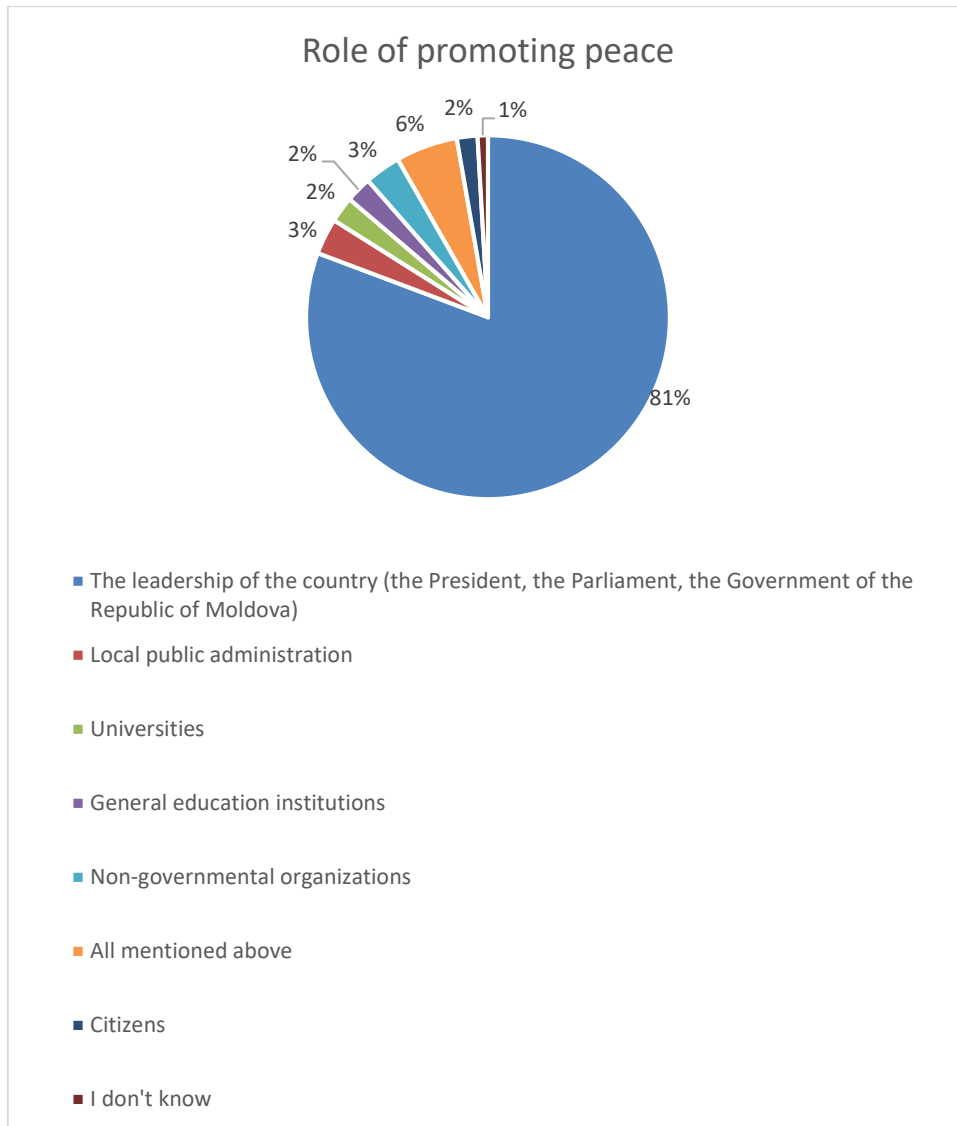
13. Who do you think has the determining role in promoting peace in our society?

Data Summary:

- **Breakdown:**
 - The leadership of the country (President, Government, Parliament): 176 (80.7%)
 - Local public administration: 7 (3.2%)
 - Universities: 5 (2.3%)
 - General education institutions: 5 (2.3%)

Analysis:

- **Central Tendency:** National leadership is seen as having the determining role in promoting peace.
- **Variation:** Local administrations and educational institutions are seen as less influential.
- **Implications:** Involve national leadership in peace efforts while recognizing the roles of local administrations and educational institutions.



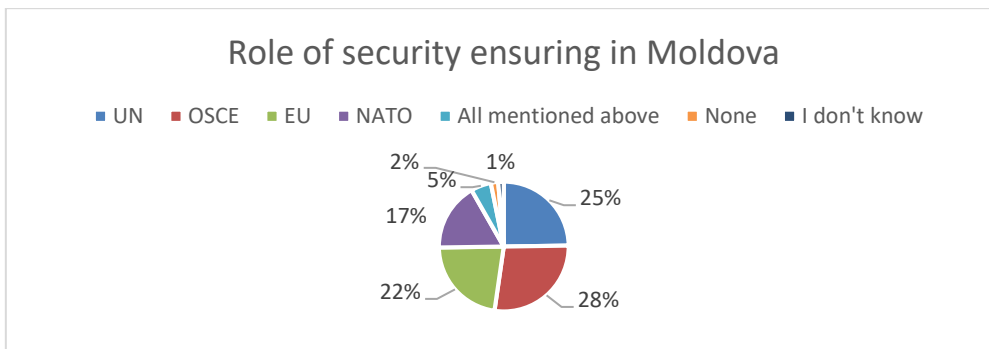
14. Which of the international organizations have an important role in ensuring stability and security in the Republic of Moldova?

Data Summary:

- **Breakdown:**
 - UN: 54 (24.8%)
 - OSCE: 60 (27.5%)
 - EU: 49 (22.5%)
 - NATO: 37 (17%)

Analysis:

- **Central Tendency:** The OSCE is seen as the most significant international organization for peace and security.
- **Variation:** The UN and EU also have substantial recognition.
- **Implications:** Prioritize collaboration with the OSCE, while engaging with the UN and EU for comprehensive peace and security efforts.



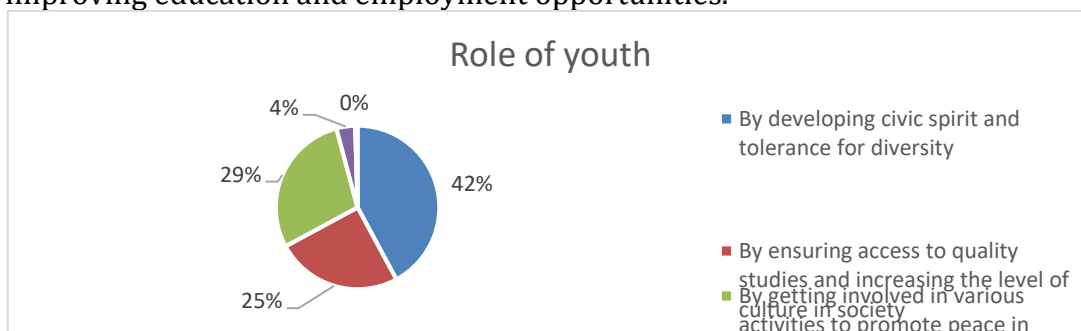
15. How do you think that young people could have an important role in identifying peaceful solutions to overcome conflicts in society?

Data Summary:

- **Breakdown:**
 - Developing civic spirit and tolerance for diversity: 91 (41.7%)
 - Ensuring access to quality studies and increasing employment opportunities: 54 (24.8%)
 - Getting involved in various activities to promote peace: 62 (28.4%)
 - All mentioned above: 9 (4.1%)

Analysis:

- **Central Tendency:** Developing civic spirit and tolerance is seen as the primary way for youth to promote peace.
- **Variation:** Other significant ways include quality education and active involvement in peace activities.
- **Implications:** Focus on fostering civic spirit and tolerance among youth, alongside improving education and employment opportunities.



III. EDUCATION FOR PEACE IN THE REPUBLIC OF MOLDOVA

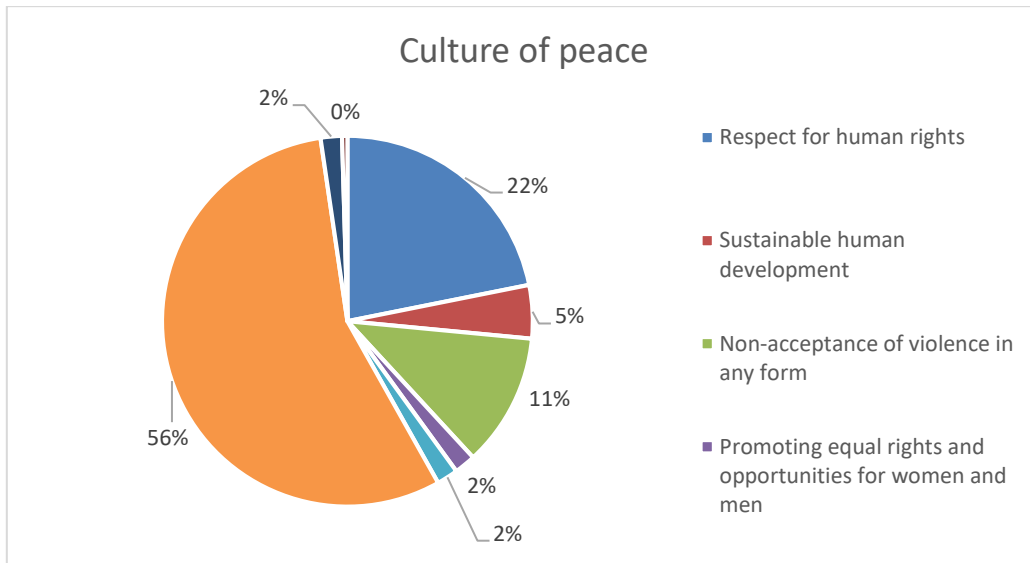
16. How do you understand the concept of "culture of peace"?

Data Summary:

- **Breakdown:**
 - Yes: 189 (86.7%)
 - No: 11 (5%)
 - I don't know: 18 (8.3%)

Analysis:

- **Central Tendency:** Most respondents believe culture plays a significant role in promoting peace.
- **Variation:** A small percentage is either skeptical or uncertain.
- **Implications:** Leverage cultural initiatives to promote peace, including cultural exchanges and educational programs.



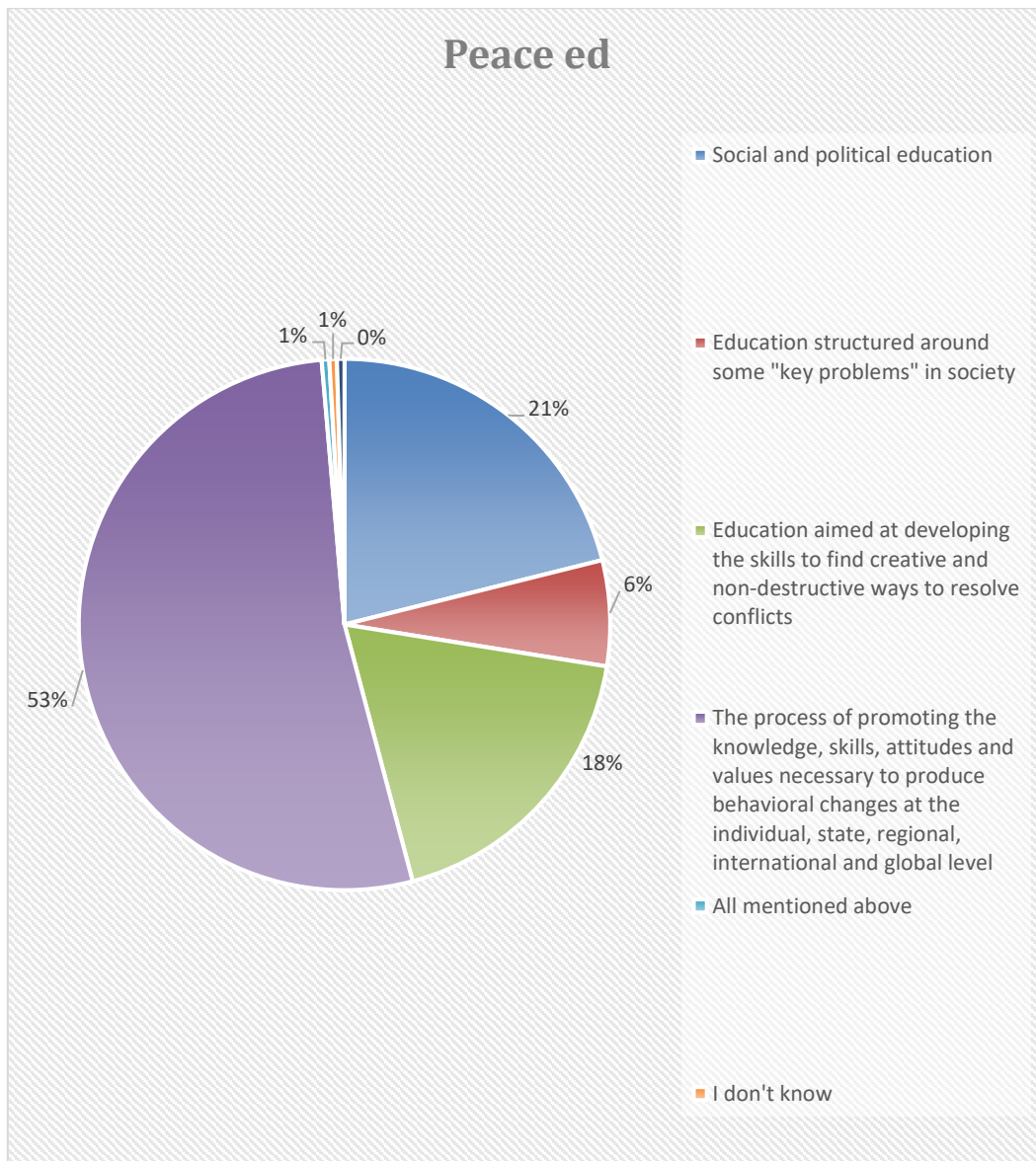
17. What is, in your view, education for peace?

Data Summary:

- **Breakdown:**
 - Yes: 192 (88.1%)
 - No: 15 (6.9%)
 - I don't know: 11 (5%)

Analysis:

- **Central Tendency:** There is strong support for including peace education in the curriculum.
- **Variation:** A small minority does not support or is unsure about peace education.
- **Implications:** Integrate peace education into curriculums at all levels and ensure educators are trained to deliver it effectively.



18. Which subjects do you consider relevant for the Republic of Moldova in the context of peace research?

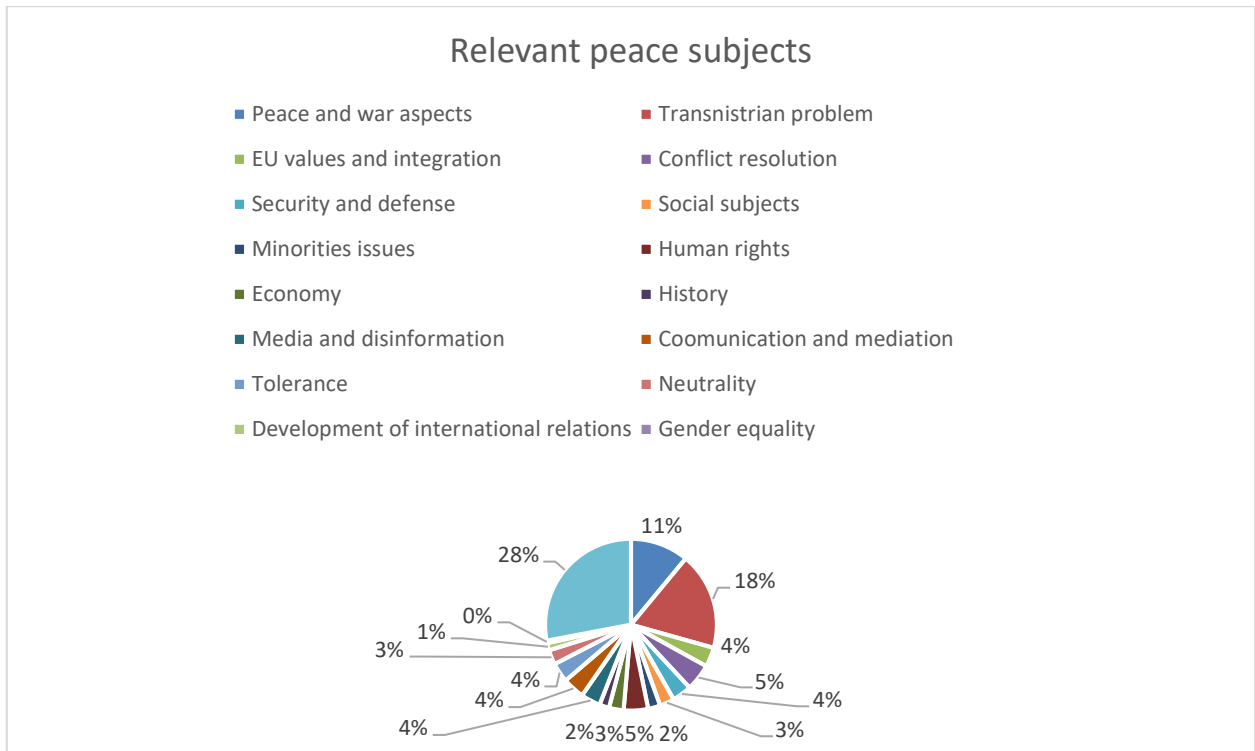
Data Summary:

- **Breakdown:**

- Theoretical aspects of culture and education for peace: 71 (32.57%)
- Peaceful transformation of conflicts: 118 (54.13%)
- Interethnic relations: 62 (28.44%)
- Human rights and ethnic minorities: 80 (36.7%)

Analysis:

- **Central Tendency:** The peaceful transformation of conflicts is the most preferred subject for peace education.
- **Variation:** Other important subjects include human rights and interethnic relations.
- **Implications:** Prioritize conflict transformation in peace education curriculums while including related subjects for a comprehensive approach.



