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PEACEEDU
CURRICULUM REFORM TO PROMOTE EDUCATION FOR PEACE IN UKRAINE, GEORGIA AND MOLDOVA

ERASMUS + PeaceEdu, Curriculum Reform to Promote Education for Peace in Ukraine, Georgia and Moldova

WORK PACKAGE	2. Development
ACTIVITIES INCLUDED IN THE REPORT	2.2. Country situation analysis
TITLE OF THE REPORT	Report on National needs analysis / Ukraine
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INVOLVED PARTNERS	V.N. Karazin Kharkiv National University; Taras Shevchenko National University of Kyiv NGO Public Diplomacy Platform
AUTHORS	Ukrainian National Team (Eds. by Yuliia Kvitka, Kateryna Andreieva)
DESCRIPTION	General report on the needs assessment focused on examination of country-specific requirements and obstacles pertinent to peace education and peace studies in Ukraine. Results of a nationwide survey of teachers and students, as well as 5 focus group discussions are presented.
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COOPERATION PROJECT COLLECTING FOR PEACE IN URBAN SETTINGS

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INTRODUCTION

This document aims to summarize the main contents and results of the needs assessment in peace education and peace studies in Ukraine. Activities implemented in the first part of the development phase of the Erasmus + Project ReaceEdu, Curriculum Reform to Promote Education for Peace in Ukraine, Georgia and Moldova, Grant agreement 101128854-PeaceEdu-ERASMUS-EDU-2023-CBHE, coordinated by the Tampere University, Finland.

The general objective of the PeaceEdu project 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 multi-disciplinary peace education and peace studies.

To achieve this goal, a needs analysis was conducted, which included a nationwide survey of teachers and students, as well as five focus group discussions with educators.

The purpose of this analysis was to identify specific requirements and obstacles related to the implementation of peace education and peace studies in the beneficiary countries of the project. The collected data will help understand the current state of affairs in this field, identify the main problems and challenges faced by educational institutions, and find ways to overcome them.

The surveys and focus groups allowed for the gathering of diverse information from participants in the educational process, which is critical for creating effective and relevant peace education programs. This report presents the results of the needs analysis, including findings and recommendations for the next steps in the development of peace education in Ukraine.



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1. COUNTRY CONTEXT

Peaceful life in Ukraine encompasses not only the absence of armed conflict on its territory, its territorial integrity, and the absence or effective prevention of information operations against Ukraine, but also the creation of a new culture of resiliency and conflict resolution in society. In modern conditions, understanding of conflict-free existence in Ukraine has evolved: attitudes towards this issue have changed. Prior to 2022, peaceful life meant coexistence on Ukrainian territory of people with different views and interests. It was not about conflict-free existence, as it is impossible to completely avoid conflicts. It was about societal potential to resolve these conflicts. After 2022, the focus shifted to national security rather than peaceful coexistence of people with different views. However, due to the war in Ukraine and security issues, discussion of other societal problems and conflicts moved to the background. However, under conditions of danger and uncertainty, they only intensified. World practice shows that building peace is advisable to start teaching children, students, teachers and educators basic skills to resolve conflicts and restore peace. Therefore, the PeaceEdu project focuses on working with educators, taking into account their needs, studying the concept of peace education and gaining conflict resolution skills.

The implementation of peace education and peace studies in Ukraine is crucial for strengthening social cohesion, peaceful conflict resolution, and psychological rehabilitation after the war. It helps form active citizens who understand the importance of human rights, democracy, and tolerance. Peace education also supports Ukraine's integration into the global community, adhering to international standards and fostering cooperation with other countries. It is a critical tool for the country's stable and peaceful future.

Socio-Political Background

Ukraine has faced significant socio-political challenges over the past decade, particularly since the 2014 Euromaidan protests and the subsequent conflict in Eastern Ukraine. The ongoing full-scale war in Ukraine have deeply affected the country, leading to internal displacement, economic difficulties, and social divisions. These events have underscored the urgent need for peacebuilding initiatives and education that promotes social cohesion and conflict resolution.

Educational Landscape



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The Ukrainian educational system has undergone substantial reforms aimed at decentralization and modernization. The introduction of the New Ukrainian School (NUS) initiative is a notable effort to transform primary and secondary education, focusing on competency-based learning and critical thinking. Despite these reforms, the integration of peace education and peace studies into the curriculum remains limited and inconsistent across institutions.

Higher Education Institutions

Ukraine boasts a diverse range of higher education institutions (HEIs), including universities, academies, and institutes. While some universities have introduced courses related to conflict resolution and peace studies, a comprehensive, multidisciplinary approach to peace education is still lacking. There is a need to build capacity and develop programs that can equip students with the skills necessary to contribute to peacebuilding efforts both locally and globally.

Universities have the expertise and resources to develop comprehensive peace education programs that encompass theory, practice, and research. They influence the formation of educational standards and policies, promoting systemic shifts towards peace education. Sharing knowledge from universities to schools allows for gradual adaptation of programs to meet the specific needs of school education.

Challenges and Opportunities

1. **Conflict and Displacement:** The ongoing war conflict in Ukraine (Russian's [full-scale] invasion of Ukraine) has created significant challenges for peace education. There is a pressing need to address the trauma and division caused by the conflict through educational initiatives that promote healing and reconciliation.
2. **Curriculum Integration:** Incorporating peace education into the existing curriculum requires careful planning and collaboration among educational authorities, HEIs, and civil society organizations. There is an opportunity to leverage the ongoing educational reforms to include peace studies as a core component.
3. **Resource Availability:** Developing and implementing effective peace education programs necessitates adequate resources, including trained educators, relevant materials, and financial support. International cooperation and funding can play a crucial role in this aspect.



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- 4. Public Awareness and Support:** Raising awareness about the importance of peace education among the general public, policymakers, and educational leaders is essential. Advocacy and outreach efforts can help build a supportive environment for these initiatives.

The development of peace education and peace studies in Ukraine is both a critical need and a significant opportunity. By strengthening the capacity of higher education institutions and integrating peacebuilding principles into the educational system, Ukraine can foster a more cohesive and resilient society. The PeaceEdu project aims to address these needs by providing the necessary support and resources to enhance peace education efforts in Ukraine.



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2. EXPLAINING ANALYSIS AND METHOD

RESEARCH DESIGN

Objective:

This needs assessment constitutes a meticulous and comprehensive examination of country-specific requirements and obstacles pertinent to peace education and peace studies in Ukraine. The primary focus is to discern the needs of universities, pertinent personnel, and students in Ukraine. Moreover, the assessment seeks to investigate the potential integration of Non-Governmental Organizations (NGOs) and civil society in crafting courses, educator training, and other activities related to peace education and peace studies that support higher education and social change. The needs assessment analysis supports the process of reaching the ultimate goal set in PeaceEdu Project that is to foster sustainable practices of peace in Ukraine, Georgia, and Moldova.

Research Stages

Research design consist from three stages, the studies were conducted for different population in which. Population are the stakeholders of future PeaceEdu Curriculum

Stage 1:

Population: Educators

Goals:

Conduct surveys to assess educators' awareness and interest in peace education and peace studies.

Identify existing courses or programs, studies that educators find beneficial or lacking in addressing peace-related topics.

Evaluate the level of educators' engagement with extracurricular peace initiatives and organizations.

Data collection methods: *quantitative surveys and focus group interviews*



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Stage 2:

Population: Students

Goals:

Conduct surveys to assess students' awareness and interest in peace education and peace studies.

Identify existing courses or programs that students find beneficial or lacking in addressing peace-related topics.

Evaluate the level of student engagement with extracurricular peace initiatives and organizations.

Data collection methods: *quantitative surveys and focus group interviews*

Stage 3:

Population: NGOs and Civil Society Integration

Goals:

Conduct interviews and discussions with representatives from local NGOs and civil society organizations.

Identify existing initiatives and resources offered by NGOs that can complement and enhance peace education in higher education.

Explore opportunities for partnerships and collaboration between universities and civil society to enrich the learning experience.

Data Collection: Use potentially focus groups or interviews.

Data collection methods: *in-depth interviews and/or focus group interviews*

Data Collection Methods:



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CEREBELLEKLERİN VE DUYGULARININ PEACEEDU PROJESİNE KATILIMI

It was implemented a comprehensive approach incorporating surveys, interviews, focus groups, to gather data from educators, students, NGOs, and civil society representatives regarding peace education and peace studies.

About Data Collection Methods and Ethic:

Research design is comprehensive approach incorporating surveys, in-depth interviews, and focus group interviews. The gathering data of each study are anonymous with using LimeSurvey system for quantitative research and online meeting for qualitative ones.

Timeline:

This needs assessment is anticipated was conducted until the end of May 2024 with regular updates and interim reports to ensure a dynamic and responsive approach.

Templates for surveys, plans for FG interviews and additional materials for needs analysis can be found in Annexes to current Report.



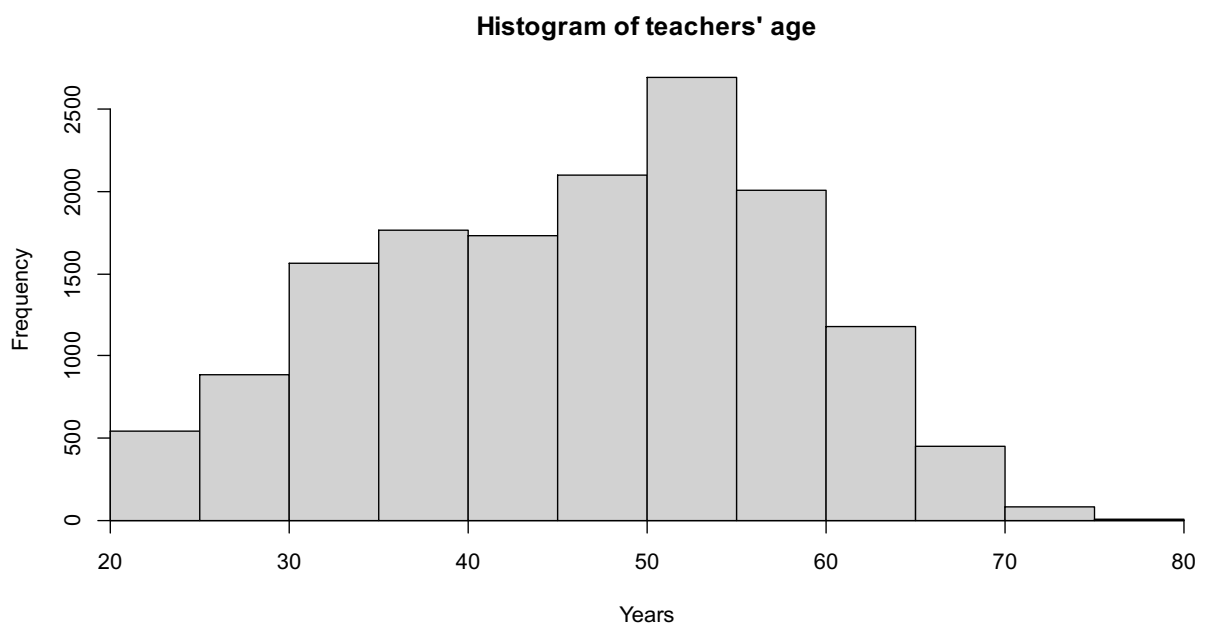
3. RESULT OF ANALYSIS – DATA

Analysis of educators' and students' needs was divided into two main parts:

- Stage 1: conducting surveys of teachers and students;
- Stage 2: conducting focus groups interviews with educators.