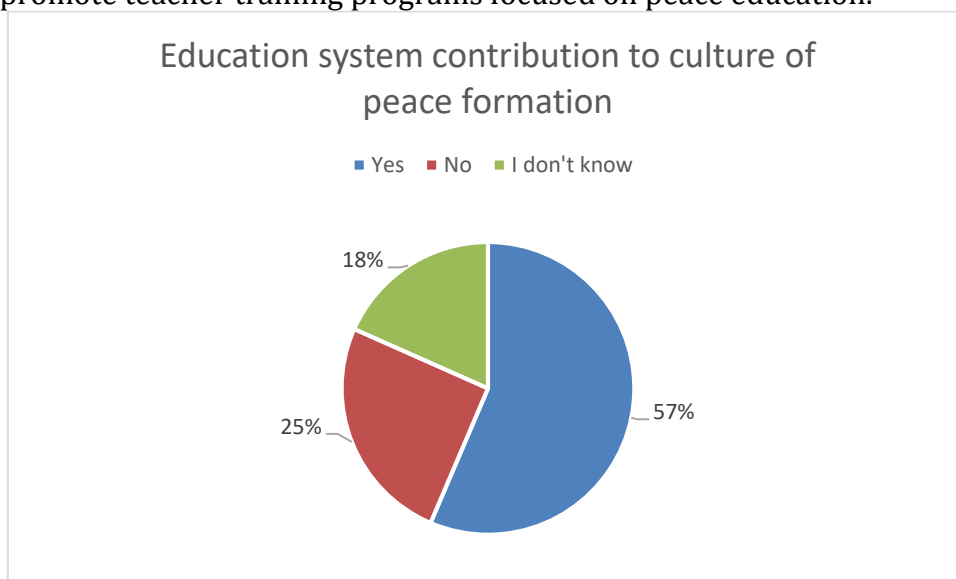
19. Do you think that the education system in the Republic of Moldova contributes to the formation of a culture of peace in society?

Data Summary:

- **Breakdown:**
 - Yes: 178 (81.7%)
 - No: 17 (7.8%)
 - I don't know: 23 (10.6%)

Analysis:

- **Central Tendency:** Most respondents believe the education system should play a significant role in promoting peace.
- **Variation:** A small minority does not share this view or is uncertain.
- **Implications:** Design educational policies to incorporate peace education at all levels and promote teacher training programs focused on peace education.





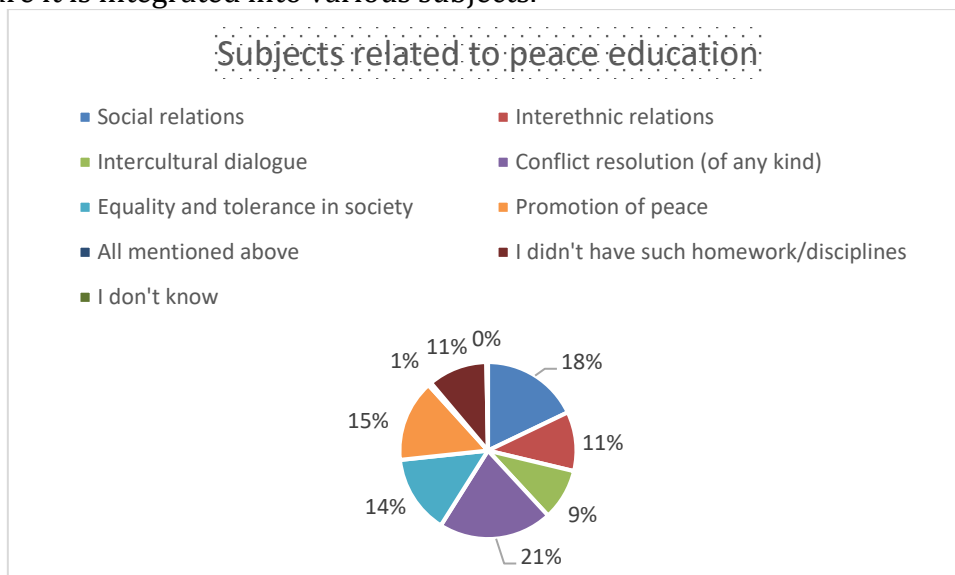
20. Within the study program you follow/enable, you have/teach subjects (or topics) that relate to peace education regarding: (you can select several options)

Data Summary:

- **Breakdown:**
 - General humanitarian discipline: 95 (43.6%)
 - Discipline of free choice: 74 (33.9%)
 - Optional discipline: 55 (25.2%)
 - Specialty/compulsory discipline: 55 (25.2%)

Analysis:

- **Central Tendency:** Respondents believe peace education should be a general humanitarian discipline.
- **Variation:** There is support for making it a free choice, optional, or compulsory discipline.
- **Implications:** Establish peace education as a core component of the curriculum and ensure it is integrated into various subjects.



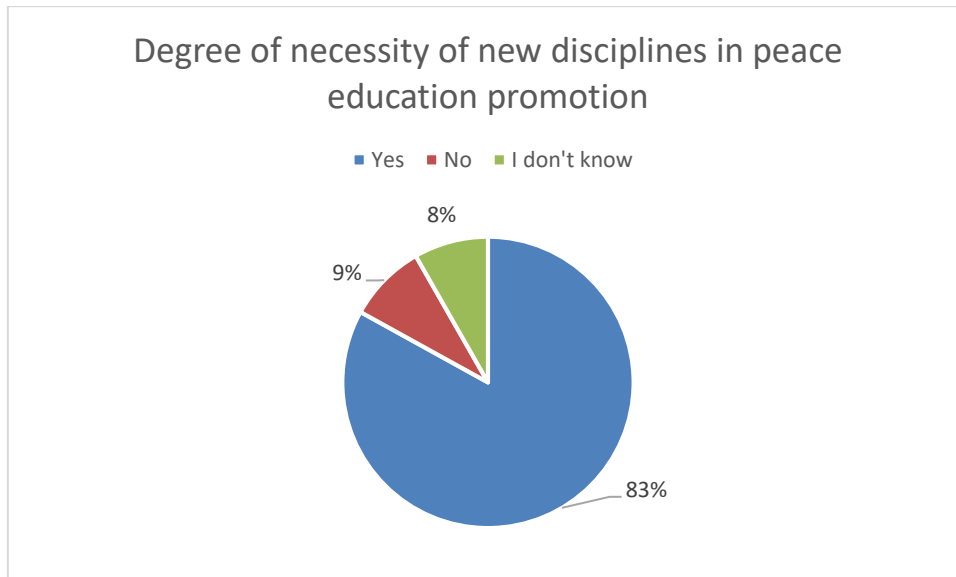
21. Do you think that in order to promote education for peace in society, certain new disciplines (or themes, modules) are necessary for your professional training?

Data Summary:

- **Breakdown:**
 - Yes: 187 (85.8%)
 - No: 13 (5.9%)
 - I don't know: 18 (8.3%)

Analysis:

- **Central Tendency:** A large majority supports the introduction of new disciplines related to peace education.
- **Variation:** A small minority opposes or is uncertain about new disciplines.
- **Implications:** Educational institutions should introduce new courses focused on peace and conflict studies, and develop interdisciplinary programs to enhance students' understanding of peace-related issues.



22. What topics would you like to study/teach in your study program/courses? (you can select more than one option)

Central Tendency:

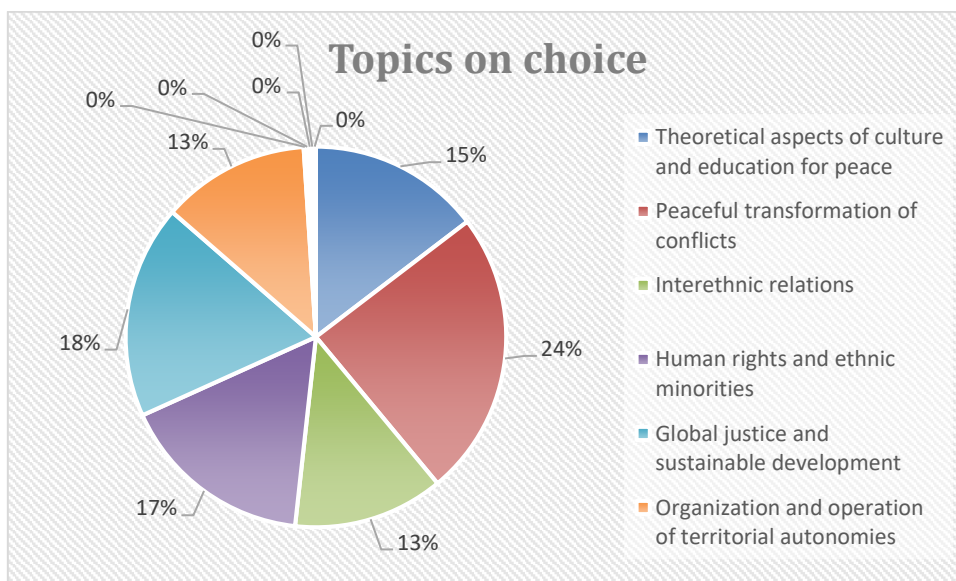
The peaceful transformation of conflicts is the most preferred topic for study/teaching.

Variation:

- **Theoretical aspects of culture and education for peace:** 71 respondents (32.57%)
- **Peaceful transformation of conflicts:** 118 respondents (54.13%)
- **Interethnic relations:** 62 respondents (28.44%)
- **Human rights and ethnic minorities:** 80 respondents (36.7%)

Implications:

Curriculums should include a variety of topics, with an emphasis on conflict transformation, to cater to the interests of students and educators.





23. What status should the courses have in the field of peace studies? (you can select more than one option)

Central Tendency:

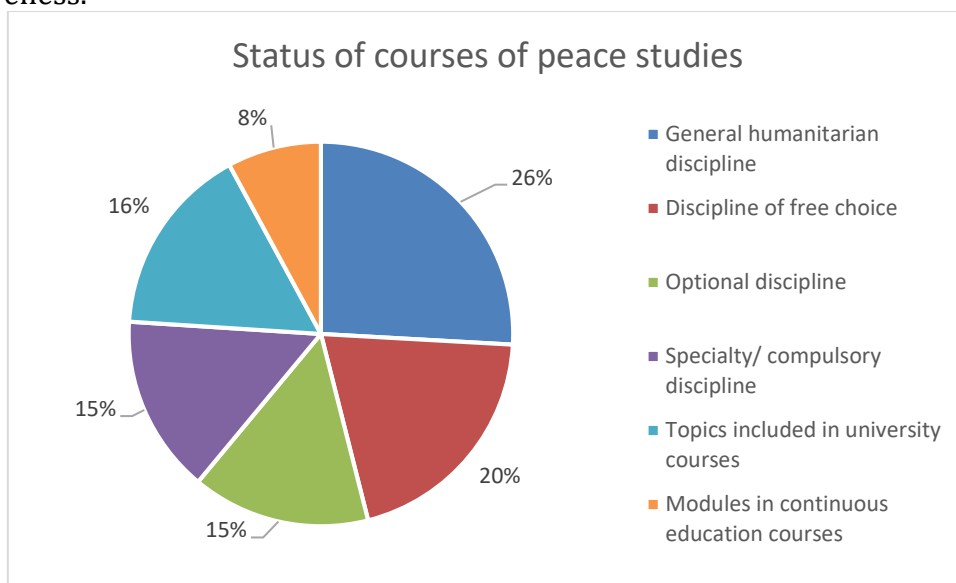
Respondents believe peace education courses should be general humanitarian disciplines.

Variation:

- **General humanitarian discipline:** 95 respondents (43.6%)
- **Discipline of free choice:** 74 respondents (33.9%)
- **Optional discipline:** 55 respondents (25.2%)
- **Specialty/compulsory discipline:** 55 respondents (25.2%)

Implications:

Peace education should be a core component of the curriculum to ensure its broad adoption and effectiveness.



24. What format do you recommend for organizing peace studies courses? (you can select more than one option)

Central Tendency:

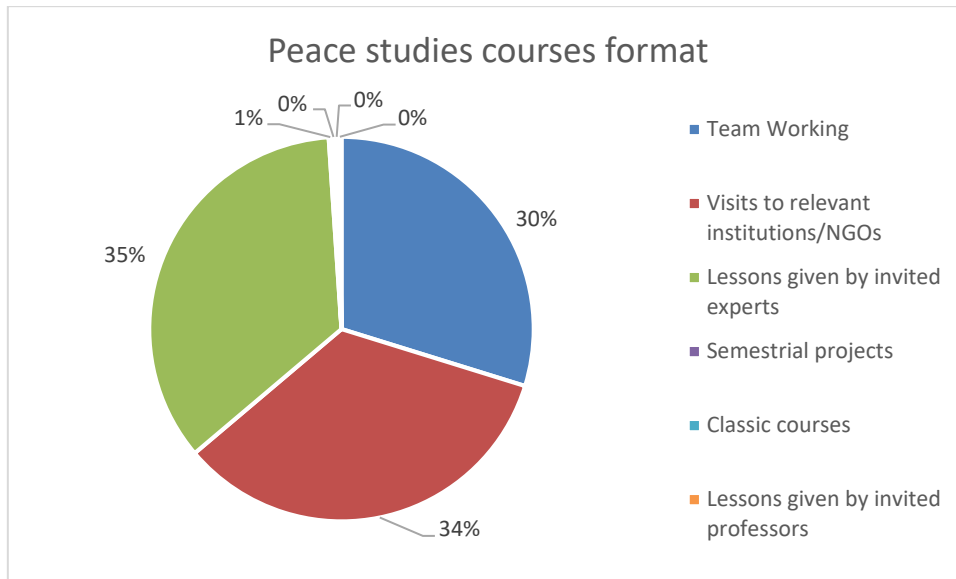
Respondents favor lessons given by invited experts as the preferred format for peace education courses.

Variation:

- **Team working:** 112 respondents (51.4%)
- **Visits to relevant institutions/NGOs:** 128 respondents (58.7%)
- **Lessons given by invited experts:** 132 respondents (60.6%)
- **Semestrial projects:** 1 respondent (0.5%)

Implications:

Educational programs should incorporate various formats, particularly expert-led lessons and visits to relevant institutions, to enhance learning experiences.



25. What resources would be welcome to promote peace studies/culture of peace among young people in the Republic of Moldova? (you can select more than one option)

Central Tendency:

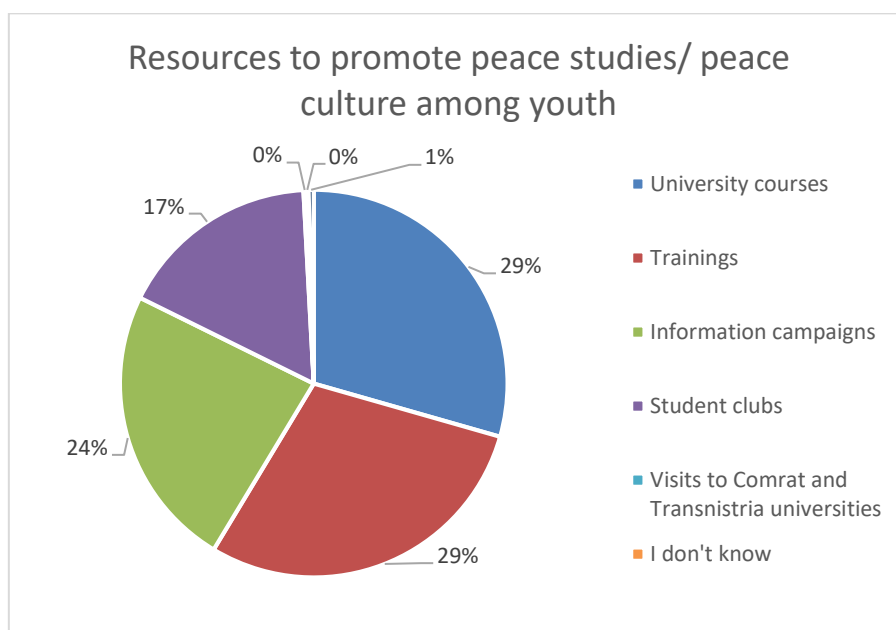
University courses and trainings are seen as the most valuable resources for promoting peace education.