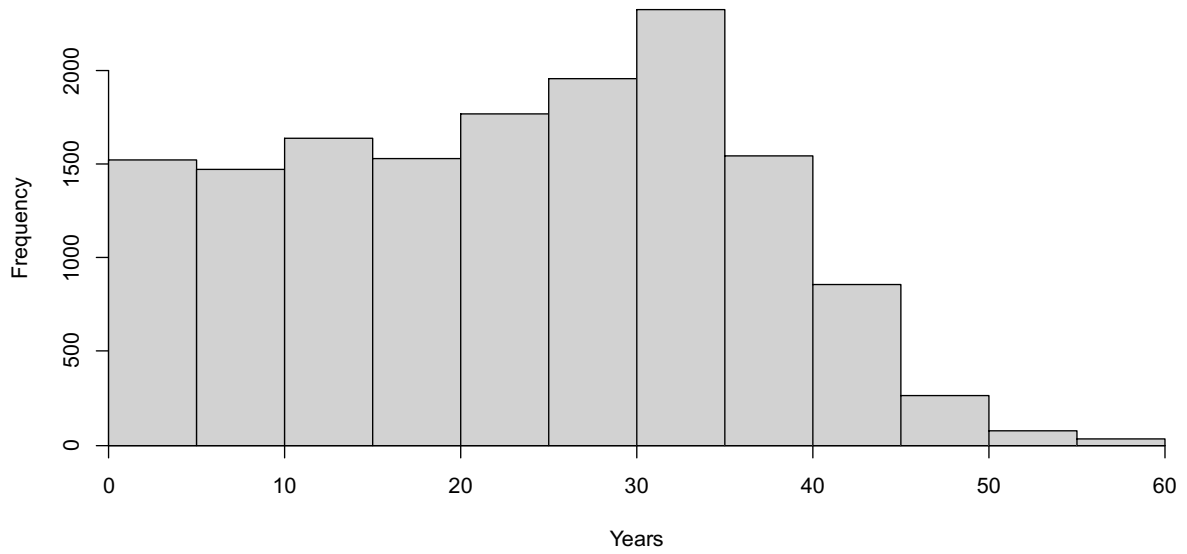
Summarized results from the conducted surveys:

Teachers:

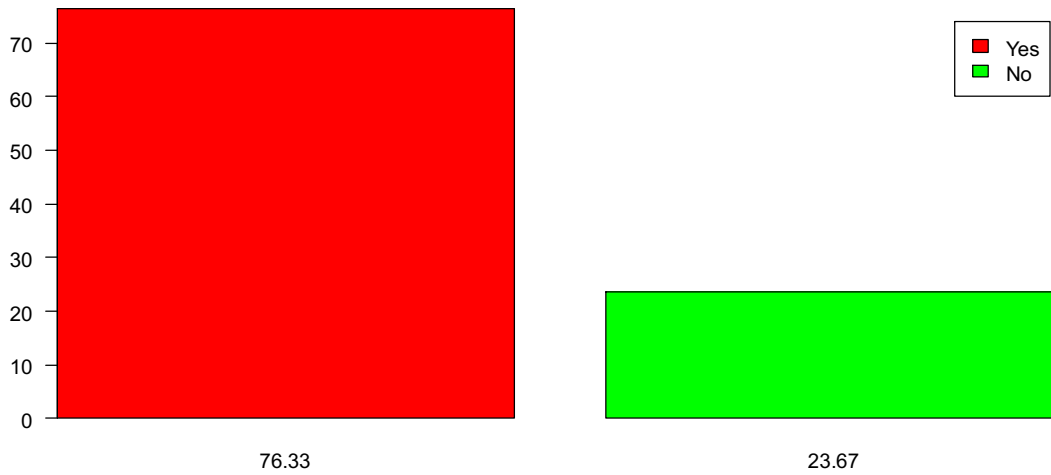




Histogram of teachers' work experience



Student-student conflict



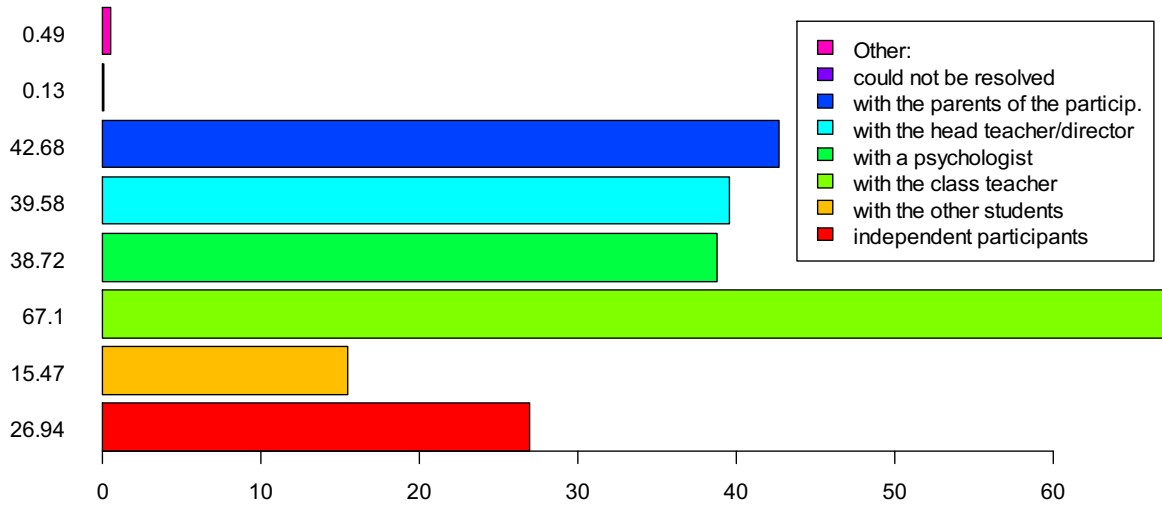


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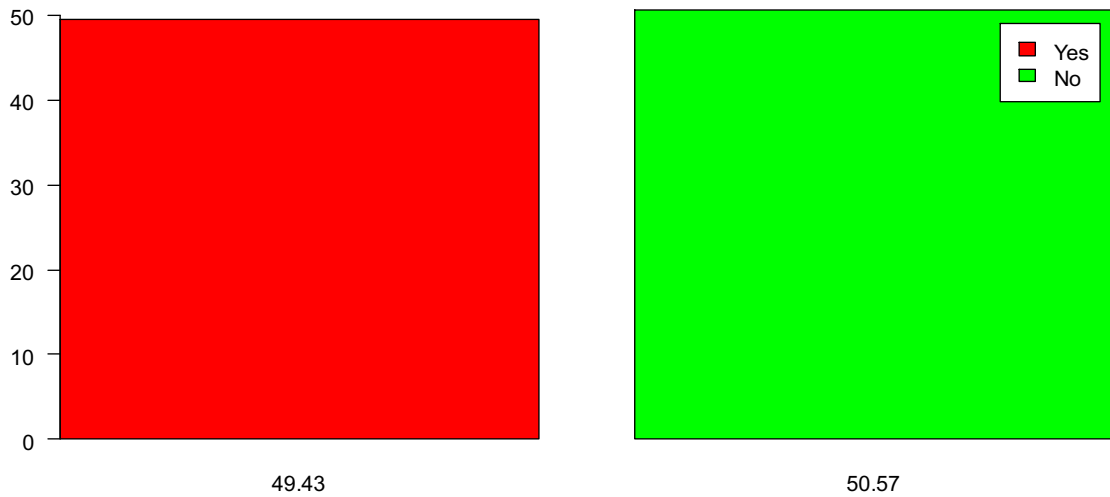


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ÇOKULTEMEHURİYETİ PROJESİ ÇALIŞANLARININ VE ÖĞRETMENLERİNİN BİRLİKTE ÇALIŞTIĞI PROJESİ

How were resolved?

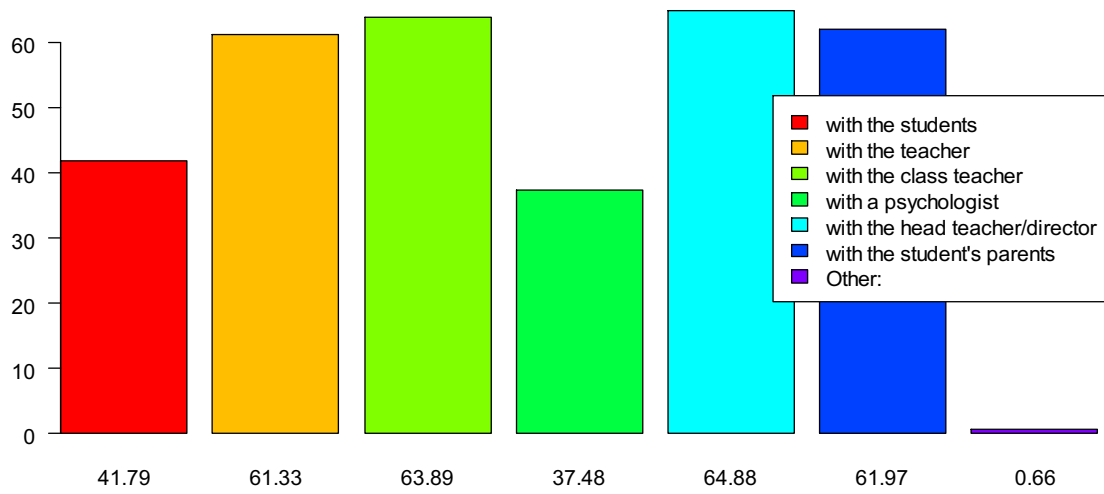


Student-teacher conflict

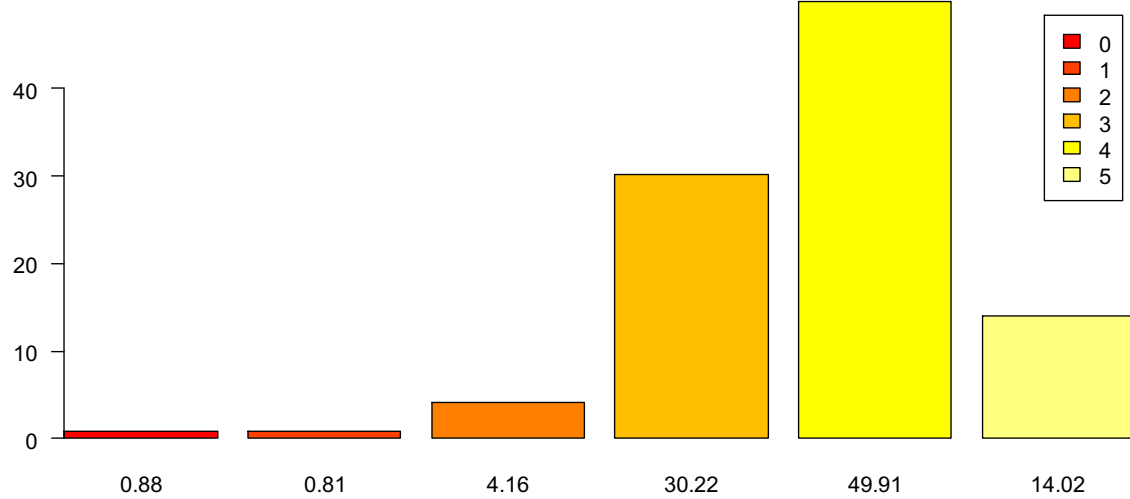




How were resolved?



Subjective rate the level of your conflict resolution skills



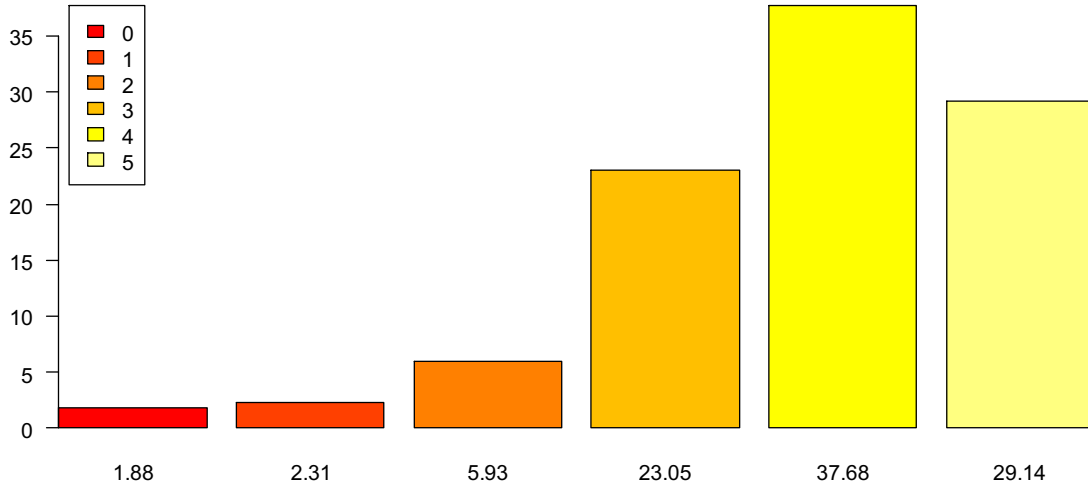


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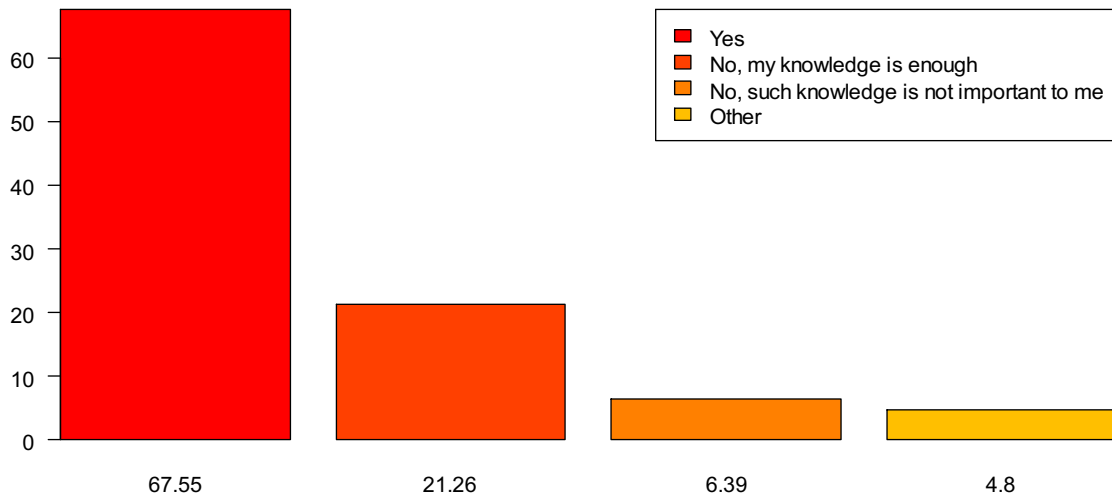


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ÇERÇEBESİZ HAYATLI EĞİTİM PROJESİ ÇALIŞTIRILAN OKULLARINCA BULUNAN BİR OKUL İZMİR

To what extent are you ready to get involved in spreading conflict resolution knowledge to your students?



Do you plan to develop your knowledge and skills in the field of conflict management in the near future?



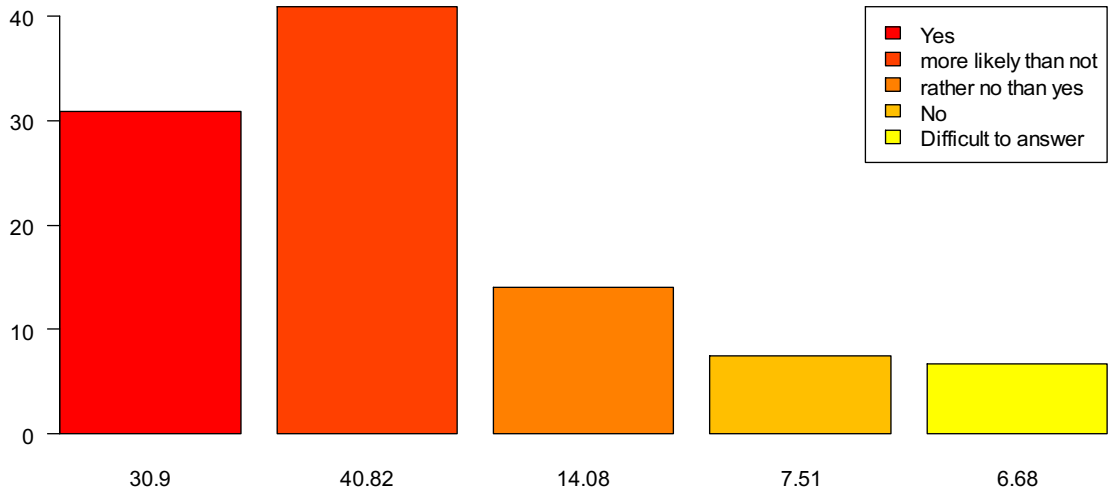


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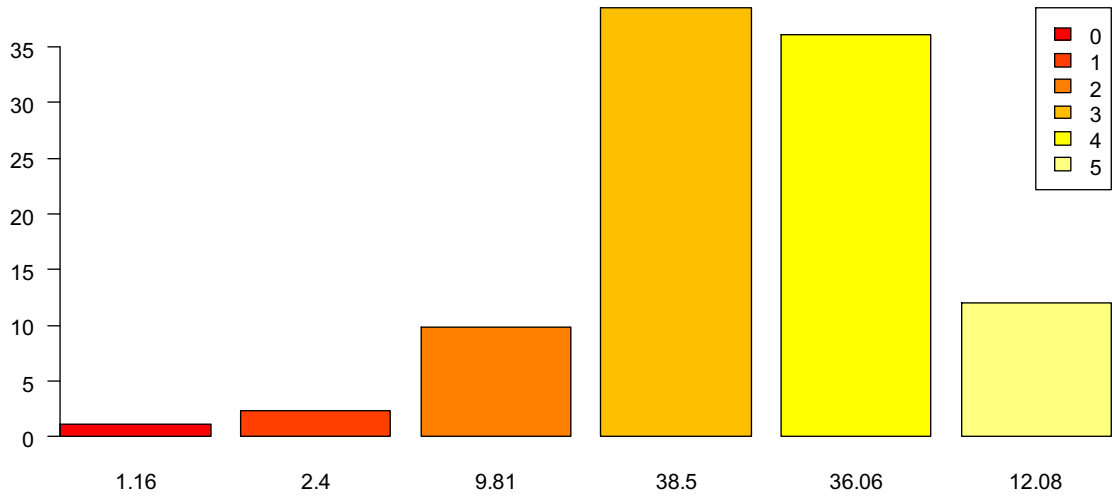


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ÇERİKSÖZLÜHİSARAYIYIYERİNEKÖLLEKTİFOLUPEACEEDUİNGİLİZCEBİLGİSAYARİNGİLİZCE

Would you agree to take a distance course on conflict resolution (advancement of qualifications) if such an opportunity arose?

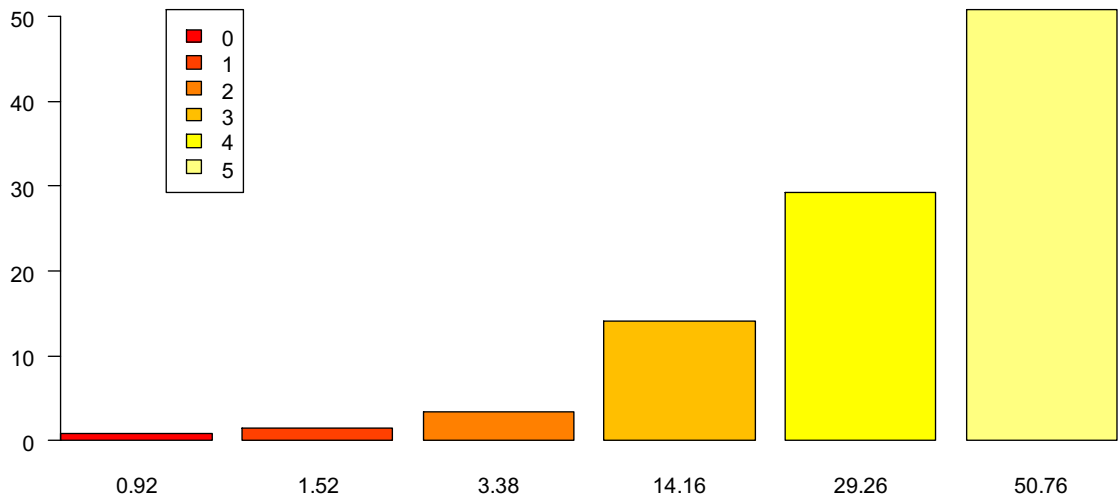


Assess how developed the conflict resolution system is in the secondary school?

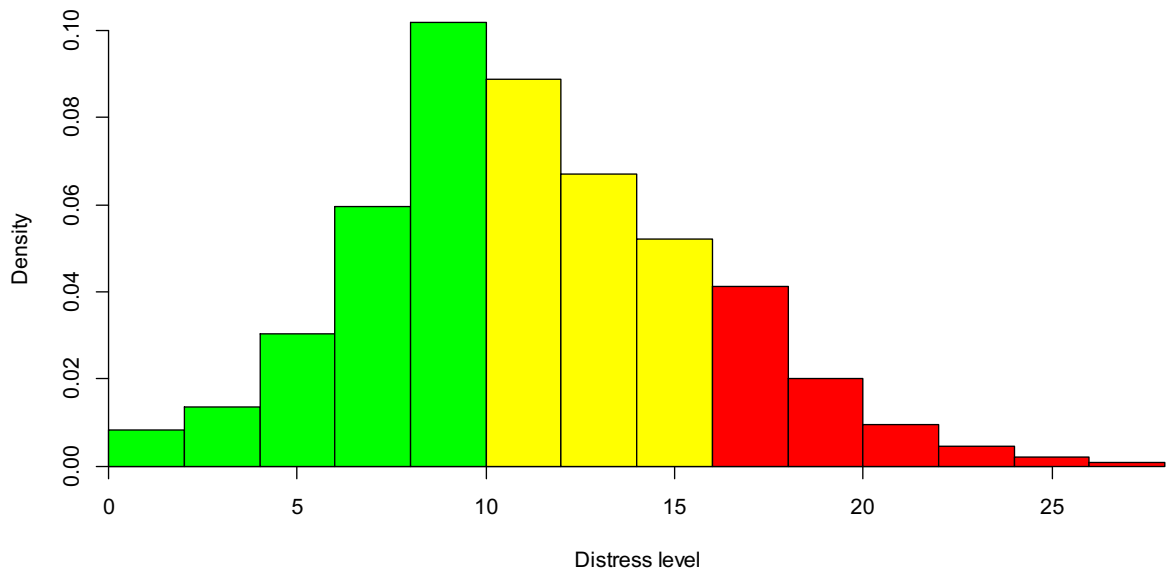




Assess the need for a conflict resolution system in secondary school?