Variation:

- **University courses:** 138 respondents (63.3%)
- **Trainings:** 137 respondents (62.8%)
- **Information campaigns:** 111 respondents (50.9%)
- **Student clubs:** 79 respondents (36.2%)

Implications:

Peace education initiatives should focus on developing comprehensive university courses and training programs, supported by information campaigns and student clubs.





“Ion Creanga” State Pedagogical University of Chisinau’s detailed data analysis of the opinion questionnaire regarding the Peace Education of College Respondents and Teachers from Continuous Professional Development is presented as follows:

a) College Respondents

The study included responses from students attending colleges and Centers of Excellence in Moldova. The college respondents represent the largest group in the survey, with 439 participants, accounting for 56.72% of the total respondents. The gender distribution among college respondents shows a predominance of females, with 309 female students (70.39%) and 130 male students (29.61%).

Age Distribution and Geographical Background

The age distribution among college respondents is as follows:

- **16-18 years old:** 353 respondents (80.41%)
- **18-23 years old:** 62 respondents (14.12%)
- **24-30 years old:** 17 respondents (3.87%)
- **Over 30 years old:** 7 respondents (1.60%)

Geographically, the college respondents come from various regions within Moldova, ensuring a diverse representation. The majority are from rural areas (236 respondents, 53.76%), while 203 respondents (46.24%) are from urban areas.

Perception of Peace and Civic Values

The survey explored the perception of living in a peaceful society in Moldova. Among college respondents:

- **54.88%** believe they live in a peaceful society.
- **24.38%** do not consider Moldova a peaceful society.
- **20.73%** are uncertain.

Regarding the Transnistrian conflict, a significant number of college respondents express concern:

- **62.91%** are worried about the conflict.
- **20.96%** are not worried.
- **16.14%** are unsure.

Role of Institutions and Youth Involvement

College respondents believe that public institutions, including the leadership of the country (President, Parliament, Government), play a decisive role in promoting peace in society. International organizations like the UN, OSCE, EU, and NATO are also seen as crucial in ensuring stability and security. Additionally, there is a strong belief that youth involvement through civic engagement, quality education, and participation in peace-promoting activities is essential.

Educational Preferences and Suggestions

College respondents highlighted several educational needs and proposals:

- **Conflict Resolution and Peace Promotion:** Many respondents emphasized the need for education on conflict resolution, diplomacy, and mediation. They suggested studying the causes of conflicts and peaceful resolution methods.
- **Financial Literacy and Entrepreneurship:** Respondents expressed interest in learning financial management, taxation, and entrepreneurship basics.
- **Technology and Programming:** There is a significant interest in studying IT-related subjects such as programming, software engineering, and cyber security.



- **Psychology and Personal Development:** Respondents highlighted the importance of courses in psychology, communication skills, and personal development.
- **Cultural and Ethical Education:** The importance of intercultural dialogue, tolerance, and respect for diversity was emphasized.

University Respondents

The study also gathered responses from university students, including both undergraduate and master's level students. University respondents make up a significant portion of the survey, with 305 participants in total.

Demographics and Distribution

Undergraduate Students:

- **Second to Fourth Year:** 152 respondents (19.64% of total respondents)
- **First Year:** 79 respondents (10.21% of total respondents)
- **Master's Students:** 74 respondents (9.56% of total respondents)

The gender distribution among university respondents shows a higher representation of females. Specifically:

- **Females:** 259 respondents (84.92%)
- **Males:** 46 respondents (15.08%)

Age Distribution

The age distribution among university respondents is as follows:

- **18-23 years old:** 253 respondents (82.95%)
- **24-30 years old:** 41 respondents (13.44%)
- **Over 30 years old:** 11 respondents (3.61%)

Geographical Background

University respondents come from both rural and urban areas:

- **Rural:** 118 respondents (38.69%)
- **Urban:** 187 respondents (61.31%)

Perception of Peace and Civic Values

University respondents provided insights into their perception of living in a peaceful society:

- **57.38%** believe they live in a peaceful society.
- **25.57%** do not consider Moldova a peaceful society.
- **17.05%** are uncertain.

Regarding the Transnistrian conflict, a significant portion of university respondents expressed concern:

- **56.72%** are worried about the conflict.
- **26.23%** are not worried.
- **17.05%** are unsure.

Role of Institutions and Youth Involvement

University respondents identified key institutions and organizations that they believe play a decisive role in promoting peace in society. These include:

- Public institutions such as the President, Parliament, and Government of Moldova.
- International organizations like the UN, OSCE, EU, and NATO.

University students also emphasized the importance of youth involvement in peacebuilding through:

- Civic engagement and participation in peace-promoting activities.
- Access to quality education that includes peace education components.
- Involvement in community projects and volunteer activities that foster social cohesion and mutual understanding.

Educational Preferences and Suggestions



University respondents highlighted several educational needs and proposals to enhance peace education:

- **Conflict Resolution and Peace Promotion:** There is a strong demand for education on conflict resolution, diplomacy, and mediation. Respondents suggested including courses that cover the causes of conflicts and strategies for peaceful resolution.
- **Financial Literacy and Entrepreneurship:** Many respondents expressed interest in learning about financial management, entrepreneurship, and business skills.
- **Technology and Programming:** There is significant interest in IT-related subjects, including programming, cybersecurity, and software development.
- **Psychology and Personal Development:** Courses in psychology, communication skills, and personal development are highly valued by respondents.
- **Cultural and Ethical Education:** Respondents emphasized the need for education that promotes intercultural dialogue, tolerance, and respect for diversity.

Specific Suggestions from University Respondents

1. **Developing Curricula:** University respondents suggested creating and integrating comprehensive peace education and peace studies curricula within their academic programs. They believe that this would provide them with the knowledge and skills necessary to understand and promote peace in their communities.
2. **Training for Educators:** Continuous professional development for educators is seen as crucial. Respondents highlighted the need for teachers to be equipped with the tools and methodologies to effectively teach peace education.
3. **Community Engagement:** Respondents suggested encouraging community projects and volunteer activities that promote peace and social cohesion. This hands-on approach would allow students to apply their knowledge in real-world settings.
4. **Use of Technology:** Integrating technology and digital tools in peace education to make learning more engaging and accessible.

b) Teachers from Continuous Professional Development

The survey also included responses from teachers undergoing continuous professional development programs. This group is the smallest in the survey, with 30 respondents, accounting for 3.87% of the total participants. The gender distribution in this group is predominantly female, with 23 women (76.67%) and 7 men (23.33%).

Age Distribution and Geographical Background

The age distribution among teachers is as follows:

- **16-18 years old:** 0 respondents
- **18-23 years old:** 0 respondents
- **24-30 years old:** 8 respondents (26.67%)
- **Over 30 years old:** 22 respondents (73.33%)

Geographically, teachers from continuous professional development programs are also from various regions, with 17 respondents (56.67%) from rural areas and 13 respondents (43.33%) from urban areas.

Perception of Peace and Civic Values

Among teachers, the perception of living in a peaceful society is:

- **46.67%** believe they live in a peaceful society.
- **36.67%** do not consider Moldova a peaceful society.
- **16.67%** are uncertain.

Regarding the Transnistrian conflict, the concerns are:

- **66.67%** are worried about the conflict.



- **20.00%** are not worried.
- **13.33%** are unsure.

Role of Institutions and Educational Needs

Teachers also highlighted the significant role of public institutions and international organizations in promoting peace. They emphasized the need for continuous professional development in peace education to better equip educators with the necessary tools and methodologies.

Educational Suggestions

Teachers suggested the following to improve peace education:

- **Integration of Peace Education:** Introducing peace education modules across all educational levels.
- **Training for Educators:** Continuous training and workshops for teachers on peace education and conflict resolution.
- **Community Engagement:** Encouraging community projects and volunteer activities that promote peace and social cohesion.

Conclusion

The analysis of data from college respondents and teachers from continuous professional development programs highlights the critical need for comprehensive peace education in Moldova. Both groups emphasized the importance of conflict resolution, cultural understanding, and community engagement in fostering a peaceful society. These findings will guide the PeaceEdu project in developing effective educational strategies to promote peace and tolerance in Moldova.



4. INTERPRETATION OF DATA ANALYSIS

4.1. Moldova State University

Detailed data interpretation of the opinion questionnaire regarding the necessity and relevance of Peace Education within university is presented as follows:

I. IDENTIFICATION DATA

1. Indicate your status of respondent

- **Interpretation:** The majority of the respondents (71.6%) are undergraduate students, indicating that peace education initiatives are primarily reaching younger individuals in their early stages of higher education. This dominance suggests that undergraduate students are more likely to be engaged with or interested in peace education topics. The next largest group is master's program students (11.5%), followed by PhD students (2.3%) and participants in continuous training programs (0.5%).
- **Action:** Focus peace education programs and resources on undergraduate students. Develop initiatives that cater specifically to their academic level and interests. Additionally, consider ways to increase engagement among master's and PhD students, as well as those in continuous training programs, to broaden the impact of peace education.

2. Indicate your age

- **Interpretation:** The age distribution shows that most respondents (69.7%) are between 18-23 years old, which aligns with the high number of undergraduate students. This demographic is typically more open to new ideas and eager to participate in educational programs. A smaller portion of respondents are aged 24-30 years (4.6%) and over 30 years (25.7%). The presence of older respondents indicates a broader interest in peace education beyond just the youngest adults.
- **Action:** Tailor peace education content and methods to suit younger audiences, particularly those in the 18-23 age group. Use engaging, dynamic teaching methods and leverage digital platforms to reach this tech-savvy demographic. Explore methods to engage older demographics more effectively, perhaps by offering more flexible learning options, professional development courses, or integrating peace education into ongoing training programs.

3. Indicate your hometown

- **Interpretation:** The majority of respondents (64.25%) are from the Center of the Republic of Moldova, suggesting that central regions are more accessible or more interested in participating in peace education surveys. The North (22.07%) and South (9.39%) of the Republic of Moldova have lower representation, and only 4.23% are from localities on the left bank of the Dniester river. This distribution might reflect regional differences in access to education, awareness of peace education programs, or other socio-economic factors.
- **Action:** Concentrate efforts on central regions while developing strategies to better reach and include individuals from the northern, southern, and left bank regions. This might involve partnering with local organizations, increasing outreach efforts, and addressing specific regional barriers to participation. Ensuring equitable access to peace education resources across all regions will be crucial for a comprehensive national impact.



4. In which language do you communicate most often?

- **Interpretation:** The linguistic distribution shows that Romanian is the primary language for the majority of respondents (78.9%), with a significant portion of the population primarily communicating in Russian (17.0%). This reflects the bilingual nature of the region and highlights the importance of considering language in educational programming.
- **Action:** Ensure that peace education materials are available in both Romanian and Russian to cater to the linguistic diversity of the audience. This can include offering bilingual courses, providing translation services, and ensuring that all educational resources are accessible in both languages. Additionally, consider the cultural nuances associated with each language group to make the programs more relatable and effective.

II. SOCIAL, CIVIC, VALUES INTEGRATION IN THE SOCIETY OF THE REPUBLIC OF MOLDOVA

5. How do you understand "peace"?

- **Interpretation:** The majority of respondents (54.1%) understand peace as the absence of war and violence, while a significant portion (41.3%) sees it as the promotion of justice, freedom, equality, and cooperation. This reflects a broad understanding of peace, encompassing both the lack of conflict and the presence of social justice.
- **Action:** Develop peace education programs that address both aspects of peace: the prevention of conflict and the promotion of social justice. This can include courses on conflict resolution, human rights, and civic engagement. Ensure that the programs highlight the importance of both preventing violence and fostering a just and equitable society.

6. Do you consider that you live in a peaceful society in the Republic of Moldova?

- **Interpretation:** A majority of respondents (61.93%) believe they live in a peaceful society, while a significant minority (28%) do not share this view. This indicates a general sense of stability but also highlights areas where improvements are needed.
- **Action:** Investigate the specific concerns of the 28% who do not feel they live in a peaceful society and address these issues through targeted interventions. This can include community engagement programs, enhanced security measures, and efforts to improve social cohesion. Additionally, promote the successes and positive aspects of the society to reinforce the perception of peace.

7. If the answer to the previous question was No, what are the possible dangers perceived by you?

- **Interpretation:** The primary concern among respondents is the regional/international/national political situation (29.82%), followed by the war in Ukraine (28.9%), and the conflict in Transnistria (18.4%). Concerns about ethnic, linguistic, and cultural diversity are also noted (10.5%).
- **Action:** Focus on addressing political instability and conflict through diplomatic efforts and peacebuilding initiatives. Develop programs that promote understanding and tolerance of ethnic and cultural diversity. Engage in regional cooperation to mitigate the impacts of the war in Ukraine and the Transnistrian conflict.

8. Do you know which ethnic minorities live in the Republic of Moldova?

- **Interpretation:** A large majority of respondents (88.53%) are aware of the ethnic minorities living in Moldova, indicating a high level of awareness and potential for inclusive peacebuilding.



- **Action:** Leverage this awareness to develop inclusive peacebuilding programs that involve ethnic minorities. Ensure that peace education and community programs are designed to address the needs and perspectives of all ethnic groups. Promote intercultural dialogue and understanding to strengthen social cohesion.

9. Do you think there are any inter-ethnic problems in the Republic of Moldova?

- **Interpretation:** The majority of respondents (65.6%) believe there are interethnic problems, reflecting concerns about ethnic relations within the society.
- **Action:** Implement targeted conflict prevention and resolution programs to address interethnic tensions. Engage community leaders from different ethnic groups in dialogue and collaborative projects. Include interethnic relations as a key component of peace education curriculums to promote tolerance and understanding.

10. Are you worried about the Transnistrian conflict on the territory of the Republic of Moldova?

- **Interpretation:** A significant majority of respondents (78%) are worried about the Transnistrian conflict, indicating it as a major concern for peace and stability.
- **Action:** Intensify efforts in peace negotiations and conflict resolution regarding Transnistria. Provide accurate information and updates to the public to reduce uncertainty and anxiety. Develop support programs for those affected by the conflict and involve them in peacebuilding initiatives.

11. Do you think that the Transnistrian conflict could be resolved peacefully?

- **Interpretation:** Most respondents (78.35%) believe the Transnistrian conflict can be resolved, reflecting optimism about finding a peaceful solution.
- **Action:** Leverage this optimism in peace talks and negotiations to build confidence and momentum. Engage the community in peacebuilding activities and educate the public about possible solutions and peace processes. Highlight successful conflict resolution examples to maintain and increase support for peace efforts.

12. Have you participated in any activities related to peacebuilding or the peaceful resolution of conflicts?

- **Interpretation:** The majority of respondents (61.93%) have not participated in peace-related activities, indicating a gap in engagement.
- **Action:** Increase participation in peace-related activities through awareness campaigns and engagement programs. Make peace activities more accessible and appealing, particularly to youth. Develop targeted initiatives to involve more people in peacebuilding efforts, such as workshops, community projects, and educational programs.

13. Who do you think has the determining role in promoting peace in our society?

- **Interpretation:** The majority of respondents (80.7%) believe that the leadership of the country (the President, Government, and Parliament) has the determining role in promoting peace.
- **Action:** Involve national leadership heavily in peace promotion efforts. Develop policies and programs that emphasize the roles of local administrations and educational institutions in peacebuilding. Ensure that peace initiatives are supported and endorsed by high-level leadership to enhance their impact and reach.

14. Which of the international organizations have an important role in ensuring stability and security in the Republic of Moldova?



- **Interpretation:** The OSCE is seen as having the most significant role in international peace and security among respondents (27.5%), followed closely by the UN (24.8%) and the EU (22.5%).
- **Action:** Prioritize collaboration with the OSCE in international peace and security initiatives. Engage with other significant organizations like the UN and EU to strengthen peacebuilding efforts. Promote multilateral cooperation and partnerships to address security challenges effectively.

15. How do you think that young people could have an important role in identifying peaceful solutions to overcome conflicts in society?

- **Interpretation:** Developing civic spirit and tolerance for diversity is viewed as the primary way young people can help promote peace (41.7%).
- **Action:** Focus on fostering civic spirit and tolerance among youth through educational programs and community engagement activities. Improve educational and employment opportunities for young people to involve them in peace activities. Encourage youth participation in peacebuilding efforts and provide platforms for their voices to be heard.

III. EDUCATION FOR PEACE IN THE REPUBLIC OF MOLDOVA

16. How do you understand the concept of "culture of peace"?

- **Interpretation:** Most respondents (86.7%) believe that culture plays a significant role in promoting peace.
- **Action:** Leverage cultural initiatives and programs to promote peace. Develop and support cultural exchange programs, festivals, and events that foster understanding and harmony. Incorporate cultural education into peace programs to highlight the importance of cultural understanding in achieving peace.

17. What is, in your view, education for peace?

- **Interpretation:** There is strong support for including peace education in the curriculum (88.1%).
- **Action:** Integrate peace education into school curriculums at all levels. Develop comprehensive peace education programs that cover conflict resolution, human rights, and civic engagement. Ensure that educators are trained to deliver peace education effectively.