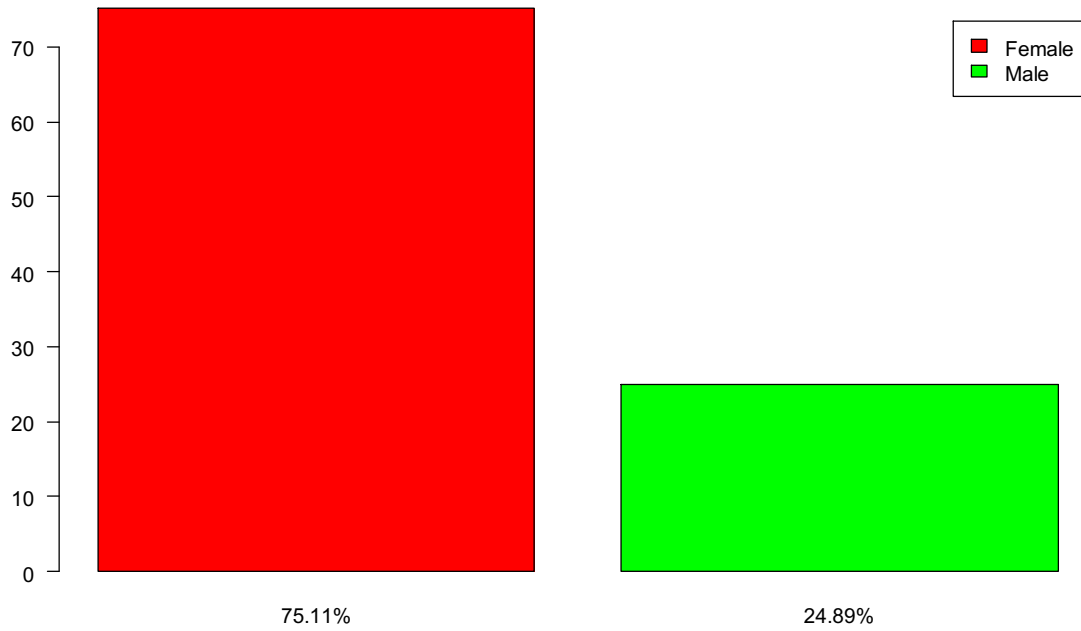
Teachers' distress



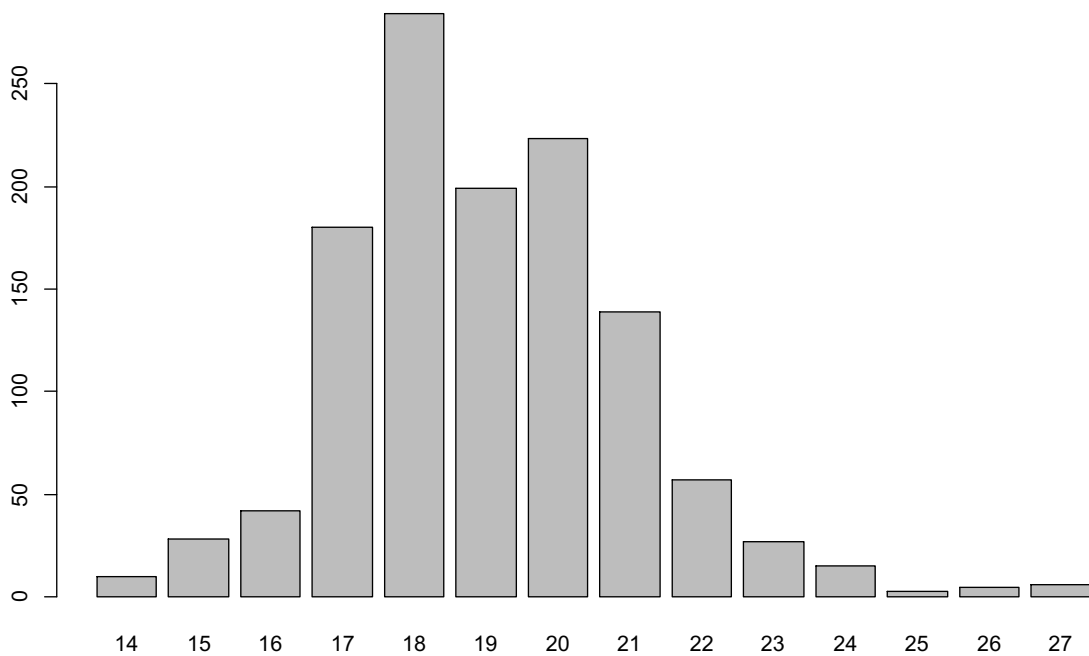
Students:



Sex



Age of respondents



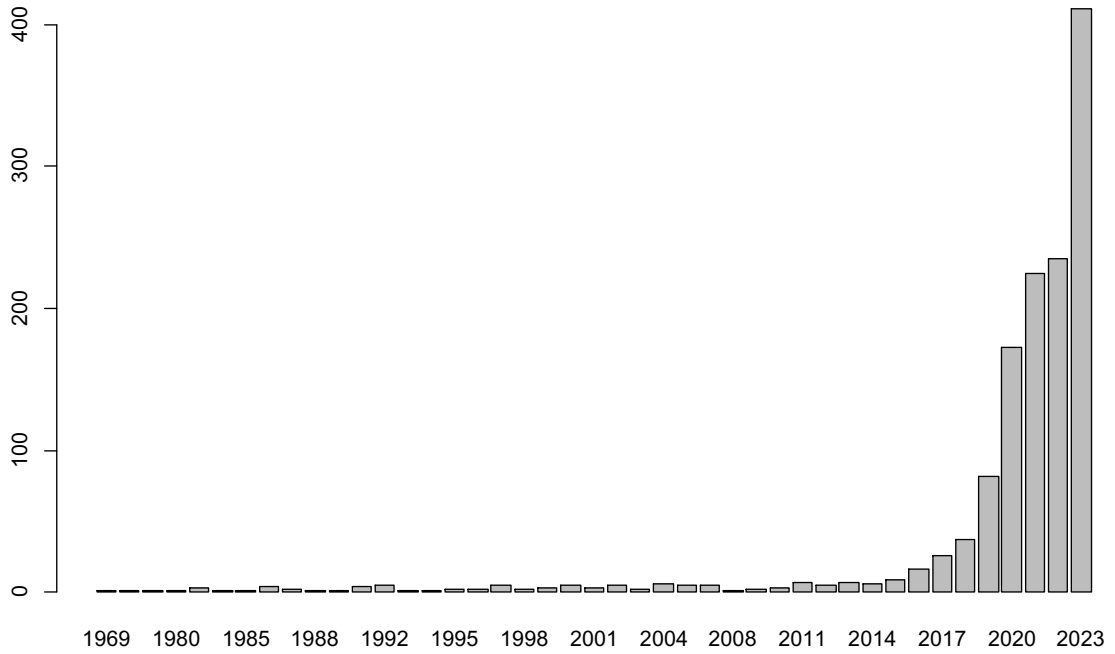


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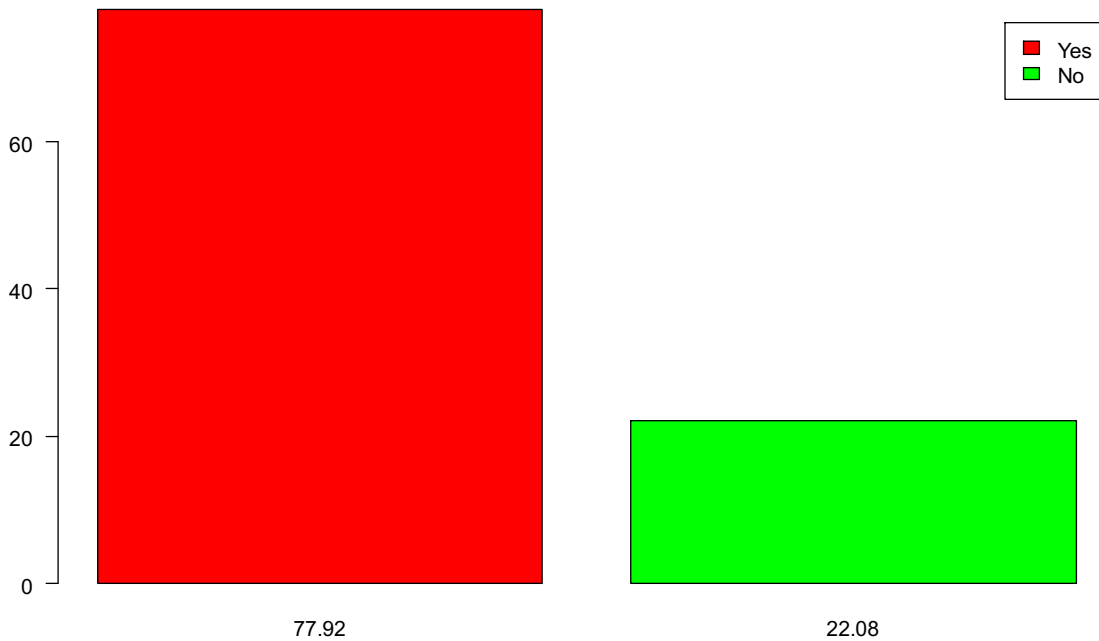


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CIBIRLILIK HAYATIYI OLUP OZGUREN OYUNLARI VE BIRLIKTE BIRLIKTE BIRLIKTE

Year of graduation at secondary school/ lyceum, etc.



Were there conflicts between students at your school?