18. Which subjects do you consider relevant for the Republic of Moldova in the context of peace research?

- **Interpretation:** Respondents are most interested in the peaceful transformation of conflicts as a subject in peace education (54.13%).
- **Action:** Prioritize conflict transformation in peace education curriculums. Include related subjects such as human rights, interethnic relations, and civic engagement to provide a well-rounded peace education. Develop practical modules and case studies to illustrate effective conflict transformation techniques.

19. Do you think that the education system in the Republic of Moldova contributes to the formation of a culture of peace in society?

- **Interpretation:** The majority of respondents (81.7%) believe that the education system should play a significant role in promoting peace.
- **Action:** Design educational policies that incorporate peace education at all levels. Promote teacher training programs focused on peace education. Collaborate with educational institutions to develop and implement peace-focused curriculums.



20. Within the study program you follow/enable, you have/teach subjects (or topics) that relate to peace education regarding: (you can select several options)

- **Interpretation:** Respondents believe peace education should be a general humanitarian discipline within the education system (43.6%).
- **Action:** Establish peace education as a core component of the curriculum. Develop mandatory courses that cover key peace education topics. Ensure that peace education is integrated into various subjects and not treated as an optional or elective discipline.

21. Do you think that in order to promote education for peace in society, certain new disciplines (or themes, modules) are necessary for your professional training?

- **Interpretation:** Respondents support the introduction of new disciplines related to peace education (85.8%).
- **Action:** Introduce new courses and disciplines focused on peace and conflict studies. Develop interdisciplinary programs that combine peace education with other fields such as sociology, political science, and international relations. Ensure that these new disciplines are accessible to students from diverse backgrounds.

22. What topics would you like to study/teach in your study program/courses? (you can select more than one option)

- **Interpretation:** The most preferred topic for peace education is the peaceful transformation of conflicts (54.13%), followed by human rights and ethnic minorities (36.7%). This indicates a strong interest in practical and impactful aspects of peace education that directly address societal issues. Other notable topics include theoretical aspects of culture and education for peace (32.57%) and interethnic relations (28.44%). These preferences suggest that respondents are looking for both practical skills and theoretical knowledge.
- **Action:** Develop comprehensive curricula that focus on conflict transformation, human rights, and interethnic relations. Ensure that theoretical foundations are also covered to provide a balanced education. Incorporate case studies, simulations, and interactive activities to help students apply theoretical knowledge to real-world scenarios. Collaborate with experts and practitioners to provide practical insights and experiences.

23. What status should the courses have in the field of peace studies? (you can select more than one option)

- **Interpretation:** Respondents are divided on the preferred status of peace education courses. The largest group (43.6%) favors these courses as a general humanitarian discipline, which suggests a broad appeal and relevance across various fields of study. A significant portion sees them as a discipline of free choice (33.9%), allowing for more flexibility in their education. Others think they should be either optional (25.2%) or compulsory (25.2%) disciplines.
- **Action:** Advocate for the integration of peace education as a general humanitarian discipline while providing flexible options for it to be chosen as a free choice, optional, or compulsory subject depending on the institutional context. Work with educational institutions to integrate peace education into the core curriculum and offer it as an elective or specialized course. Highlight the interdisciplinary benefits of peace education to attract students from various academic backgrounds.

24. What format do you recommend for organizing peace studies courses? (you can select more than one option)

- **Interpretation:** There is a strong preference for practical and interactive course formats. Lessons given by invited experts (60.6%), visits to relevant institutions/NGOs



(58.7%), and team working (51.4%) are highly favored. This indicates that respondents value experiential learning and opportunities to engage with practitioners and real-world situations.

- **Action:** Design peace education programs that incorporate expert-led sessions, field visits, and collaborative team projects to enhance learning experiences and engagement. Facilitate partnerships with NGOs, peace organizations, and other relevant institutions to provide students with hands-on learning opportunities. Incorporate interactive elements such as workshops, simulations, and group discussions to make the learning process more engaging and effective.

25. What resources would be welcome to promote peace studies/culture of peace among young people in the Republic of Moldova? (you can select more than one option)

- **Interpretation:** University courses (63.3%) and trainings (62.8%) are seen as the most valuable resources for promoting peace education. Information campaigns (50.9%) and student clubs (36.2%) are also considered important. This suggests that formal education and structured training programs are highly valued, while information campaigns and student clubs can play a supportive role in promoting peace education.
- **Action:** Invest in developing university-level courses and training programs. Complement these with information campaigns and support for student clubs to create a holistic educational environment. Develop comprehensive training programs for educators and trainers to ensure high-quality delivery of peace education content. Use information campaigns to raise awareness and generate interest in peace education, while student clubs can provide a platform for peer learning and community engagement.

Summary

The data reveals significant insights into the demographics and preferences of respondents regarding peace education. The primary audience is young undergraduate students from the central region, predominantly speaking Romanian. There is a clear demand for practical, expert-led, and interactive educational formats, with a strong interest in topics related to conflict transformation and human rights.

Recommendations:

1. *Focus on Undergraduates:* Target peace education initiatives at the undergraduate level, leveraging their majority presence and influence.
2. *Improve the Education System:* Focus on identifying and addressing weaknesses within the current education system. Promote successful models and best practices in peace education.
3. *Comprehensive Syllabi:* Develop a comprehensive syllabi that includes conflict resolution, human rights, environmental sustainability, social justice, and ethical leadership. Use diverse teaching methods to engage students and provide practical applications.
4. *Integrate New Disciplines:* Incorporate contemporary disciplines such as cybersecurity, climate change, and digital literacy into the peace education curriculum. Develop partnerships with experts and create relevant educational content.
5. *Promote Practical Skills:* Emphasize the development of practical skills and ethical considerations within the peace education curriculum. Provide students with real-world applications and experiences to enhance their learning.
6. *Engage Younger Audiences:* Develop content that resonates with individuals aged 18-23. Use engaging, dynamic teaching methods and digital platforms.



7. *Regional Inclusion:* Strategize to include respondents from less represented regions by partnering with local organizations and increasing outreach efforts.
8. *Bilingual Resources:* Provide materials in both Romanian and Russian to cater to linguistic diversity and cultural nuances.
9. *Practical Learning:* Emphasize practical, interactive learning formats, such as expert-led sessions, field visits, and collaborative projects.
10. *Flexible Course Options:* Advocate for peace education as a flexible, multi-status discipline, allowing it to be a core, elective, or specialized course.
11. *Holistic Approach:* Combine university courses, trainings, information campaigns, and student clubs to create a supportive and comprehensive educational environment.

These steps will ensure that peace education programs are effective, inclusive, and aligned with the preferences of the target audience. By focusing on these areas, peace education initiatives can have a more significant and lasting impact on the individuals and communities involved

On the *results of the focus group* conducted by Moldova State University, the interpretation of data underlines the following conclusions:

- The curriculum should balance theoretical knowledge with practical skills to provide a holistic understanding of peace;
- Subjects should not only aim to prevent violence but also promote broader values like justice, truth, and freedom, helping students to appreciate the multifaceted nature of peace;
- While the educational system has potential, structural changes are required to effectively contribute to a culture of peace;
- National policies supporting peace education initiatives are crucial;
- Continuous professional development for educators and training for public officials are necessary to ensure the proper implementation of peace education principles;
- Peace education should be integrated into the core curriculum for all university students, tailored to fit different specialties to ensure its relevance and applicability. The integration can be realized through different ways: within specialty, optional courses, as well as thematic modules and training;
- Interdisciplinary and practical approaches are essential for making peace education impactful and for enabling students to apply peace-building concepts in their professional lives.



4.2. “Ion Creanga” State Pedagogical University of Chisinau

Detailed data interpretation of the opinion questionnaire regarding the necessity and relevance of Peace Education of Colleges and Continuous Professional Development is presented as follows:

Distribution by Status/Category of Respondents:

- The largest category of respondents is "Students at Colleges / Centers of Excellence" from the Republic of Moldova, with 439 people, making up 56.72% of the total number of respondents.

- The smallest category of respondents is those in the "Trainee (continuous training/professional development)" category, with 30 people, making up 3.87% of the total number of respondents.

Gender Distribution:

- Women represent 75.06% (581 people) of the total respondents, while men represent 24.94% (193 people).

- The category with the highest percentage of women is "Master's Student" (91.89%, 68 women and 6 men), while the category with the highest percentage of men is "Student at College/Center of Excellence" (130 people - 29.61%).

Trends:

- From the statistical data obtained, we observe a predominance of women in all categories, with more pronounced differences in continuous training and master's programs. This situation is representative of the entire educational system, especially in the pedagogical field.

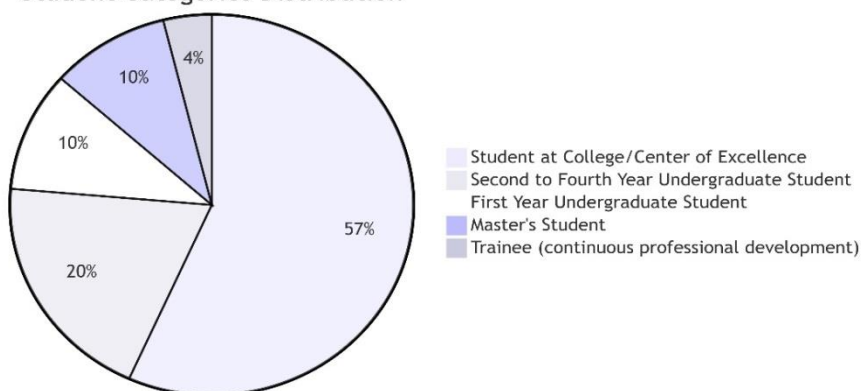
- Male representation is more balanced in the categories of "Student at College/Center of Excellence" and "First Year Undergraduate Student," but still lower compared to female representation.

Q1. Please indicate your status as a respondent

Respondent Status	Gender		Total	Gender Proportion %
	Female	Male		
Student at College/Center of Excellence	309	130	439	70,4%
Trainee (continuous training/professional development)	23	7	30	76,7%
Second to Fourth Year Undergraduate Student	123	29	152	80,9%
First Year Undergraduate Student	58	21	79	73,4%
Master's Student	68	6	74	91,9%
Total	581	193	774	75,1%



Student Categories Distribution



Distribution by Residence Environment:

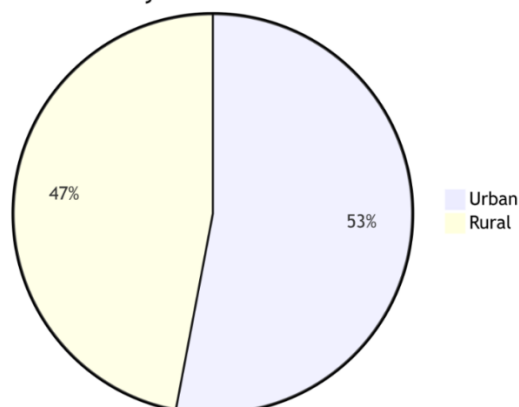
Respondent Status	Rural	Urban	Total	Rural Proportion %
Student at College/Center of Excellence	236	203	439	53.8%
Trainee (continuous training/professional development)	17	13	30	56.7%
Second to Fourth Year Undergraduate Student	51	101	152	33.6%
First Year Undergraduate Student	34	45	79	43.0%
Master's Student	26	48	74	35.1%
Total	364	410	774	47.0%

Distribution by Age Group:

Age Group	Total	Female	Male	Rural	Urban
16-18	353	241	112	188	165
18-23	253	192	61	109	144
24-30	41	35	6	17	24
Over 30	127	113	14	50	77
Total	774	581	193	364	410

Respondent Structure by Residence Environment

Distribution by Residence Environment

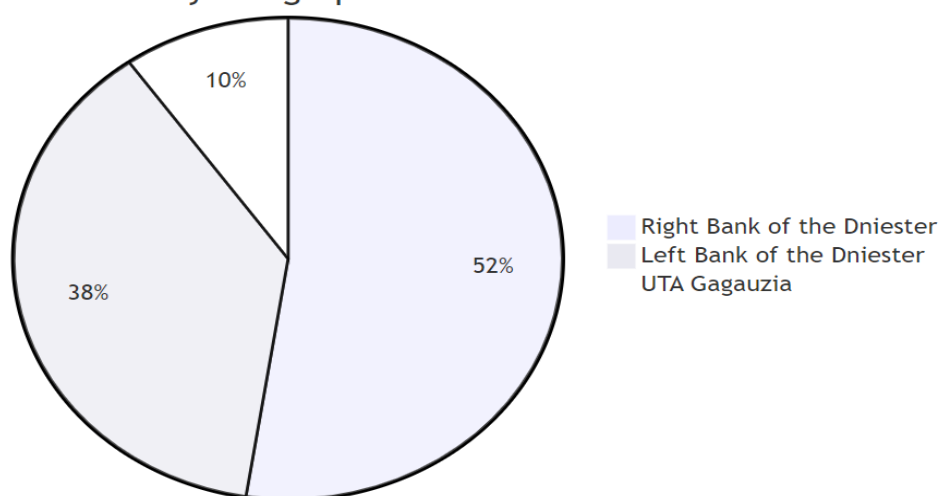




Respondent Structure by Geographical Position:

Geographical Position	Total
Right Bank of the Dniester	406
Left Bank of the Dniester	292
UTA Gagauzia	76
Total	774

Respondent Structure by Geographical Position Structure by Geographical Position



Q7. What language do you most frequently communicate in?

Language	Right Bank of the Dniester	Left Bank of the Dniester	UTA Gagauzia	Total
Romanian	357	247	38	642
Russian	41	37	34	112
Romanian and Russian	0	2	0	2
Bulgarian	2	0	0	2
English	1	1	0	2
Gagauz	0	0	2	2
Moldovan	0	1	0	1
Russian, Romanian, and English	0	1	0	1
Ukrainian	2	0	1	3
Arabic	0	1	0	1
Armenian	0	1	0	1
No response	3	1	1	4
Total	406	292	76	774

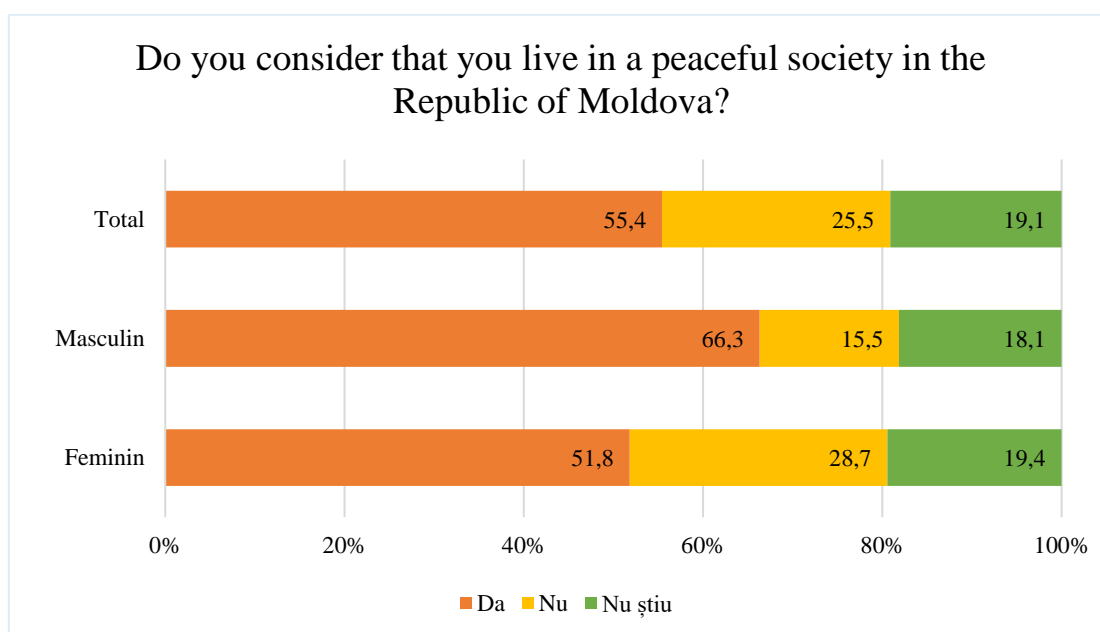


4.1 Perception of a Peaceful Society in the Republic of Moldova

Q8. Do you consider that you live in a peaceful society in the Republic of Moldova?

We will analyze the distribution of responses regarding the perception of living in a peaceful society in the Republic of Moldova based on the gender of the respondents (Female and Male).

Do you consider that you live in a peaceful society in the Republic of Moldova?	Gender		
	Female	Male	Total
Yes	301	128	429
No	167	30	197
I don't know	113	35	148
Total	581	193	774



Positive Responses ("Yes"):

- The majority of respondents believe they live in a peaceful society.
- The percentage of men who answered "Yes" (66.32%) is higher than the percentage of women who answered the same (51.81%).

Negative Responses ("No"):

- A significant percentage of women (28.74%) believe they do not live in a peaceful society, compared to a smaller percentage of men (15.54%).

Indecisive Responses ("I don't know"):

- The percentages are similar for both genders: 19.45% for women and 18.13% for men, indicating a slight general uncertainty.