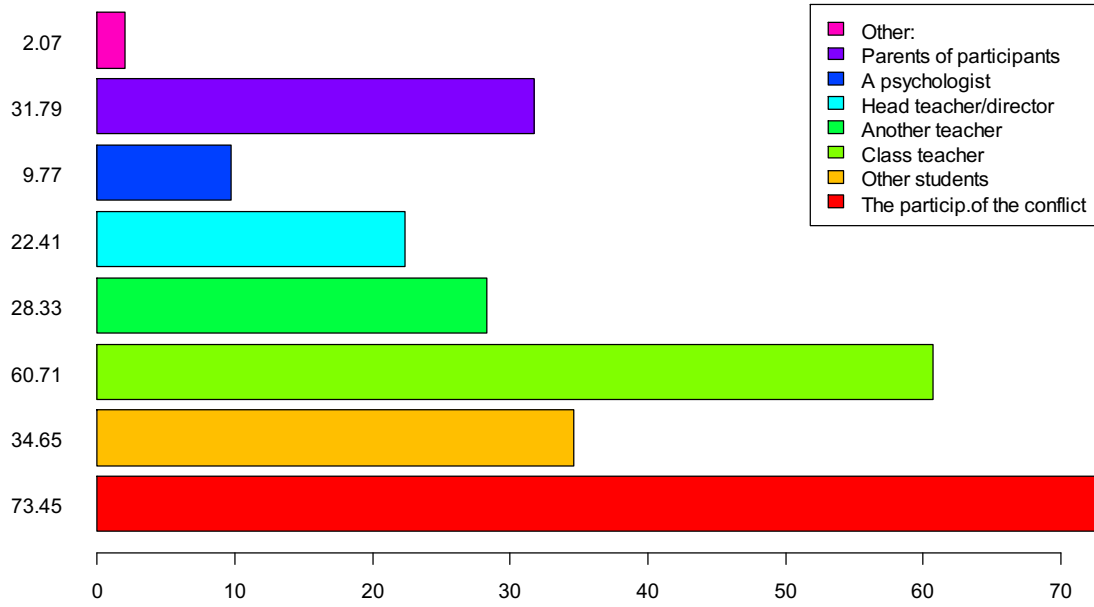


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ÇOKULUMLU HAYATLI BİR PROJE ÇÖZÜMÜ OLARAK PEACEEDU'NE BİRBAŞI İNŞA EDİLDİ

On whose initiative was the resolution of such conflicts?



Were there student-teacher conflicts at your school?



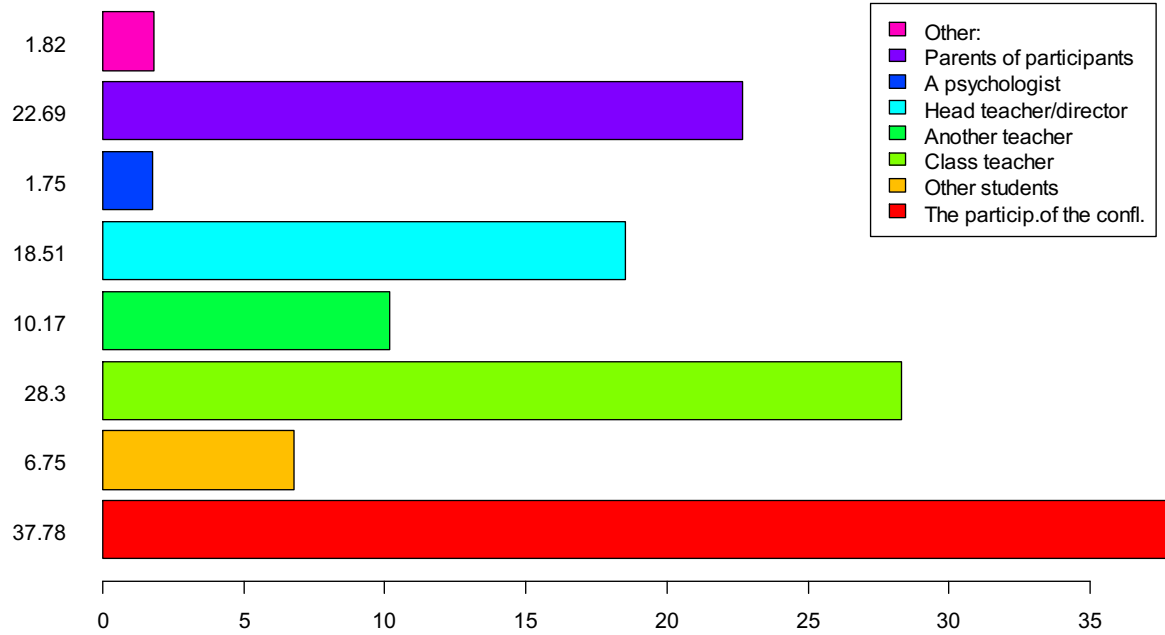


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PEACEEDU
CIBIRLIK HAYATIN TUZAKI OLAN OKULDA KURULAN BIRLIK VE HAYATLIK

On whose initiative was the resolution of such conflicts?



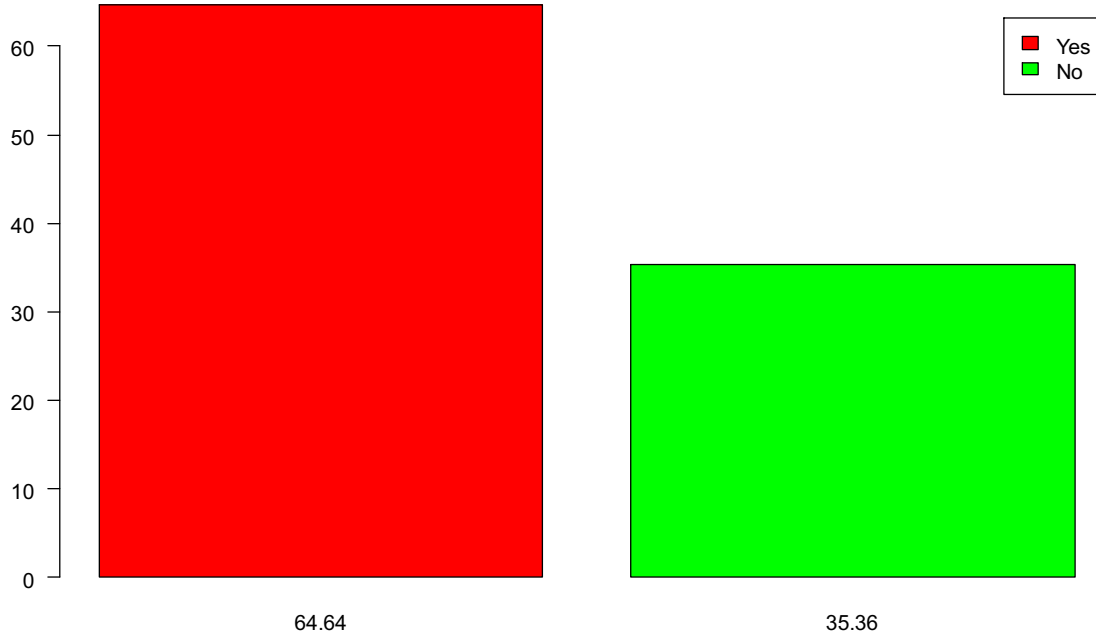


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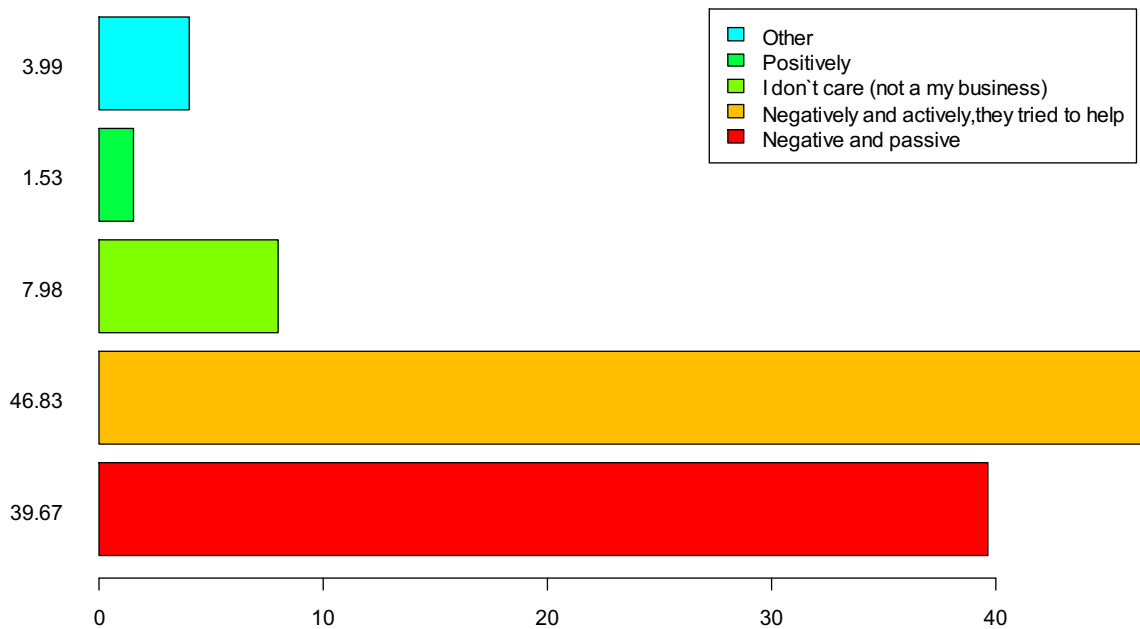


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CIBIRLILIK VE HAYATLI OLMAYI OZGUREN OZGUREN OZGUREN OZGUREN OZGUREN

Cases of harassment of students/teachers at your school?



How did you personally feel about it?