General Perception of Peace:

- More than half of the respondents (55.42%) consider that they live in a peaceful society.
- Men are more optimistic than women regarding peace in society.



Dissatisfaction:

- Women show a higher degree of concern and dissatisfaction with the peace situation in the Republic of Moldova compared to men. By nature, it is typical for women to feel more helpless in the face of conflict or violence.

Indecision:

- About 19% of respondents are unsure whether they live in a peaceful society, which may reflect some uncertainty or a lack of clear information about the current situation.

General Perception of Peace:

The majority of respondents from both rural and urban areas (approximately 55%) believe they live in a peaceful society. The perception of peace is similar in both environments.

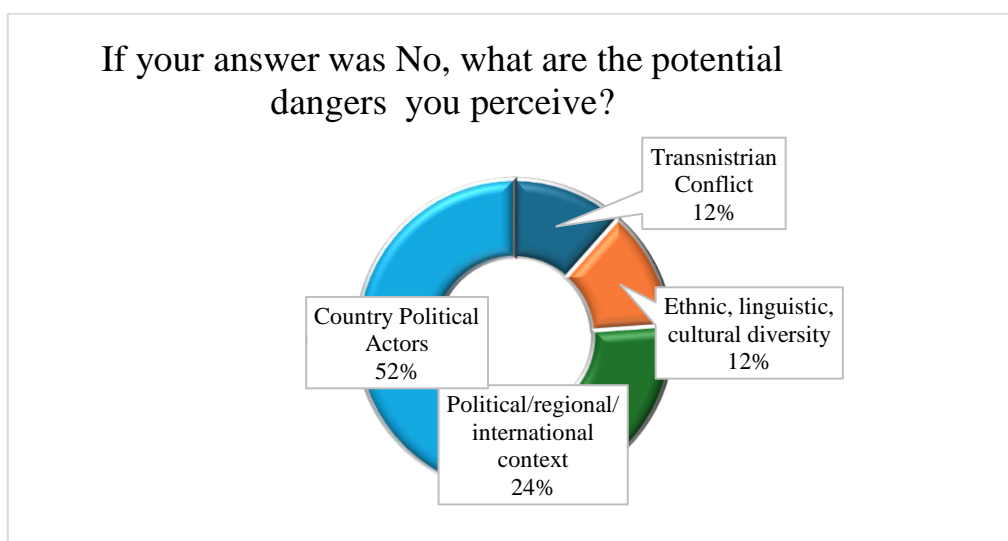
Dissatisfaction:

About 25% of respondents from both rural and urban areas think they do not live in a peaceful society, indicating a consistent perception of dissatisfaction.

Indecision:

There is a similar percentage of undecided respondents (around 19-20%) in both environments, reflecting a certain general uncertainty among the population.

If your answer to the previous question was No, what are the potential dangers you perceive?



Perception of the Transnistrian Conflict in the Territory of the Republic of Moldova

Q10. Are you concerned about the presence of the Transnistrian conflict in the territory of the Republic of Moldova?

Are you concerned about the presence of the Transnistrian conflict in the territory of the Republic of Moldova?	Total	By Residence Environment	By Gender
		Rural	Urban
Yes	437	201	236
No	200	94	106
I don't know	137	69	68
Total	774	364	410

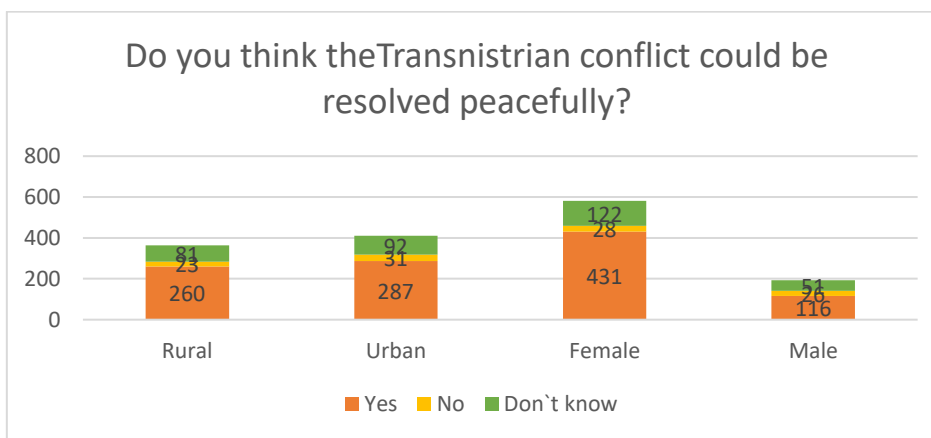


Age Group Breakdown:

Age Group	Yes	No	I don't know	Total
16-18 years	175	101	77	353
18-23 years	135	67	51	253
24-30 years	28	8	5	41
Over 30 years	99	24	4	127
Total	437	200	137	774

Q11. Do you think the Transnistrian conflict could be resolved peacefully?

Do you think the Transnistrian conflict could be resolved peacefully?	Total	By Residence Environment		By Gender	
		Rural	Urban	Female	Male
Yes	547	260	287	431	116
No	54	23	31	28	26
I don't know	173	81	92	122	51
Total	774	364	410	581	193



Q12. How do you consider, who plays the decisive role in promoting peace in our society?

Public institutions	Number of options	Share of total respondents
Country's leadership (President, Parliament, Government of the Republic of Moldova)	699	93.6%
Local public administration	171	22.9%
Universities	72	9.6%
General educational institutions	109	14.6%
Non-governmental organizations	106	14.2%



At Q13. Which international organizations play an important role in ensuring stability and security in the Republic of Moldova? The most of respondents 44,7% and 39,6% think that NATO and EU can support us and play an important role in ensuring stability and security of the Republic of Moldova.

Q14. How do you think young people could play an important role in identifying peaceful solutions to overcome conflicts in society? 53% of respondents consider by developing civic spirit and tolerance for diversity and 48,2% by ensuring access to quality education and raising the level of culture in society.

Q16. Do you consider that the education system in the Republic of Moldova contributes to the formation of a culture of peace in society?

	Female	Male	Rural	Urban	Total
Yes	365	93	216	242	458
No	87	46	68	68	133
I don't know	129	54	100	100	183
Total	581	193	410	410	774

Q17. In your study program, do you have (or have you had) subjects (or topics) that refer to the culture of peace regarding:

Response Option	Number of Options	Share of Total Respondents
Social relations	369	49.4%
Interethnic relations	123	16.5%
Intercultural dialogue	121	16.2%
Conflict resolution (of any kind)	278	37.2%
Equality and tolerance in society	330	44.2%
Promotion of peace	213	28.5%
I have not had such subjects/topics	192	25.7%

Q18. Do you consider that for the promotion of peace education in society, new subjects (or topics, modules) are necessary for your professional training?

Educational Institution	Yes	No	I don't know	Total	Share of Yes %
Continuing Education and Leadership Center, UPSC	10	5	4	19	52.6%
College/Center of Excellence (outside UPSC)	287	77	106	470	61.1%
Faculty of Fine Arts and Design, UPSC	12	4	4	20	60.0%
Faculty of Biology and Chemistry, UPSC	2	6	0	8	25.0%
Faculty of Philology and History, UPSC	10	7	0	17	58.8%
Faculty of Geography, UPSC	3	2	1	6	50.0%
Faculty of Foreign Languages and Literatures, UPSC	21	10	8	39	53.8%
Faculty of Mathematics, Physics, and Information Technologies, UPSC	20	10	9	39	51.3%
Faculty of Psychology and Special Psychopedagogy,	39	15	14	68	57.4%



Educational Institution	Yes	No	I don't know	Total	Share of Yes %
UPSC					
Faculty of Educational Sciences, UPSC	61	18	9	88	69.3%
Total	465	154	155	774	60.1%

More detailed at **Q19: What disciplines (or topics, modules) would you like to study in your study program?**

College students expressed interest in a wide range of disciplines, which can be categorized as follows:

Peace Education and Conflict Resolution:

- Education for promoting peace, conflict resolution, diplomacy, and mediation.
- Study of conflict causes and peaceful resolution methods.
- History of pacifist movements and the impact of peace promotion.

Financial Literacy and Entrepreneurship:

- Financial literacy, money management, taxes, starting and managing a business.
- Basics of entrepreneurship and IT management.

Information Technology and Programming:

- Algorithms, OOP programming, PC architecture, networks, databases, software engineering, security, AI, machine learning, web/mobile development, distributed systems, parallel computing.
- Current IT and programming languages.

Psychology and Personal Development:

- General psychology, developmental psychology, social psychology.
- Personal development, non-verbal communication skills, effective interaction with children.

Culture, Ethics, and Diversity:

- Civic education, ethics, cultural diversity, tolerance, and acceptance of different cultures.
- Gender equality, nationality, and ethnic diversity.
- National and universal history, philosophy, and political studies.

Practical Life Skills:

- First aid, self-defense, emergency management.
- Health education, sexual education, drug awareness.
- Discrimination, equality, and mutual respect in society.

Miscellaneous Interests:

- Criminal law and criminology, human rights, economics, civic education.
- International relations and politics, language studies, music, art.
- Astronomy, local crafts, tourism, and topics related to personal and societal future.

General Observations:

- There is significant interest in disciplines that prepare students for practical and professional life.
- Many students desire deeper and more applied education in current and relevant fields.
- A strong emphasis is placed on peace education and conflict resolution, indicating these topics are of great interest to young people in these institutions.



More detailed at **Q19: What disciplines (or topics, modules) would you like to study in your study program?**

C. First-Year Undergraduate Students

First-year undergraduate students expressed a variety of preferences for study disciplines, grouped as follows:

1. Life Skills and Personal Development:

- First aid and behavior in exceptional situations.
- Health education (phytotherapy, zootherapy, aromatherapy).
- Self-defense courses.
- Code of good manners.
- Financial independence.
- Civic and family education.
- Emotional intelligence.
- Conflict resolution and peaceful methods.
- Socialization through activities and social projects (e.g., planting vegetation, setting up wells).
- Education and tolerance.
- Equality and tolerance in society.

2. General Culture and Intellectual Development:

- General culture courses (architecture, habitat formation, family tree, healthy eating, pet care).
- Art history.
- Peace culture and conflict resolution.
- Interethnic relations and intercultural dialogue.
- History.
- Political, cultural, and social situations of different countries.
- International organizations.

3. Technology and IT:

- Programming (C++, deep programming).
- Computational sciences and artificial intelligence.
- Cybersecurity.
- Technology and information for future challenges.

4. Practical and Professional Aspects:

- How to have a stable job without credits.
- How to give a correct job interview.
- Marketing.
- Didactics (for education students).
- Professional themes.
- Preparing for real life.

5. Social and Cultural Aspects:

- Promoting peace.
- Peace on earth.
- Behavior in everyday life.
- Education for society.
- Culture of good neighborliness.
- Equality, regardless of orientation, sex, race.
- Preserving the values and culture of the Republic of Moldova.

6. Miscellaneous:



- Chemistry.
- Russian language and literature.
- Logic and rhetoric.
- Political science.
- Appropriate behavior in exceptional cases.
- Socialization through activities and interests.

General Observations:

- First-year students show a strong interest in subjects that prepare them for real life, both professionally and personally.
- The emphasis on health education and self-defense reflects a desire to acquire practical and useful skills for everyday life.
- The desire to learn about various cultures and conflict resolution methods highlights the importance of education for peace and tolerance.
- Financial education and career preparation are also significant themes, reflecting the need to prepare for economic and professional challenges.

D. Second to Fourth-Year Undergraduate Students

Second to fourth-year undergraduate students provided a variety of suggestions for disciplines and topics, grouped as follows:

1. Life Skills and Personal Development:

- Financial education (more respondents).
- Sexual education.
- Life cycle and stages.
- Healthy lifestyle.
- Correct career choice.
- Personal development and successful career.
- Emotional intelligence.
- Health education.
- Life lessons, such as paying bills and taxes, employment.

2. Civic and Peace Education:

- Peace education (conflict resolution, communication, and negotiation skills).
- Equality and tolerance in society.
- Intercultural dialogue.
- Intercultural and international respect.
- Debates on socio-cultural themes.
- Promoting peace.
- Education for society and political culture.
- Real history of the country and politics with real sources.

3. Entrepreneurship and IT:

- Advanced entrepreneurship.
- Basics of entrepreneurship.
- Ways to launch a business.
- IT and programming languages (C++, C#, Pascal, artificial intelligence).

4. Politics and International Relations:

- Political science (importance of diplomatic conflict resolution).
- International policies and diplomacy.
- International and national relations.
- Diplomatic protocol, ethnopolitics.
- International security.



- The focus on education for peace, ethics, and health reflects a desire to create a more harmonious and respectful society.
- There is concern for social inclusion, non-discrimination, and promoting equality in all aspects of life.

Q 20. Proposals for Strengthening the Role of Peace Education in Educational Institutions and Society

Very interesting are the Proposals for Strengthening the Role of Peace Education in Educational Institutions and Society that were made based on the division of localities.

A. Localities on the Right Bank of the Dniester

1. Educational Programs and Activities:

- **Exchange Programs and Educational Visits:** Encourage intercultural exchanges and educational visits to promote mutual understanding and respect.
- **Integration of Peace Education Courses in Curriculum:** Mandatory inclusion of peace education modules in all educational cycles.
- **Continuous Teacher Training:** Organize courses and workshops for teachers in the field of peace education.
- **Extracurricular Activities:** Promote student participation in volunteer projects, conflict mediation, and intercultural dialogue initiatives.
- **Peace Clubs and Initiatives:** Establish school and university clubs dedicated to peace education.

2. Partnerships and Collaborations:

- **Partnerships with NGOs and International Institutions:** Collaborate with organizations active in peace and human rights to provide diverse perspectives and experiences to students.
- **Collaborations with Local and International Organizations:** Establish partnerships to bring resources, expertise, and engagement opportunities in promoting peace and human rights.

3. Campaigns and Awareness:

- **Awareness Campaigns:** Organize campaigns to raise awareness about the importance of peace and non-violence in the community.
- **Mentoring Programs:** Implement mentoring programs where older students or university students mentor younger peers.

4. Resources and Support Centers:

- **Creation of a Peace Resource Center:** Establish a center within educational institutions to offer educational materials, support for teachers and students, and host events and workshops.
- **Use of Arts and Media:** Integrate arts and media as educational tools to convey messages of peace and stimulate discussions about non-violence and justice.

5. Community and Parental Involvement:

- **Involving Parents and Community:** Organize informative sessions and joint activities with parents and community members to extend the culture of peace beyond school.
- **Community Projects and Volunteering:** Encourage students to participate in community projects and volunteer activities that promote peace and social justice.

6. School Policies and Environment:

- **Promoting Values in School:** Create a school environment that encourages values of respect, empathy, and cooperation.



- **Development and Distribution of Educational Materials:** Provide textbooks, guides, and online platforms on peace education.

7. **Feedback and Evaluation:**

- **Impact Evaluation:** Develop and implement methods to assess the impact of peace education programs.

8. **Diverse and Specific Proposals:**

- **Interactive Discussions:** Promote open and interactive discussions on social, cultural, and political issues.

- **Thematic Weeks:** Organize thematic weeks dedicated to peace education.

- **Respect for Diversity:** Promote equality in culture, language, and race.

- **Integration of Christianity:** Propose the inclusion of Christianity as a school subject.

9. **Criticism and Skepticism:**

- **Reluctance to Change:** Some respondents believe wars are inevitable and that peace education cannot prevent major conflicts.

These proposals reflect a comprehensive and integrated approach to strengthening peace education, including curricular and extracurricular initiatives, external collaborations, and community involvement.

B. Localities on the Left Bank of the Dniester

1. **Development and Implementation of Peace Education Programs:** Implement peace education at all educational levels, from kindergarten to university.

2. **Promoting Dialogue and Negotiation:** Encourage solutions through dialogue and negotiations, not force, in resolving conflicts.

3. **Strengthening Equality and Minority Rights:** Promote a more inclusive and tolerant society by strengthening equality and minority rights.

4. **Integration of Peace Themes in Curriculum:** Integrate more peace-related discussions into school and university curricula.

5. **Teaching Compassion and Tolerance from a Young Age:** Educate children in compassion and tolerance from an early age.

6. **Student Involvement in Peace Projects:** Develop projects involving students actively in promoting peace and tolerance values.

7. **Investing in the Educational System:** Ensure necessary resources for implementing peace education.

8. **Volunteer Activities and Peace Training:** Organize volunteer activities and peace training sessions for students.

9. **Promoting Peace in Educational Institutions:** Organize classes and events focused on peace education.

10. **Incorporating Peace Education in Social Studies:** Address peace education in social studies lessons and introduce social education subjects.

11. **Strict Rules and Norms for Student Behavior:** Implement strict rules and norms to maintain a peaceful learning environment.

12. **Teacher Involvement in Promoting Tolerance and Peace:** Encourage teachers to promote tolerance and peace values and be positive role models.

13. **Eliminating Discrimination and Promoting Mutual Respect:** Eliminate discrimination among different population groups and promote a culture of mutual respect.