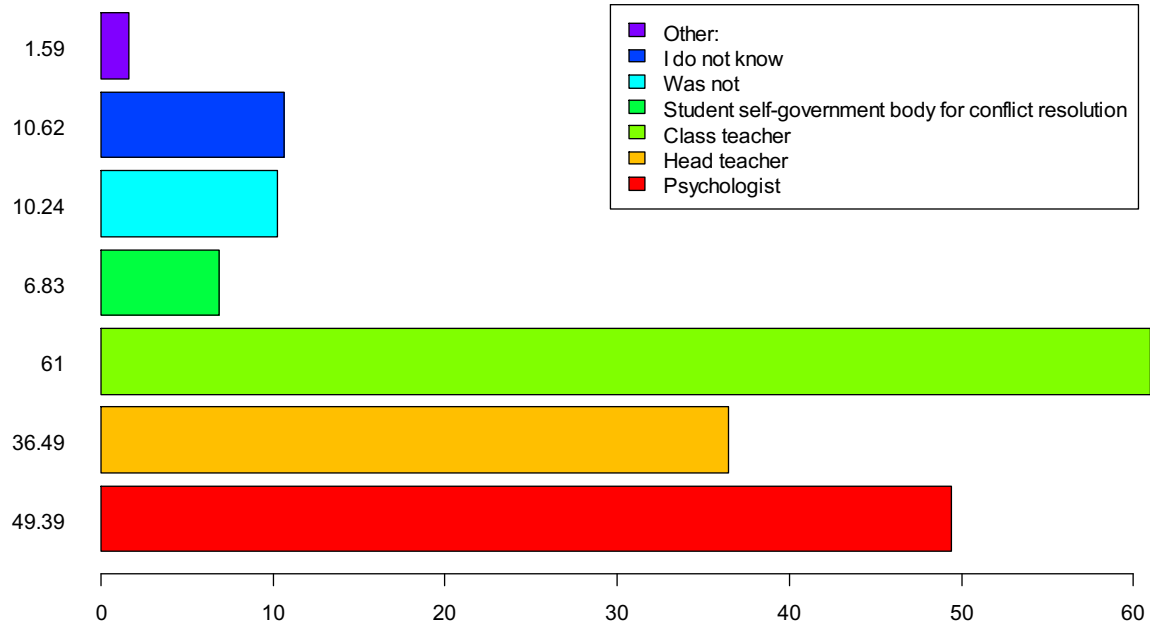


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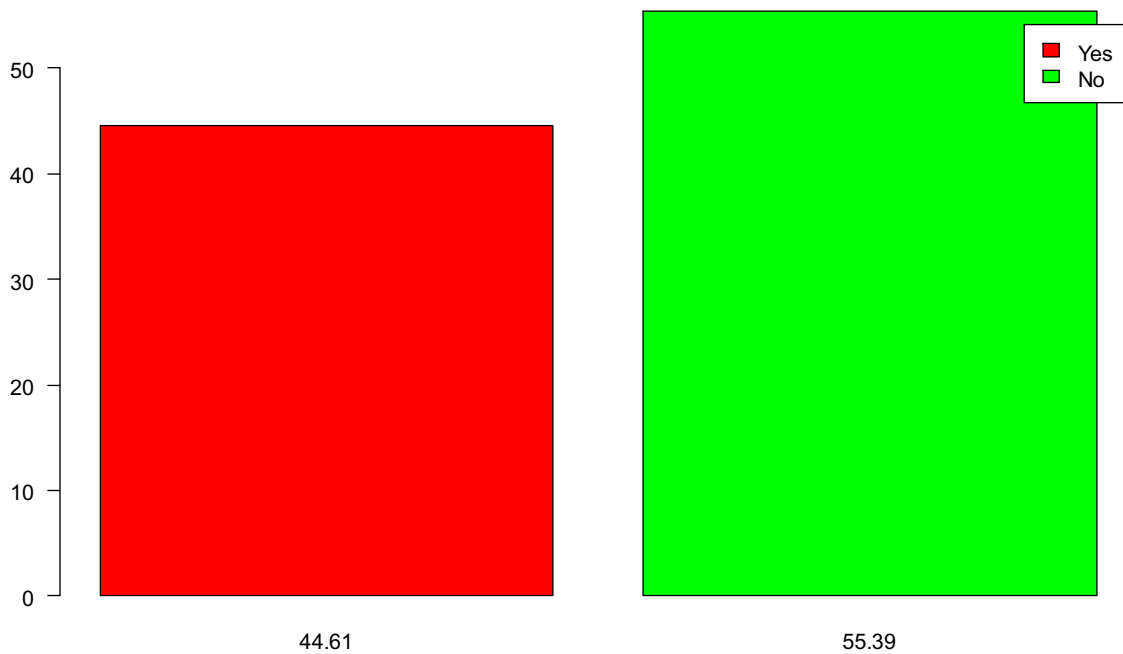


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ÇOKULUMLU HAYATLI OKULLARIN OLUŞTURULMASI VE GELİŞTİRİLMESİ PROJESİ

Person working who resolved conflicts?

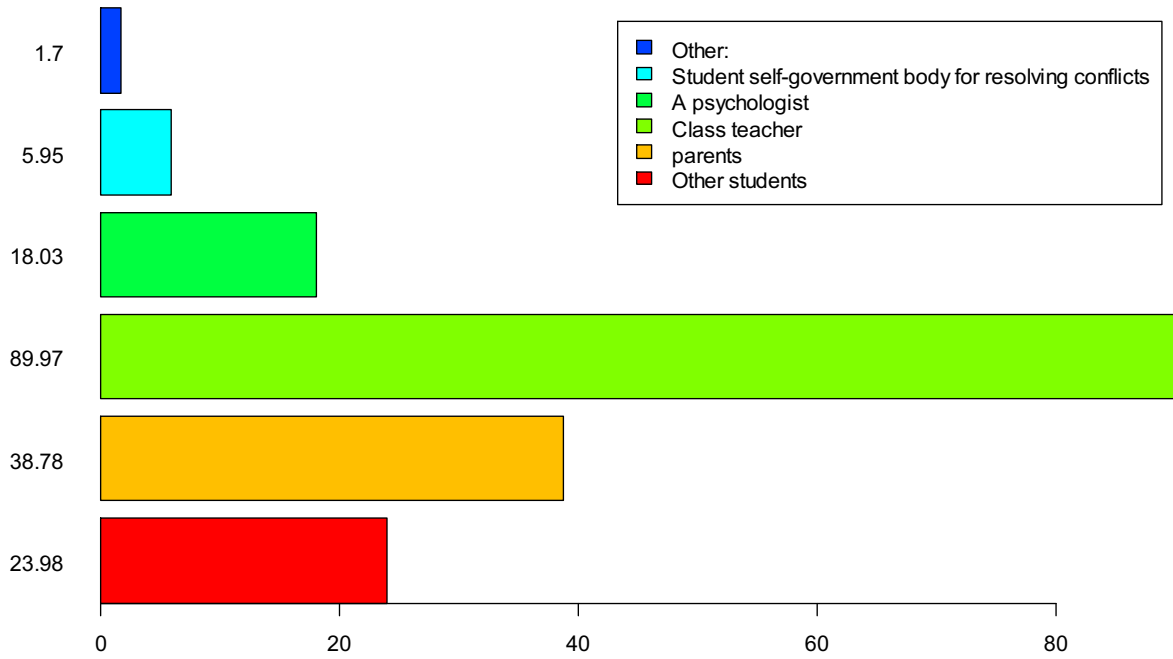


In a conflict, did its participants independently turn to school employees/students for help?

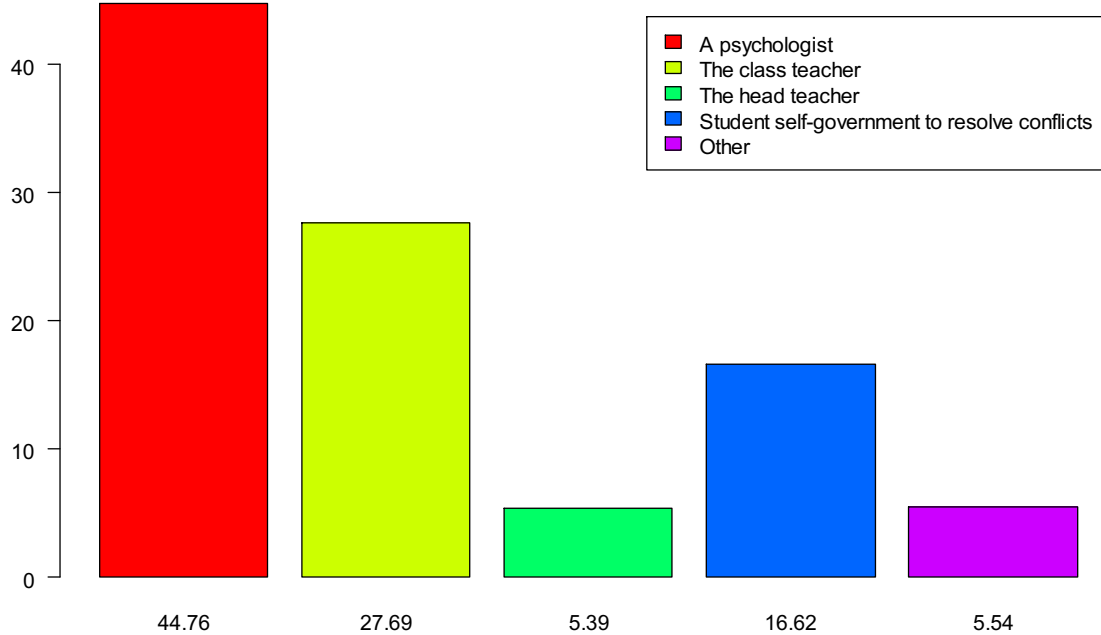




In a conflict to whom you will contact?



Who, in your opinion, should be entrusted with the responsibility of resolving conflict situations at school?



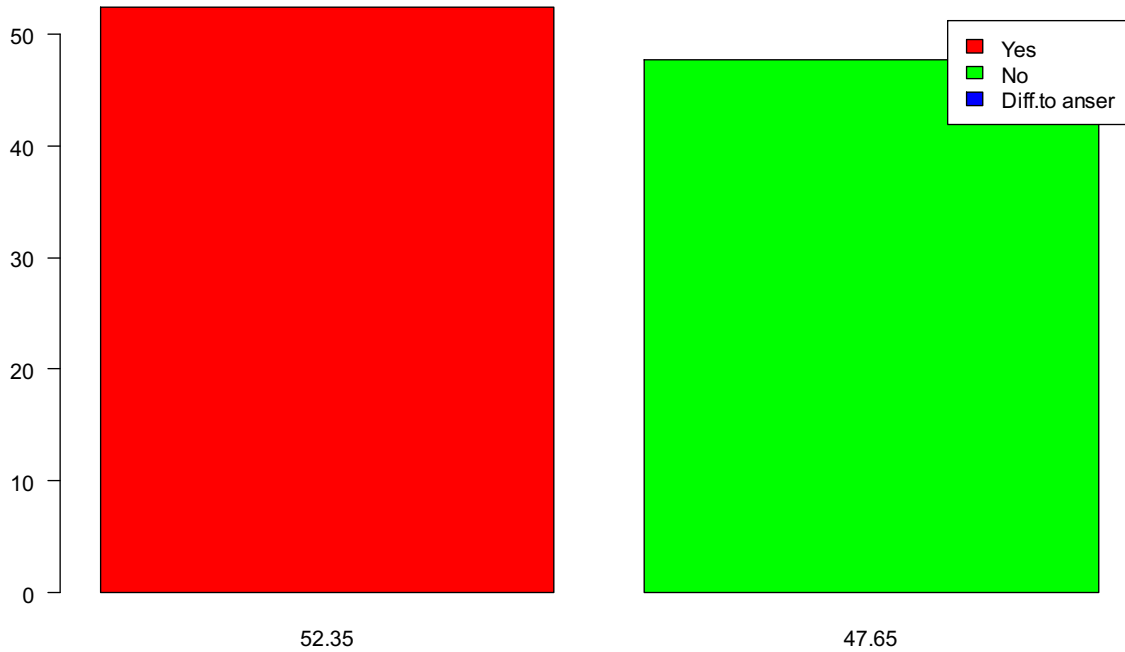


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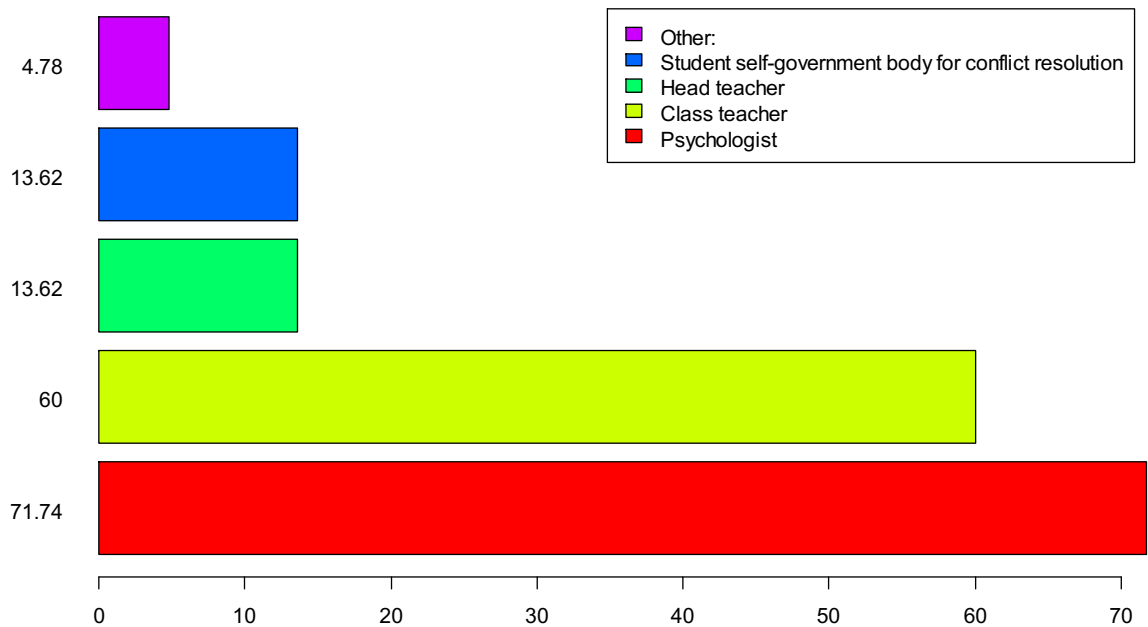


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CIBIRLIHAYRAN TURKCE OKULUNDA KAYIRGILIK VE GAYRILIK KAVRAMLARININ OKUL KURAMLARINDA UYGULANMASI

Did your school conduct educational work, classes on conflict avoidance and resolution?