14. **Teacher Training Programs:** Introduce training programs for teachers to effectively address peace and tolerance topics in their classes.

15. **Refreshing Teaching Staff:** Rotate and refresh teaching staff to bring young, tolerant, and progressive individuals into the educational system.



These proposals highlight the necessity of promoting peace and tolerance in Moldovan society and using education as the main tool to achieve this goal.

C. Proposals for Strengthening Peace Education in Gagauzia (UTA Gagauzia)

1. **Developing Professional Skills of Teachers:** Equip teachers with skills to manage conflicts non-aggressively and constructively.

2. **Organizing Discussions and Analyses:** Conduct discussions and analyses of current situations to better understand challenges and possible solutions in promoting peace.

3. **Continuous Professional Development for Teachers:** Implement continuous professional development, including new subjects and activities related to peace education.

4. **Organizing Peace Education Activities:** Focus on raising awareness of the consequences of violent actions and promoting peaceful behaviors.

5. **Thematic Lessons like "Stop Violence":** Emphasize the importance of mutual respect and peaceful conflict resolution.

6. **Promoting Respect and Tolerance:** Encourage respect and tolerance in the school environment and the community to foster a more peaceful and united atmosphere.

7. **Cultural Competitions and Events:** Promote peace and cooperation values through cultural competitions and events.

8. **Promoting Justice and Dialogue:** Especially in the context of the Transnistrian situation, promote justice and dialogue to find peaceful and constructive solutions to existing conflicts.

These proposals aim to strengthen the role of peace education in UTA Gagauzia, contributing to building a more peaceful, tolerant, and united society.

4.3. NGO Agency for Innovation and Development:

In order to understand the complex problem of peace formation, taking into account the situation in the Republic of Moldova, where there is a territory of unresolved conflict, as well as the situation in the autonomous territorial entity of Gagauzia is not stable, **NGO Agency for Innovation and Development** has analyzed the activities of international organizations aimed at maintaining and preserving peace in Moldova. In addition, the proposed analysis is important for the purposes of the project since many of the international organizations act as donors or partners in financing peace projects. Therefore, it is important to understand what their role and position is in order to determine the content of the educational process for Peace education.

Peacekeeping projects in Moldova and Gagauzia

1. Internal programs, projects and initiatives

1.1. "Moldova for Peace" (MFP)

"Moldova for Peace" (MFP) is a civic initiative established to provide assistance to refugees from Ukraine. By bringing together people aware of the difficulties faced by those who have left home to achieve safety, MFP is actively involved in managing the migration flow from the neighboring country. The initiative provides products through the dopomoha.md platform, provides free travel to refugees, identifies housing, protects human rights, and manages the volunteer mobilization process. In addition, MFP develops strategies for finding safe housing and provides comprehensive support in various areas, such as consular, legal, psychological, medical and educational services. This non-partisan, non-profit movement works with numerous NGOs and international organizations such as Plan International, UNHCR, Khalsa Aid, UNICEF, as well as the authorities to ensure the integration of refugees from Ukraine. Having raised almost 100,000 euros through crowdfunding, MFP continues its activities, providing assistance to those who need it most.



1.2. Forum to Strengthen Peace and Solidarity with Ukraine

Within the framework of a forum organized in Chisinau to promote peace and solidarity, representatives of various religious communities from around the world addressed citizens, calling for increased assistance to Ukrainian refugees. The event also discussed the situation of Ukrainian refugees in the Republic of Moldova. Refugees are granted temporary protection for one year with access to education, training, health care and legal status.

2. International programs, projects and initiatives

2.1. Refugee assistance through the UN

Moldova, which has accepted more than 450,000 refugees from Ukraine and provided temporary shelter for 100,000 of them, is facing a difficult situation and needs international support. The UN has launched a large-scale operation to assist refugees, welcoming them at the border, providing material, legal support and necessary items. Moldova has no refugee camps; Ukrainians are being hosted in the homes of local residents. The UN is restructuring its work to focus on effective programs, including cash assistance.

2.2. Project “Building a sustainable and inclusive world, strengthening trust and social cohesion”

The Deputy Prime Minister for Reintegration, the Resident Coordinator and the heads of UN agencies in Moldova signed an Agreement on the implementation of a project to strengthen respect for human rights in the Transnistrian region. The project aims to transfer successful practices and standards from the right bank and international level, promote gender equality, support youth initiatives, build confidence, and eliminate inequalities between the banks of the Dniester. The agreement emphasizes the need to increase interaction between the two banks, ensure access to basic services, guarantee human rights, and involve women in peace processes. The project aims to support the long-term settlement of the Transnistrian conflict and the reintegration of the country.

2.3. UNDP support

The United Nations Development Program (UNDP) has confirmed its readiness to continue active support for the Republic of Moldova in the field of peace and security. According to the government’s official statement, UNDP will be involved in initiatives for economic recovery, green transition, digital transformation and helping the country move closer to the European Union.

2.4. Women4Security (UN Women)

UN Women actively supports the full and equal participation of women at all levels of peace processes and security efforts in the Republic of Moldova. UN Women Moldova provides ongoing support to government institutions, helping to advance this agenda and achieve concrete results outlined in the National Action Plan for the Implementation of UNSCR 1325.

2.5 OSCE Mission

The OSCE Mission to Moldova was established to maintain peace and facilitate the settlement of the conflict between the central government in Chisinau and the de facto authorities in Tiraspol. A set of confidence-building measures aims to advance the Transnistrian settlement process, including discussion of political issues.

The OSCE acts as a mediator and supports negotiations between the sides, but does not have the authority to resolve the conflict directly. The Mission’s strategy is to agree on small steps that benefit both sides and gradually build confidence to resolve more complex issues. From 2019, the focus of the work has shifted from moving forward to preventing the situation from deteriorating. Active dialogue, consultation and hard work by the team has become an integral part of the work to offer ideas and options to the parties to the conflict. Over the



course of four years, the possible progress expected at the beginning of the mandate may not be there, but the Mission has managed to maintain stability, maintain constructive dialogue and prevent escalation of the conflict.

2.6. Participation of Moldova in TSI

The Republic of Moldova joined the Three Seas Initiative (TSI) as an associated state party, together with Ukraine. This decision was made at the 8th summit in Bucharest (Romania) by 12 participating states. This decision reflects strategic and practical support for the initiative aimed at strengthening the European strategic nexus along the North-South axis. The summit was considered a success, with important decisions taken regarding future actions and guidelines in the new geopolitical context, as well as practical tools for the initiative, including financial measures.

2.7. EUBAM Mission

The Mission works with Moldova and Ukraine to bring their border management, customs and trade standards and procedures in line with those of EU Member States. It helps to improve cross-border co-operation between border and customs agencies and other law enforcement agencies, and to facilitate co-ordination of international co-operation. EUBAM helps Moldova and Ukraine fulfil their commitments under the Deep and Comprehensive Free Trade Area (DCFTA), which both countries signed as part of their Association Agreements with the EU. It contributes to the peaceful settlement of the Transnistrian conflict through confidence-building measures and its monitoring presence on the Transnistrian section of the Moldovan-Ukrainian border.

2.8. Moldova and NATO

Moldova has partnered with the North Atlantic Treaty Organization (NATO) since 1992, joining the North Atlantic Cooperation Council. During more than 25 years of co-operation, the country has been actively involved in numerous NATO programs aimed not only at ensuring security, but also at engaging the media and civil society in discussions on defense issues. In 1994, Moldova joined the Partnership for Peace programme, paving the way for bilateral co-operation. The agreement of the first two-year Individual Partnership Action Plan with NATO in 2006 was an important step, and since then the plan has been periodically updated to reflect Moldova's needs. Cooperation focuses on three main areas: defense and security, support to civil authorities, and the Science for Peace and Security programme.

Moldova's engagement with NATO in the field of peace and security is a key aspect of their relationship. In accordance with the Individual Action Plan for Moldova-NATO co-operation in force from 2014 to 2016, the Moldovan armed forces actively participated in the UN mission in Afghanistan. Since 8 March 2014, 41 Moldovan military personnel from the 22nd Peacekeeping Battalion have participated in the international peacekeeping mission in Kosovo.

The Action Plan also covers Moldova's efforts to combat international terrorism, strengthen borders and national infrastructure. The country actively cooperates with NATO to improve controls on dual-use goods, suppress human and drug trafficking, and combat money laundering and organized crime. These efforts underscore Moldova's commitment to sustainable development and the maintenance of global security through fruitful co-operation with NATO.

2.9. Project "Creating the foundations for peaceful relations in the Republic of Moldova" is an important initiative supported by several Member States of the European Union. Implemented between October 2003 and March 2007 under the auspices of the UK Department for International Development (DFID), the project sought to strengthen the capacity of civil society organizations and media in the Transnistrian region, as well as deepen



interaction with partners on the right bank of the Dniester River. The initiative has produced a number of successful events, including seminars, conferences and round tables organized by civil society actors. These efforts have proven their potential to build trust and improve common understanding among different social groups in the region.

2.10. International conference “Fundamentals of sustainable development and a safe future”

The international conference “Fundamentals of Sustainable Development and a Safe Future” in Moldova is distinguished by the fact that it has become an expert platform that provides complete freedom of expression to political scientists for an objective analysis of current processes in the country, Europe and the world. By providing speakers with the opportunity to speak in their native languages - Russian, Moldavian, Romanian, English and French, the conference created an atmosphere of trust and openness.

One of the key focuses of the discussions concerned the strategy of multi-vector diplomacy and dialogue with open channels of communication for cooperation and conflict resolution. Conference participants emphasized the importance of investing in education, raising awareness and promoting intercultural dialogue to create an atmosphere of tolerance and mutual understanding. Experts also raised the issue of Moldova’s neutral status and its possible entry into NATO. Steve Young, speaking at the conference, proposed open debate at all levels and in the media without bias or pressure on the opinion of the population. He called for efforts to recognize Moldova’s neutrality on the world stage and emphasized that neutrality does not exclude the presence of armed forces for self-defense and participation in peacekeeping operations. The conference became an important forum for discussing strategies to promote sustainable development and peace in Moldova.

2.11. Project “Support for institutionalized and sustainable dialogue on the autonomy of Gagauzia” (Gagauzia Dialogue)

The project “Supporting an institutionalized and sustainable dialogue on the autonomy of Gagauzia” is of particular importance in the context of peace and development in Gagauzia. Implemented with the support of CMI (Conflict Management Initiative) of the Martti Ahtisaari Peace Foundation and funded by Sweden, this project builds a platform for constructive dialogue and settlement of issues related to the Gagauz Autonomy. CMI is a Finnish organization specializing in conflict prevention and resolution through dialogue and mediation. The aim of the project “Gagauzia Dialogue” is to create a positive political environment for interaction between Chisinau and Comrat, as well as to strengthen the capacity to resolve institutional disputes and legislative contradictions between the centre and the autonomy.

The key point of the “Gagauzia Dialogue” is to create an informal dialogue between representatives of the Parliament of Moldova and the People’s Assembly of Gagauzia. The project also provides the Parliamentary Dialogue Working Group on Gagauzia with support and a platform for decision-making. The Working Group includes representatives from Chisinau and Comrat in equal numbers, as well as representatives of all political parties. This project represents a significant step towards sustainable peace and constructive co-operation in the region of Gagauzia.

2.12. Platform Moldova (Comrat State University)

Initiative for Peace (I4P), with the assistance of UN Moldova and Swiss peace from Switzerland, presents an innovative project – “Platform Moldova”. This online tool was created for the active involvement of Moldovan youth in the formation of important decisions for the country. The main goal of the project is to identify citizens’ opinions about the future of Moldova, create space for political discussions and overcome narratives that divide society.



The Moldova Platform strives to create a virtual public space that promotes a diversity of consensus. The project aims to identify opportunities for compromise on divisive issues and to improve social cohesion and resilience. The goal is also to create a platform that can serve as a tool to find solutions to problems faced by the entire country and small communities. The Moldova Platform represents an important step in the direction of peacebuilding, designed to unite and find compromises for a sustainable future.

3.The European Union Confidence Building Measures Programme is part of the post-conflict programme aimed at promoting peaceful resolution in international efforts to resolve post-conflict situations. It is the basis for development in the security zone on both banks of the Dniester River in accordance with the agreements reached during the negotiation process in the “5+2” format. The programme includes activities that strengthen, streamline, and intensify interaction between societies, striving to make this interaction the norm. The programme is primarily aimed at improving the living conditions of the population on both banks of the Dniester River through their mutual cooperation. Particular attention is paid to ensuring the continuity and sustainability of cross-border connections, in particular in the following sectors and areas: economic development and entrepreneurship; community development and industry NGO platforms from both banks; modernization of the health sector; cultural development and historical heritage; and support for the development of local content in the media. The overall goal of the programme is to facilitate the resolution of the Transnistrian conflict by supporting increased trust between Chisinau and Tiraspol through joint initiatives involving local authorities, civil society organizations, and other stakeholders from both banks of the river. The programme sets specific goals:

- promoting economic and social development by ensuring more equal access to the opportunities provided by the Association Agreement and the Deep and Comprehensive Free Trade Area (DCFTA), as well as integration between the two banks of the Dniester River;
- combating growing inequality between Transnistria and Moldova by supporting local development and CSOs;
- supporting sectoral convergence in pilot sectors (culture, education, etc.) and the gradual inclusion of Transnistria in Moldovan development initiatives, limiting the development gap between both banks;
- supporting media activities on both banks of the Dniester through joint media production.

The Programme takes an interdisciplinary approach to support confidence-building initiatives because the challenge of development itself is cross-sectoral and brings together issues related to crisis prevention and recovery, poverty reduction, local development, and democratic governance practices. Through the activities of the programme, the most vulnerable people in the most remote areas are involved, thus guaranteeing them development opportunities. To date, 5 stages of the programme have been implemented: stage 1-2 (2009–2012), stage 3 (2012–2014), stage 4 (2015–2018), and stage 5 (2019–2023), with a total budget of about 40.5 million dollars. Currently, the 6th stage of the Programme is being implemented (2023–2025).

Background information on refugees in Transnistria

Since the beginning of hostilities in Ukraine since 24 February 2022, more than 199,400 refugees have entered Transnistria, of which about 186,200 refugees have registered. Refugee centers were used by 2,034 people. The hotlines received 17,784 calls. In connection with the situation in Transnistria, changes were made in the local legislation. The changes concerned support measures for refugees at the local level in the field of labor relations, social protection, education:



- refugees have the opportunity to be temporarily employed in Transnistria under a simplified procedure;
- to undergo medical examinations (check-ups) free of charge;
- are entitled to free temporary use of prosthetic and orthopaedic articles received as humanitarian aid;
- The right to free accommodation and food in temporary accommodation centres;
- Enrolment in educational organisations (children from refugee and IDP families);
- Free meals in preschool and general education organisations (children from refugee and IDP families);
- One-time receipt of school supplies (children from refugee and IDP families).

However, these measures proposed at the local government level were insufficient to meet the needs of refugees. The main objective of peace processes is often to assist and facilitate their return to their homeland. Refugees and IDPs belong to an economically, socially, psychologically and politically vulnerable group. Forced to flee their homes, deprived of their usual means of subsistence, stressed by the intensity of the armed conflict, in a difficult desperate situation with children in their arms, refugees and IDPs were unable or unwilling to advocate for the protection of their interests.

The development of a refugee action plan required the involvement of all stakeholders at all levels. Coordination of humanitarian activities involved local civil society organizations (NGOs), UNHCR in partnership with local authorities and Refugee Coordination Forum partners in various localities. The work of local civil society organizations is aimed at providing assistance and support to refugees and IDPs, including through the organization and implementation of various projects; taking local responsibility for refugee outreach; and engaging with affected communities. NGOs have repeatedly participated in local co-ordination forums for refugees in terms of identifying needs, providing assistance and support at the local level.

When analyzed, it can be noted that the coverage and access to humanitarian assistance in the Transnistrian region is significantly lower compared to the right bank of the Dniester River. In the face of existing challenges, coordination plays an important role in ensuring that organizations with an operational presence in the Transnistrian region can work together to meet needs, minimizing gaps and refugee issues. During the period from February 2022 to December 2023, local non-governmental organizations in Transnistria coordinated various projects aimed at addressing the needs of refugees in different spheres of life:

- a number of organizations provided food and non-food assistance (food, chemicals, bedding).
- a number of organizations provided psychological, counselling assistance;
- some organizations provided assistance in the educational development of refugees (vocational guidance support to refugees in the process of retraining and professional development for their financial sustainability; business training to help refugees from Ukraine to maintain or become financially independent on the territory of the left bank of the Dniester river);
- lobbying, protection of the rights and interests of refugees from Ukraine, including the development of Road Maps (on obtaining special refugee status on the territory of the left bank of Dniester river; on employment of refugees; on registration of individual entrepreneurs and legal entities);
- holding various network meetings, focus groups, information meetings on various areas and needs.



5. DISCUSSION HOW TO ADDRESS PEACE EDUCATION NATIONAL NEEDS

The analysis and interpretation of data on Peace Education needs have shown that there is a growing interest for Peace Education curriculum in the long term and there is a clear necessity to promote it at national level. It can be stated that exists an academic demand to answer to diverse peace and security issues and seek the solutions, especially taking into the consideration that Conflict and Peace studies in the Republic of Moldova represent rather a field of political and ideological confrontations than a field of research and practice. That is why this field is necessary to be developed. Moreover, country needs specialists in Conflict and Peace Studies, but education in this domain is still low and underdeveloped in Moldovan universities, being practiced mainly as separate topics within social and political specialties and needs improvement.

Some key Findings of conducted analysis can be summarized as follows:

1. *Perception of Peace.* A significant portion of respondents believe they live in a peaceful society. However, there is a notable concern, especially among women, about the lack of peace. The perception of peace is relatively similar across rural and urban areas, though a substantial minority in both areas does not consider the society peaceful.
2. *Role of Educational Institutions.* The majority of respondents believe that Moldova's education system contributes to the formation of a culture of peace. However, there is room for improvement and the introduction of new subjects or modules focusing on peace education.
3. *Desired Educational Content.* Respondents expressed interest in subjects related to social relations, interethnic relations, intercultural dialogue, conflict resolution, equality and tolerance in society, and the promotion of peace. There is a demand for practical subjects that prepare students for real-life challenges, such as financial literacy, entrepreneurship, and personal development.
4. *Support for New Modules.* A significant majority support the introduction of new subjects or modules to promote peace education, with a particular focus on developing civic spirit, tolerance, and access to quality education.

Therefore, to effectively address peace education needs in Moldova, a comprehensive and strategic approach is required. This involves addressing institutional policy frameworks, courses development, teacher trainings, community engagement, and supportive materials. Below it is discussed how to address these needs.

National needs assessment analysis confirmed that integration of Peace Education into national policies should be consolidated. In this respect would be reasonable the development of a proposal for the HEI Peace Education Concept that outlines objectives, implementation strategies, and assessment methods with focus on the future possibility to develop as result of PeaceEdu implementation a proposals for development of a new university study programs on Peace Studies at Master level.

At current stage, in the Republic of Moldova there is no university study program on Peace Studies. To develop this kind of a new study program at national level requires a long period of time, being a very complex process. For example, the study programs at the MSU are designed in accordance with the normative framework in force: *The Education Code of the Republic of Moldova no. 152 of July 17, 2014, Organization Statute for Higher Bachelor Studies (first cycle) and Integrated Studies, approved by order of the Ministry of Education, Culture and Research (MECR) no. 1625 of 12.12.2019; the Classification of Vocational Training and Higher Education Specialties, approved by Government Decision no. 482 of 28.06.2017; Regulation on*



the Organization of Higher Education Studies Based on the National System of Study Credits, approved by the order of the Ministry of Education no. 1046 of 29.10.2015; The Framework-Plan for higher studies of bachelor (first cycle), master (second cycle), and integrated, approved by order of the Ministry of Education no. 120 of 10.02.2020; and other national documents. Thus, all study programs offered by the Moldovan high education institutions have an adequate academic standard, are well structured and ensure the completion of the education plans corresponding to the tuition period, observing the national legal regulations.

Development and implementation of a new study program involves the following steps: initiation of the study programs by any interested person/group from the faculty/department or from the economic or social environment; evaluation of the draft program at the department to carry out the respective study program; the designation by the Head of the department of a team that will develop the Education Plan, as well as the list of scientific-teaching staff with competences in the field, who in turn will develop the curricula of which they are responsible; internal quality assessment and the preparation of the self-assessment report of the new study program, including its examination under the University Department of Quality Management. Curricula, study programs are also analyzed within the Quality Assurance Committee at the faculty level. The study program is approved by the Senate, on the recommendation of the Faculty Council. The University's Institutional Strategic Development Council issues the decision on the initiation of the study program. Then, the Ministry of Education and Research of the Republic of Moldova coordinates the new study program for initiating the external evaluation procedure, before the final approval.

In these conditions, in the Republic of Moldova could be possible only a new MA study program on Peace Studies in framework of Faculty of International Relations, Political and Administrative Sciences at MSU proposed as interuniversity interdisciplinary program which should be elaborated by PeaceEdu international team as follow-up activity after the consolidation and review existing curricula, academic resources, and relevant literature to ensure a comprehensive and innovative approach.

Therefore, in order to address peace education needs, an important step is Peace education courses design. However, an important aspect highlighted within the survey data analysis is that it would be difficult to unify all national peace education needs under the umbrella of one single course or syllabus with its incorporation into all existing programs within national high education institutions. There is a pressing need to address some gaps in syllabuses and activities related to peace education within high education institutions and in collaboration with NGOs in this domain. Universities in the Republic of Moldova have their specific objectives in professional formation of specialists in diverse domains. Another aspect is related to the inclusion of Transnistrian region in peace education initiatives. Moldova implements western model development of education system (in the accordance with Bologna process rules), but Transnistria region adheres eastern (Russian) model development of educational systems. It is necessary to seek an appropriate sample of syllabus on peace studies as to facilitate the interconnection of teaching practices on both banks of Dniester river and to conciliate positions and societies on peace education issue. Active roles here play NGOs. During recent years not many projects were realized in educational sphere of peace culture which has increased academic education opportunities for young generation from both banks of Dniester River. The partners of the present project joined their efforts to renew academic cooperation between the parties and to share their experience in this direction.

Identified difficulties, however, can be transformed into an opportunity, by implementing Peace Education at different levels of the university education and covering in



this way the needs of different categories of beneficiaries. So, reasonable actions for addressing peace education needs are to incorporate in the existing study programs/activities the peace studies in different ways that will address different categories of stakeholders:

- as compulsory specialty course units/modules that are included in the existing universities' curriculum/study programs. This is suitable for programs for political sciences, history, law and education sciences etc., that can contribute through these courses to professional competences of young specialists they form;
- as an optional course units/modules of socio-human orientation that ensure the establishment of the individual professional training route, depending on the professional development aspirations of students;
- as free choice course units/modules that grant students additional credits at a rate of no more than 10% annually from the total number of credits allocated to the followed study program– to resolve the task of finding additional financial support for implementation;
- as specific themes units (such as conflict resolution, human rights, social justice, and intercultural dialogue and understanding etc.) within existing syllabuses of university courses at different specialties;
- as some thematic modules for continuous training program for civil servants,
- as peace studies integrated units into professional development programs for educators (Center for Continuing Education of Teaching Staff in Education Sciences).
- as thematic trainings organized by NGOs for different categories of beneficiaries (youth, teachers, general public).

In this way, universities and NGOs can provide, transfer and promote peace education contributing to the peace culture cultivation in the Republic of Moldova.

Peace education needs in the Republic of Moldova should be addressed through other measures as well. It is important to develop advocacy and awareness activities, mainly through engagement of government officials, policymakers, and educational authorities in promotion of peace education, by inviting/involving them to participate at conferences/round tables/trainings organized by universities and local NGOs.

It is also necessary to offer ongoing support and resources for lecturers' professional development in the field of peace studies. These include access to teaching materials and a platform for sharing experiences and best practices as well as training workshops and seminars in order to train teachers on peace education principles, teaching methodologies, and conflict resolution techniques etc. On the other hand, should be paid attention to the creation of an inclusive environments for youth by encouraging student-led initiatives and clubs focused on peacebuilding and intercultural dialogue. Here a close cooperation between universities and partner NGO is essential in providing good spaces for learning and for youth engagement and empowerment.

To conclude, addressing Peace Education Needs in Moldova requires a multi-faceted approach. Each partner University and NGO by adopting their strategy, can create a robust Peace Education system acceptable for respective institutional strategical development that fosters its social role as a promoter of the Culture of Peace, Tolerance, and Understanding on the way of European Integration.



6. ANALYSIS OF FEASIBILITY

This analysis will evaluate the feasibility of implementing peace education in Moldova on the base of current educational landscape, institutional readiness, potential challenges, and opportunities. To promote peace education in the Republic of Moldova is intended the development of:

- a) consolidation and improvement of specialty courses on Peace Studies issues taught at Faculty of International Relations, Political and Administrative Sciences of Moldova State University
- b) a devising peace education syllabus for a peace education optional course of socio-human orientation that ensure the establishment of the individual professional training route, depending on the professional development aspirations of students and is applicable across all specialties provided by the Moldova State University;
- c) proposal for continuing education course on peace education offered by Moldova State University for civil servants;
- d) a devising peace education syllabus for a peace education course applicable in universities from Gagauzia and Transnistria;
- e) specific thematic teaching modules for different categories of stakeholders provided by the Ion Creanga State Pedagogical University, including for professional development programs for educators (Center for Continuing Education of Teaching Staff in Education Sciences);
- f) extracurricular activities such as student club, workshops, and seminars focused on peacebuilding and conflict resolution to supplement formal education for different categories of stakeholders provided in cooperation with NGO Agency for Innovation and Development.

For elaboration and implementation of the Peace Education optional course, that will be applicable across all specialties, as well as the discipline syllabus for the system of continuing education provided by the Moldova State University, there is full institutional support. Moldova State University provides qualified didactic staff and necessary infrastructure, including classrooms, libraries, and digital resources. There is also administrative commitment to integrate peace education into institutional goals and facilitate collaboration across faculties and departments.

The specificity of higher education often creates contexts when the lecturer/group of lecturers is the one who develops the curricula/syllabus, implements it, monitors, and ensures the reverse connection. The syllabus for the course will be elaborated according to the Moldova State University's model that is approved by University Senate. Development of this course will be realized on the base of analysis of both, national socio-political and cultural context and international best practices, also on a thorough review of academic literature, including seminal texts, recent research, influential theories in peace and conflict studies, and innovative teaching methods. It will cover topics such as conflict resolution, peacebuilding, human rights, and intercultural dialogue.

The Peace Study course will be included in the List of recommended humanitarian disciplines and added to the curriculum of faculties and will offer students complementary training that will contribute to their professional development aspirations. This is possible, as according to results of universities' profiles analysis, all Moldova State University offered bachelor programs include a section dedicated to socio-human optional courses. The same experience shares Ion Creanga State Pedagogical University and other national high education



institutions. That means this kind of courses can be incorporated in universities across the Republic of Moldova.

The course will be taught to students of 1st and 2nd years of studies at bachelor programs. In order to cover the population diversity in the Republic of Moldova, the course can be provided in Romanian, English and Russian languages. This ensures the course's sustainability, too. Initially, the course will be implemented as a pilot in selected faculties to test feasibility and gather feedback in order to refine the syllabus before wider implementation.

Effective peace education relies on well-trained lecturers who can facilitate discussions on sensitive topics and encourage critical thinking. The lecturers from different domains of studies where the course is going to be implemented will be trained in order to be equipped with the necessary skills - a dimension that can be supported by the expertise offered within PeaceEdu project. The continuous professional development programs and workshops will contribute to the incorporation of simulations and role-playing exercises to practice conflict resolution techniques. Relevant didactic and academic materials will be elaborated and provided as well. The course will be available on the university learning platform <https://moodle.usm.md/> providing students with all necessary learning tools – lessons presentations, glossary and readings. This fact provides the on-line or distance learning opportunities.

On the other hand, course on Peace Studies for civil servants will be provided for specialty of public administration as optional and for continuing education proposed for choose with access of beneficiaries to the learning materials beyond the course. Moldova State University has great experience in providing the trainings for public administration civil servants. Moreover, in 2023 the Academy of Public Administration joined with Moldova State University what considerably enlarges the target groups for peace education. Civil servants often work in environments where conflicts can arise, whether within government institutions, between the government and the public, or among diverse community groups. A continuing education course on peace education equips them with skills of mediation and negotiation, with capacity to design and implement policies that promote inclusivity, equity, respect for diversity and social cohesion, and to promote peace culture in society. The same, Center for Continuing Education of Teaching Staff in Education Sciences of Ion Creanga State Pedagogical University can address different categories of beneficiaries.

The sample of elaborated syllabus at Moldova State University will be provided for the adjustment to specific needs in vulnerable regions of Gagauzia and Transnistria. Through partnerships with local organizations and NGOs will be enhanced practical learning experiences and community outreach.

At their turn, peace education specific thematic teaching modules for different categories of stakeholders can be easily integrated into existing university courses, as well as into some extracurricular frameworks like special workshops and seminar series. These modules can cover a range of significant topics as non-violent communication, ethics and human rights in peacebuilding, cultural diversity etc., addressing core expectations of population. University members with expertise in field or related fields and administrative support will facilitate the process, contributing to the promotion of peace education and culture in Moldovan society.

Extracurricular activities focused on peacebuilding and conflict resolution to supplement formal education for different categories of stakeholders have a high level of contribution for the interdisciplinary collaboration, engagement of youth and community engagement. The feasibility of implementing extracurricular activities focused on



peacebuilding and conflict resolution is high across all stakeholder categories with the right planning and support. By leveraging the expertise and resources of both universities and NGOs, these activities can significantly enrich the educational experience and contribute to broader social goals.

Feasibility analysis identified following challenges and opportunities:

Challenges:

1. *Sensitivity*: complex political landscape, marked by the existent frozen conflict in Moldova, political instability, ongoing geopolitical tensions and future Presidential 2024 and Parliamentary 2025 elections can make the implementation of Peace Education curriculum politically sensitive and potentially divisive
2. *Resistance to Change*: addressing misconceptions and demonstrating the benefits of Peace Education depends too much from unpredictable policy of the Ministry of Education and Research of the republic of Moldova
3. *Coordination*: each partner's autonomy and orientation for special institutional strategy and mission could influence and ensuring smooth collaboration between universities and NGOs.
4. *Sustainability*: ensuring the long-term sustainability of Peace Education programs requires ongoing support, both financially and institutionally. Continuous assessment and adaptation of the programs are needed to maintain their relevance and effectiveness.
5. *Sustaining student interest*: students' interest in peace studies requires to be maintained over time through informational sessions, social media, problem discussions, brochure editions.
6. *Qualitative teaching staff*: formation of qualitative staff depends of PeaceEdu trainings and prepared PeaceEdu materials for teaching are important as well as.

Opportunities:

1. Peace education can play a crucial role in addressing and mitigating the effects of the Transnistrian conflict by promoting dialogue and understanding among young people
2. There is potential for collaboration with international organizations and NGOs that have expertise and resources to support peace education initiatives
3. Moldovan youth are increasingly engaged in social and political issues. Peace education programs can harness this engagement to empower young people as agents of change.
4. Peace education can strengthen social cohesion and community resilience by teaching conflict resolution skills, empathy, and cooperation
5. Engagement a wide range of stakeholders, including educators, students, civil servants, and community leaders will build broad-based support for Peace Education in the Republic of Moldova.
6. The implementation of Peace Education in Moldova high education institutions and NGOs collaboration is important step to European Integration through promotion of European values on human rights, communication, tolerance and civic engagement.

So, the feasibility of peace education in Moldova is promising, given the country's socio-political context, international support, and commitment to educational reform. However, challenges such as funding, resistance to change, and the need for comprehensive teacher training must be addressed. With strategic planning, community engagement, and sustained support, Peace Education can play a significant role in promoting social cohesion and reducing conflict in Moldova.