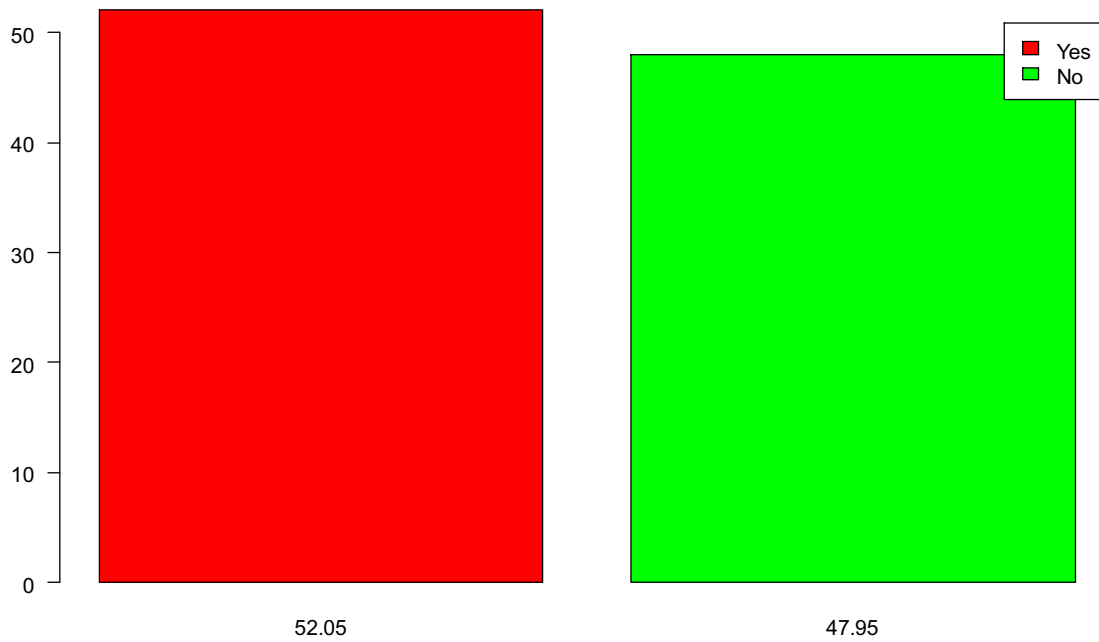


Who conducted them?

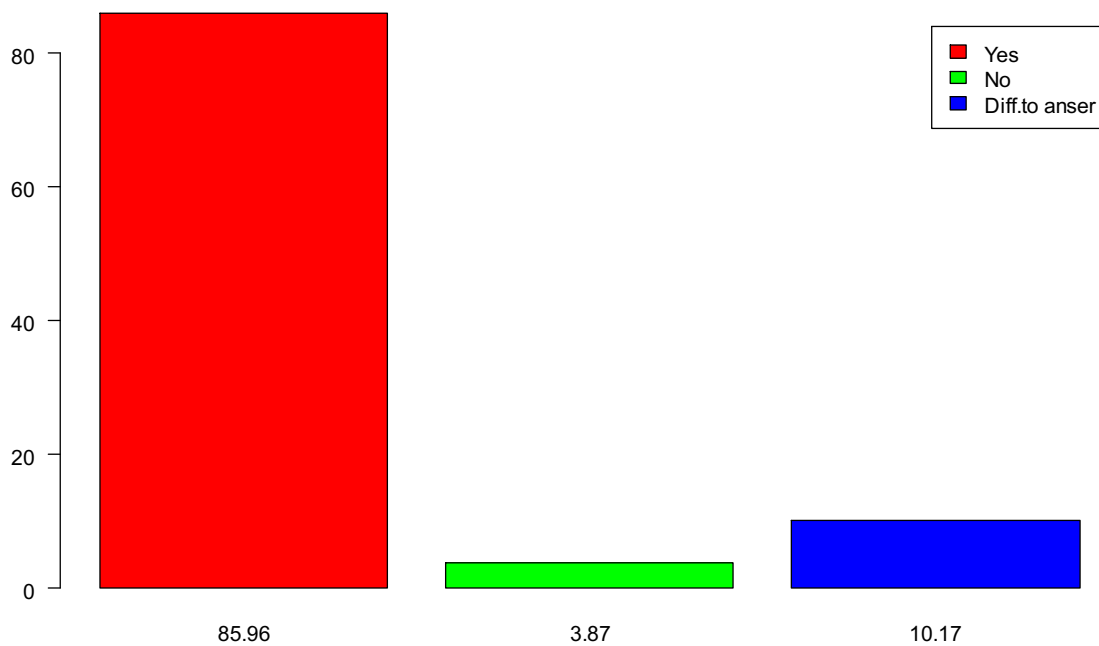




Did your school teach disciplines about Peaceduilding?

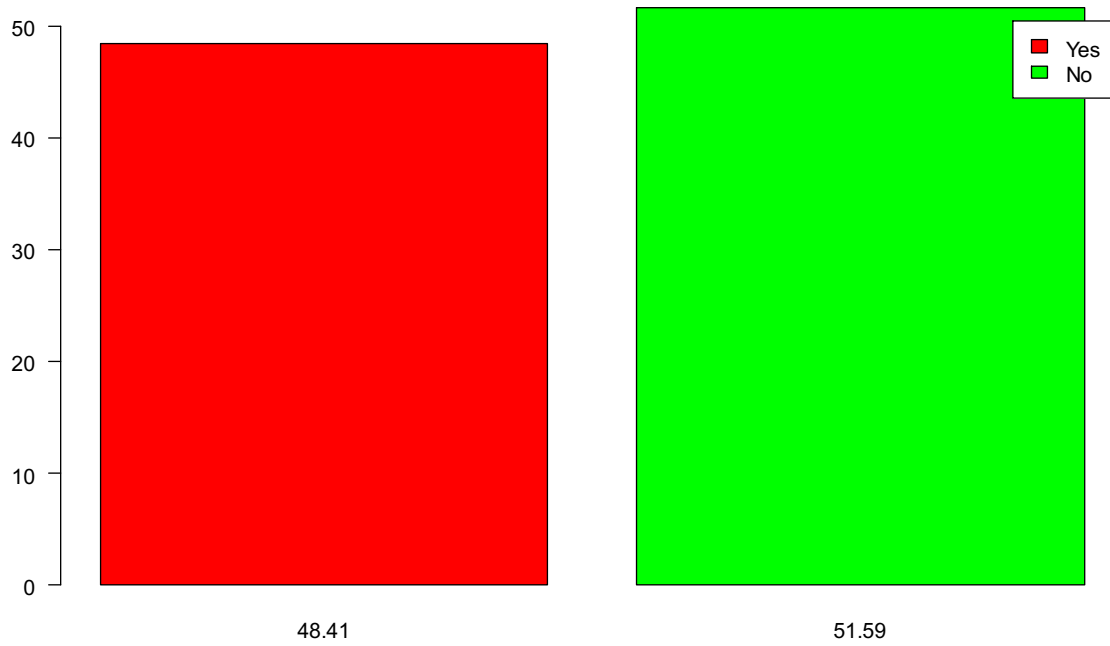


In your opinion, should such disciplines be taught at school?

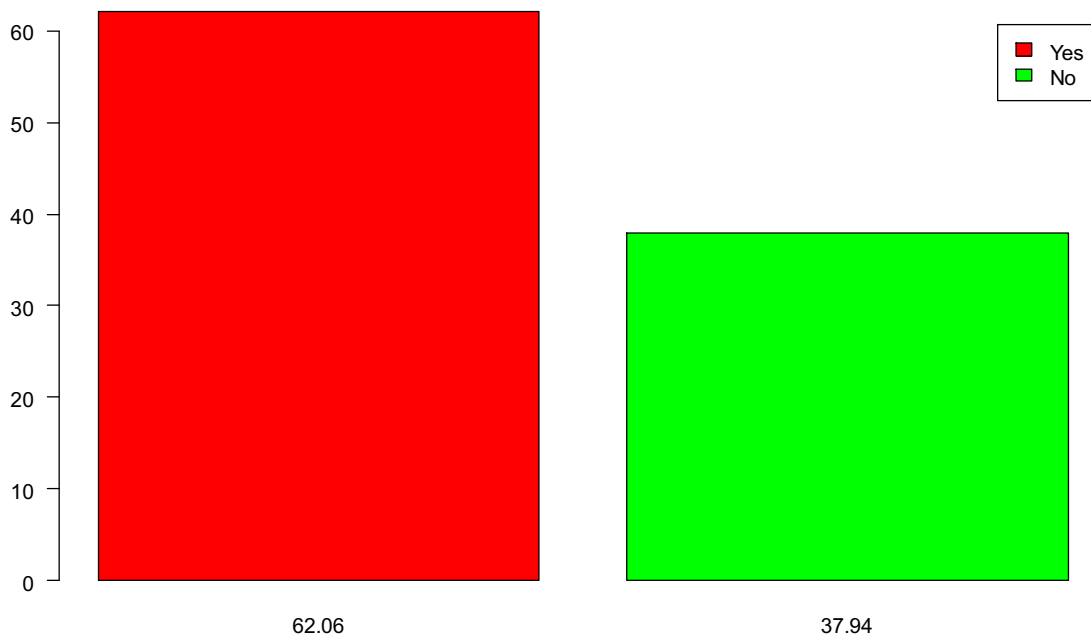




Are there SEPARATE courses in your HEI about Peacebuilding?