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20. Studii de pace și soluționarea conflictelor în curriculum-ul universitar. Ghid teoretico-metodologic / Catedra Relații Intern., FRIȘPA, USM [et al.]; coord. Valentina Teosa, Bernardo Venturi; col. red.: V. Teosa [et al.]. – Chișinău: CEP USM, 2013. 310 p.
21. The Population of the Republic of Moldova at the time of the 2014 Census. <https://statistica.gov.md/ro/populatia-republicii-moldova-la-momentul-recensamantului-este-de-2-998-12-896.html>

Recommended Comprehensive Literature on Peace and Conflict Resolution in Moldova:

Research Papers and Reports

1. "Transnistria: A Frozen Conflict and Its Impact on Moldova's Peace and Security" by William Hill Source: Woodrow Wilson International Center for Scholars
2. Moldova's Frozen Conflict: Security and Political Challenges in the Transnistrian Region" by Olga Cebotari Source: Friedrich-Ebert-Stiftung (FES)
3. Building Bridges: The Role of Local Government in Transnistrian Conflict Resolution" by Alexander Dura Source: OSCE Mission to Moldova
4. "Reintegration Strategies for Transnistria: A Policy Analysis" by Stanislav Secieru Source: European Union Institute for Security Studies (EUISS)
5. "Gagauzia and Moldova: The Role of Ethnic Minorities in Peacebuilding" by Igor Boțan Source: Institute for Public Policy, Moldova

Books and Monographs

6. "The Politics of Peacebuilding in Moldova: Local Perspectives and International Interventions" by Oxana Shevel Publisher: Palgrave Macmillan
7. "Moldova: Conflict, Reconciliation, and Nation-Building" by Tom Gallagher Publisher: Routledge
8. "Frozen Conflicts in the Post-Soviet Space: Transnistria and Beyond" edited by Dov Lynch Publisher: CEPS
9. "Peacebuilding and Post-War Reconstruction: A Case Study of Moldova and Transnistria" by William H. Hill Publisher: Cornell University Press
10. "Conflict Management and Resolution in Moldova and Gagauzia" by Nadezhda Caciun Publisher: Central European University Press

Academic Articles

11. "The Role of External Actors in the Transnistrian Conflict Resolution" by Nicu Popescu Journal: European Security
12. "Ethnic Diversity and Social Cohesion in Moldova: Insights from Gagauzia" by Natalia Cebotari Journal: Journal of Ethnic and Migration Studies
13. "Transnistria: Resolving the Frozen Conflict Through EU Engagement" by Dennis Sammut Journal: Journal of European Integration



14. "Moldova and the Transnistrian Conflict: The Role of Security Sector Reform" by Corneliu Galben Journal: Security Dialogue
15. "Cultural Diplomacy and Peacebuilding in Moldova and Gagauzia" by Olga Vasilescu Journal: International Journal of Cultural Policy

Books and Monographs

16. "The Peacebuilding Puzzle: Political Order in Post-Conflict States" by Naazneen H. Barma, Naomi Levy, and Jessica Piombo. Publisher: Cambridge University Press (2016)
17. "The Handbook of Conflict Resolution: Theory and Practice" edited by Peter T. Coleman, Morton Deutsch, and Eric C. Marcus. Publisher: Wiley (2014)
18. "Peacemaking and Peacekeeping for the New Century" edited by Olara A. Otunnu and Michael W. Doyle. Publisher: Rowman & Littlefield Publishers (1998)
19. "Gender, Peace and Conflict" by Inger Skjelsbæk and Dan Smith. Publisher: SAGE Publications (2001)

Academic Articles

20. "Peacebuilding and Post-Conflict Reconstruction: A Comparative Analysis of Africa and Asia" by Timothy D. Sisk Journal: Journal of Peace Research (2011)
21. "Conflict Resolution and Peacebuilding: The Role of Third Parties" by Chester A. Crocker Journal: International Journal of Peace Studies (1999)
22. "The Role of NGOs in Peacebuilding and Development" by Ramesh Thakur Journal: Journal of Peacebuilding & Development (2005)
23. "The Contribution of Youth to Peacebuilding: A Qualitative Case Study" by Siobhan McEvoy-Levy. Journal: Peace and Conflict: Journal of Peace Psychology (2001)
24. "Education for Peace: Concepts, Contexts, and Challenges" by Gavriel Salomon and Edward Cairns Journal: International Review of Education (2002)
25. "Conflict Transformation and Peacebuilding: The Role of NGOs" by Thania Paffenholz Journal: Berghof Handbook for Conflict Transformation

Research Papers and Reports

26. "Theories of Peace and Conflict Resolution" by John Paul Lederach Source: International Peace Research Institute
27. "UN Peacekeeping Operations: Principles and Guidelines" (Capstone Doctrine) United Nations
28. "Pathways for Peace: Inclusive Approaches to Preventing Violent Conflict" Source: World Bank Group and United Nations
29. "The Role of Civil Society in Peacebuilding: From Good Practice to Good Policy" Source: International Peace Institute
30. "Peace and Conflict 2020" Source: Center for International Development and Conflict Management (CIDCM)

Web Resources

31. OSCE Mission to Moldova Link: <https://www.osce.org/mission-to-moldova>
32. UNDP Moldova - Conflict Prevention and Peacebuilding Link: <https://www.undp.org/ro/moldova>
33. Eurasia Foundation - Moldova Program Link: <https://www.eurasia.org/who-we-are/east-europe-foundation-moldova/>
34. Institute for Public Policy (IPP) Moldova Link: <https://ipp.md/>
35. Transnistria Conflict Analysis and Insight Link: <http://www.transconflict.com/?author=Dr-Randolph-Gordon>
36. Crisis Group - Moldova Reports Link: <https://www.crisisgroup.org/europe-central-asia/eastern-europe/moldova>

APPENDEXIS

Appendix 1

OPINION QUESTIONNAIRE on the necessity and relevance of peace studies in higher education

The objective of this research is to evaluate the needs and expectations for integration and harmonious coexistence in a democratic, tolerant, multi-ethnic, multicultural society in the Republic of Moldova.

The questionnaire is developed as part of the Erasmus+ PeaceEdu Project - Curriculum Reform to promote education for peace in Ukraine, Georgia and Moldova and will be part of the study to analyze educational needs and expectations at the national level, based on which the directions and prospects for implementation will be identified of the concept of education for peace by three partner institutions from the Republic of Moldova:

- State University of Moldova
- State Pedagogical University "Ion Creangă" from Chisinau
- Innovation Development Agency of the Republic of Moldova.

Application period: May 2024

***Your opinions are very important for our study.
Answers are confidential.***

I. IDENTIFICATION DATA

1. Status of respondent:
 - a) undergraduate student
 - b) master's program student
 - c) PhD student
 - d) participant in continuous training program
 - e) MSU Lecturer/Professor
2. Age
 - a) 18-23 years
 - b) 24-30 years
 - c) Over 30 years
3. Indicate your hometown
 - a) North of the Republic of Moldova (to be specified)
 - b) South of the Republic of Moldova (to be specified)
 - c) Center of the Republic of Moldova (to be specified)
 - d) Locality on the left of the Dniester
4. Indicate the main language of your communication
 - a) Romanian
 - b) Russian
 - c) Ukrainian
 - d) Gagauzian
 - e) Bulgarian
 - f) Other _____



II. SOCIAL, CIVIC, VALUES INTEGRATION WITHIN THE SOCIETY OF THE REPUBLIC OF MOLDOVA

5. How do you understand "peace"?

- a) Absence of war and violence
- b) Promotion of justice, freedom, equality and cooperation at all levels
- c) I don't know
- d) Other (to be specified)

6. Do you consider that you live in a peaceful society in the Republic of Moldova?

- e) Yes
- f) No
- g) I don't know
- h) Other (to be specified)

7. If the answer to the previous question was No, what are the possible dangers perceived by you?

- a) The war in Ukraine
- b) The conflict in Transnistria
- c) Ethnic, linguistic, cultural diversity
- d) The regional/international/national political context
- e) Other (to be specified)

8. Do you know which ethnic minorities live in the Republic of Moldova?

- a) Yes (specify which)
- b) No
- c) I don't know

9. Do you think there are any inter-ethnic problems in the Republic of Moldova?

- a) Yes
- b) No
- c) I don't know
- d) Other (to be specified)

10. Are you worried about the Transnistrian conflict on the territory of the Republic of Moldova?

- e) Yes
- f) No
- g) I don't know

11. Do you think that the Transnistrian conflict could be resolved peacefully?

- a) Yes
- b) No
- c) I don't know
- d) Other (to be specified)

12. Have you ever participated in any peacebuilding or peaceful conflict resolution activities?

- a) Yes (to be specified briefly)
- b) No
- c) I don't know

13. Who do you think has the determining role in promoting peace in our society?

- a) The leadership of the country (President, Parliament, Government of the Republic of Moldova)



- b) Local public administration
- c) Universities
- d) General education institutions
- e) Non-governmental organizations
- f) Other (to be specified)

14. Which international organizations have an important role in ensuring stability and security in the Republic of Moldova?

- a) UN
- b) OSCE
- c) EU
- d) NATO
- e) Other (to be specified)

15. How do you think that young people could have an important role in identifying peaceful solutions to overcome conflicts in society?

- a) By developing civic spirit and tolerance for diversity
- b) By ensuring access to quality studies and increasing the level of culture in society
- c) By getting involved in various activities to promote peace within society (e.g., debates, NGOs, campaigns, etc.)
- d) Other (to be specified)

III. EDUCATION FOR PEACE IN THE REPUBLIC OF MOLDOVA

16. How do you understand the concept of "culture of peace":

- a) respect for human rights
- b) sustainable human development
- c) non-acceptance of violence in any form
- d) promoting equal rights and opportunities for women and men
- e) respect for the environment
- f) a set of values, attitudes, traditions, behavior that promote peace and stability
- g) Other (to be specified)

17. What is peace education according to your own opinion?

- a) social and political education
- b) education structured around some "key problems" in society
- c) education aimed at developing the skills to find creative and non-destructive ways to resolve conflicts
- d) the process of promoting the knowledge, skills, attitudes and values necessary to produce behavioral changes at the individual, state, regional, international and global level

18. Which topics do you consider relevant for the Republic of Moldova in the context of peace research?

19. Do you think that the education system in the Republic of Moldova contributes to the formation of a culture of peace in society?

- a) Yes
- b) No
- c) I don't know
- d) Other (to be specified)

20. Within the study program you follow/ are engaged in, do you have/ teach subjects (or topics) that relate to peace education regarding: (you can select several options)



- a) Social relations
- b) Interethnic relations
- c) Intercultural dialogue
- d) Conflict resolution (of any kind)
- e) Equality and tolerance within society
- f) Promotion of peace
- g) I didn't have such subjects/disciplines
- h) Other (to be specified)

21. Do you think that in order to promote education for peace within society, certain new disciplines (or themes, modules) are necessary for your professional training?

- a) Yes
- b) No
- c) I don't know

22. What topics would you like to study/teach in your study programme/courses? (you can select several options)

- a) Theoretical aspects of culture and education for peace
- b) Peaceful transformation of conflicts
- c) Interethnic relations
- d) Human rights and ethnic minorities
- e) Global justice and sustainable development
- f) Organization and operation of territorial autonomies
- g) Other (to be specified)

23. What status should peace studies courses have? (you can select several options)

- a) General humanitarian discipline
- b) Discipline of free choice
- c) Optional discipline
- d) Specialty discipline/compulsory
- e) Topics included in university courses
- f) Modules in continuous education courses

24. What format do you recommend for organizing peace studies courses? (you can select several options)

- a) Team Working
- b) Visits to relevant institutions/NGOs
- c) Lessons given by invited experts
- d) Other (to be specified)

25. What resources would be welcome to promote peace studies/ culture of peace among young people in the Republic of Moldova? (you can select several options)

- a) University courses
- b) Trainings
- c) Information campaigns
- d) Student clubs
- e) Other (to be specified)

Thank you for your time and interest!



Appendix 2

Interview guide for the focus group on the topic: **The need and relevance of Peace Studies within MSU Education for Peace**

Sample size and structure: 1 focus group of 27 experts from Moldova State University.

Methodological suggestions: Avoid short answers. When the respondent answers briefly, the researcher will return with supporting questions, asking for examples from the respondent's experience; if needed, will rephrase the question. Ensure that all participants have the opportunity to present themselves. Audio recording will be conducted and the discussions will be transcribed later. The questions will be provided before the event to the participants in order to have the opportunity to prepare in advance. It will start with addressing the questions to the most prepared expert in the opinion of the moderator to give an advanced professional tone to the discussions that will follow.

Introductory text (which the moderator/operator will briefly explain to the participants)

The interview in which I invite you to participate is a very valuable source of information for us, the team of researchers within the PeaceEdu International Project - Curriculum reform for the promotion of peace education in Ukraine, Georgia and Moldova, developed at the Center for Peace Studies of the Department of International Relations, of the Faculty of International Relations, Political and Administrative Sciences, of Moldova State University. The project involves researching the need and relevance of Peace Studies within the MSU Peace Education. We want to know the perception of experts - MSU professors about Peace Studies and their importance within MSU. The research coordinator is Dr. Hab., Prof. Valentina Teosa. My name is [operator's name], researcher within this Project. The interview will last approximately 1 hour. We will use the information from this interview only for the purpose of our research and we will fully respect the confidentiality of the information (we will not use the names of the people and places that will be provided in this interview or in our research). We undertake with all responsibility to respect the anonymity and confidentiality of the information exposed in the interview.

1. How do you consider which subjects in the field of peace education are necessary to be studied in the current conditions in the Republic of Moldova?

Specific questions:

1. *From the perspective of Social Relations*
2. *From the perspective of interethnic relations*
3. *From the perspective of intercultural dialogue*
4. *From the perspective of Conflict Resolution (of any kind)*
5. *From the perspective of Equality and tolerance in society*
6. *From the perspective of Peace Promotion*
7. *Other*

2. Does the educational system in the Republic of Moldova contributes to the formation of a culture of peace within our society?

Specific questions:

1. *From the perspective of respecting human rights*
2. *From the perspective of sustainable human development*
3. *By not accepting violence in any form*
4. *By promoting equal rights and opportunities for women and men*
5. *By respecting the environment*
6. *Through a set of values, attitudes, traditions, behavior that promotes peace and stability*
7. *Other*

3. How Peace Education could be incorporated into university courses at different specialties?

Specific questions:

1. *Main discipline*
2. *Optional General Humanitarian Discipline*
3. *Free choice discipline*
4. *Themes within university courses*
5. *Thematic Modules*
6. *Other*

Appendix 3

The topics of interviews with university students and teachers developed by Agency for Innovation and Development

Your assessment of the need for peace education and what is your opinion on the current situation in your university:

1. Question to different categories of respondents:

- students
- teachers
- employees of the NPO sector

How do you see the role of NGOs in PeaceEducation?

2. What peacekeeping activities do you consider relevant and useful for:

- residents of conflict regions
- university students
- university teachers

3. What methods of disseminating results/information about the project are effective in your opinion?

4. Ways to involve the target groups of the project (students, teachers, NGOs) in activities within the project?

5. Do you think that the PeaceEducation curriculum needs one (the same) for universities in Moldova, including the left bank and Gagauzia? Or should these be different curricula, taking into account the specifics of the regions?

6. Creation of a network of peace centers at universities - how will it contribute to improving the quality of teaching within the framework of PeaceEducation programs and how can they participate in improving the quality of teaching?

7. Generalization and dissemination of the experience of project participants: what is the role of NGOs in this activity and what joint initiatives with universities can be carried out for the participants and beneficiaries of the project?

8. What is the role of NGOs in supporting and training young peacebuilders?

9. What information do you think would be useful on the PeaceEducation and Peace Building website? For what categories of users?

10. How can NPOs use this information and how can NPOs participate in the content of such a site?



Appendix 4

Meetings in the format of focus groups/Photo.

Venue: Moldova State University. Workshop on Peace Education Needs Analysis,

Date: 25 May 2024

Participants: Moldova State University academic and administrative staff

Total participated: 27 people



MSU Working group on National needs evaluation





Focus group on PeaceEdu in MSU curriculum

Discussing PeaceEdu thematics for social and humanitarian disciplines from MSU faculties





Funded by
the European Union



Venue: Tiraspol (online and offline)

Date: April 10, 2024 15.00-17.30

Participants: Representatives of Tiraspol Shevchenko University and Tiraspol Police Institute

Total participated: 21 people (online and offline)



Venue: Tiraspol (offline)

Date: May 14, 2024 13.00-16.30

Participants: Representatives of NGOs of Transnistria

Total participated: 12 people (offline)





Funded by
the European Union



Venue: Tiraspol (offline)

Date: May 23, 2024 13.00-16.30

Participants: Representatives of NGOs of Transnistria and volunteers

Total participated: 6 people (offline)



Venue: Comrat (offline)

Date: May 29, 2024 13.00-17.30

Participants: Professors and experts from Comrat State University Moldova

Total participated: 15 people





Funded by
the European Union



PEACEEDU
UNIVERSITY OF PEACE AND HUMAN RIGHTS

Venue: Tiraspol (offline)

Date: May 3, 2024 11.00-14.00

Participants: Professors and students from Tiraspol Shvchenko University

Total participated: 35 people



Venue: Tiraspol (offline)

Date: May 10, 2024 11.00-15.00

Participants: Professors and students from Tiraspol Shevchenko University

Total participated: 21 people





MOLDOVA STATE UNIVERSITY:

Focus group on PeaceEdu MSU curriculum and National needs analysis and visit of the Coordinator of PeaceEdu project - Marko Lehti

https://m.facebook.com/story.php?id=100063614798708&story_fbid=994713302659154

Info about visit in Tampere on realitatea.md media portal

https://m.facebook.com/story.php?id=100063614798708&story_fbid=964280212369130

Visit in Tampere

https://m.facebook.com/story.php?id=100063614798708&story_fbid=963694032427748

National partners meeting

https://m.facebook.com/story.php?id=100063614798708&story_fbid=970316125098872

1st working meeting

https://m.facebook.com/story.php?id=100063614798708&story_fbid=906835218113630

2nd working meeting

https://m.facebook.com/story.php?id=100063614798708&story_fbid=923542919776193

“ION CREANGA” STATE PEDAGOGICAL UNIVERSITY OF CHISINAU:

- Development of Education for Peace in the context of ERASMUS + PeaceEdu project

<https://www.facebook.com/share/p/ZVfXuYFPdfs4bjVo/?mibextid=oFDknk>

- Discussion of National needs for ERASMUS + PeaceEdu project implementation with

Marko Lehti during his visit to Moldova, 30 June 2024

<https://www.facebook.com/share/p/VwsxyMc5dpSLv6GP/?mibextid=oFDknk>

NGO AGENCY FOR INNOVATION AND DEVELOPMENT:

- Visit to Finland in framework of PeaceEdu project



**Funded by
the European Union**



<https://innovation.md/news/3100-vizit-v-finlandiju-v-ramkah-proekta-peaceedu.html>