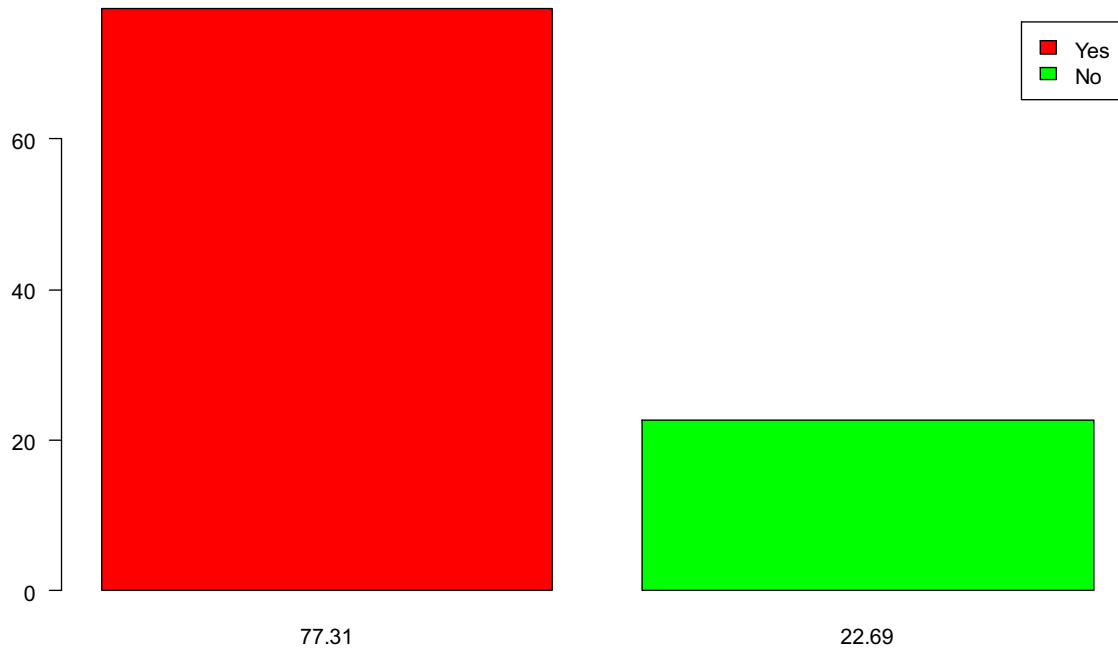


Are there topics in courses in your HEI about Peacebuilding?





Do you think it is necessary to teach such disciplines in higher education institutions?

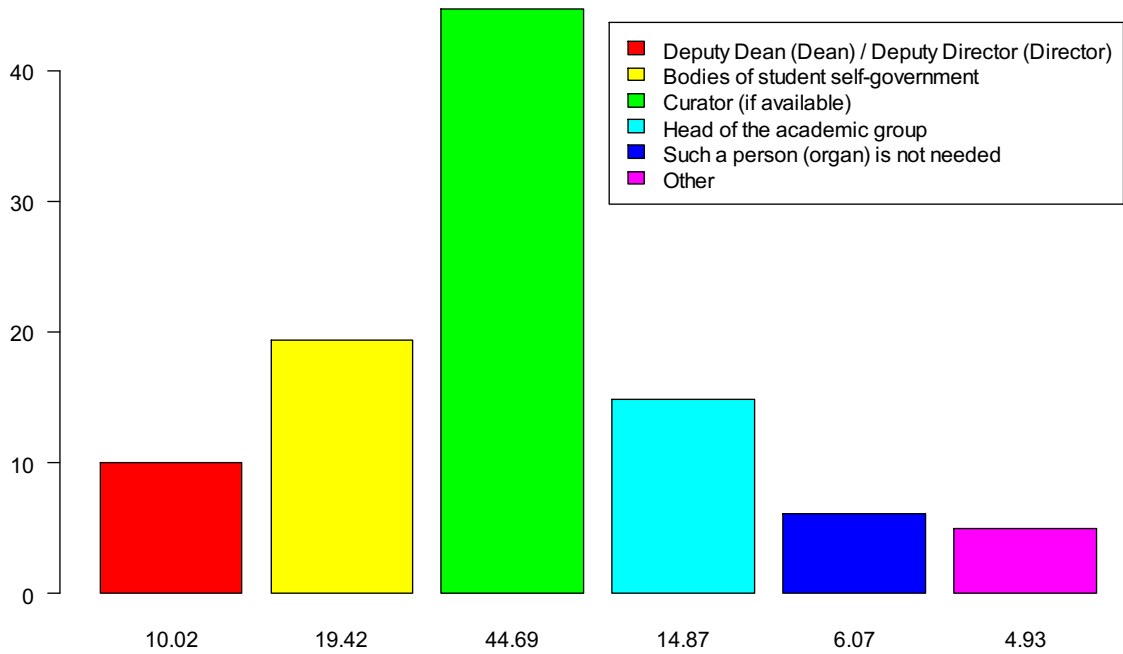


Would you like these subjects to be taught: *

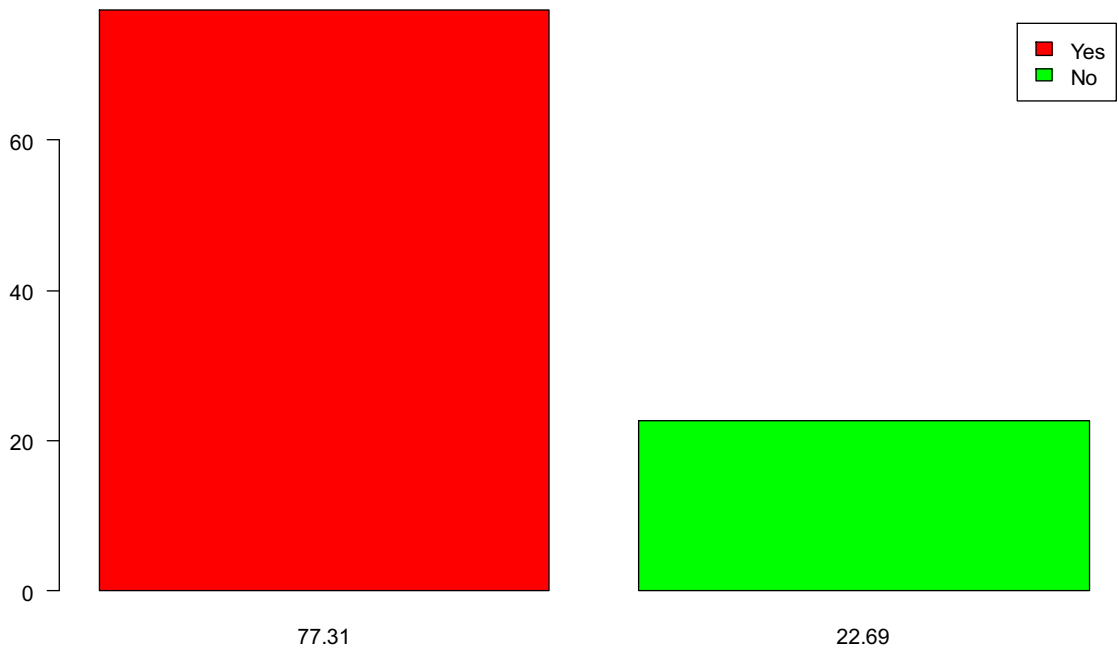
	Currently			In peacetime		
	So	No	Difficult to answer	So	No	Difficult to answer
As mandatory	58.29	17.66	24.04	78.12	10.30	11.58
How selective	71.93	13.05	15.01	80.37	7.85	11.78

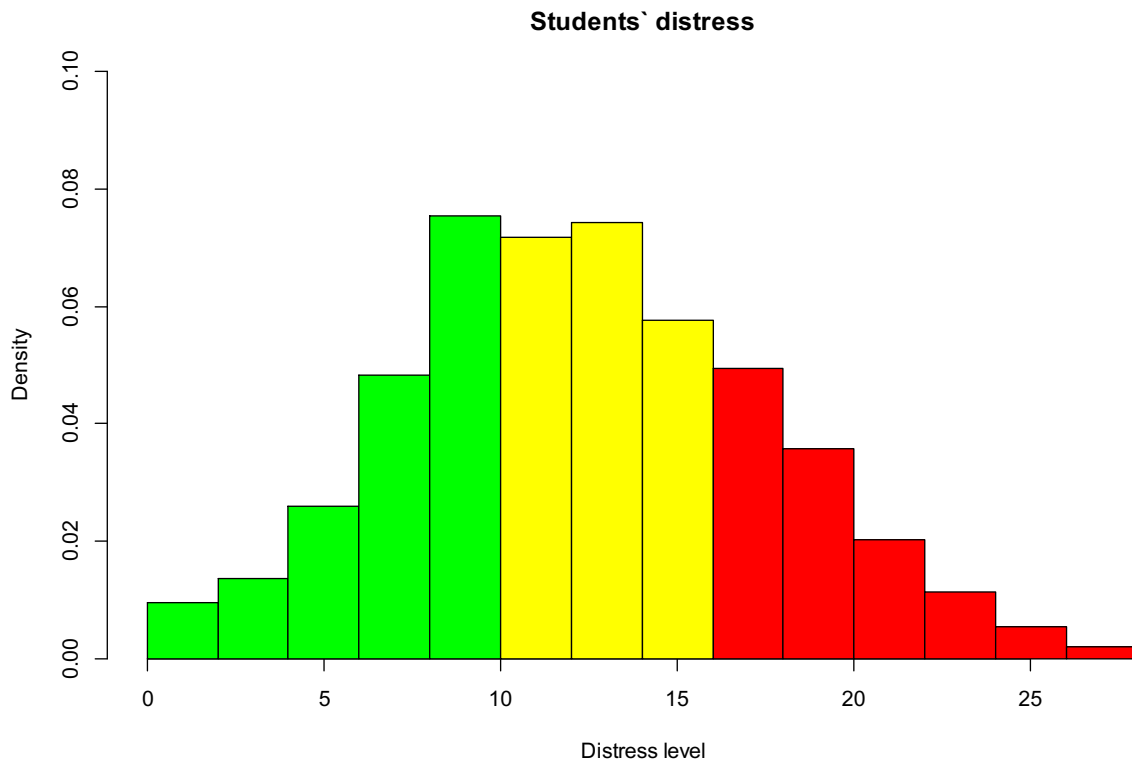


Who should perform the functions of a mediator at the HEI or at the faculty where you study?



Would you participate in the student group on avoidance and resolution of conflicts?





Summarized results of focus-group discussions:

PeaceEdu: Focus group 1 – Ukraine (by KGNU)

Date 16.05.2024

Organising Institution: V.N. Karazin Kharkiv National University (KGNU)

Format of the event: remote between institutions

Purpose of Activity: Conducting a focus group with students from the Law Faculty of V.N. Karazin Kharkiv National University according to the developed guide to address substantive issues in project implementation.

Total Number of Participants: 19

Summary of FG discussion

Participants described peaceful life in Ukraine as the absence of war and physical danger, alongside emphasizing tolerance and morality in societal interactions. They highlighted a zero-tolerance approach to corruption as crucial for peacebuilding.



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CONSTRUCTION OF PEACE EDUCATION FOR PEACE BUILDING

Proposed education stages include theoretical study of peace principles and practical skills for conflict prevention.

Participants expressed interest in understanding conflict origins, prevention, and resolution strategies, seeking skills like systemic thinking and emotional intelligence. They recommended equal focus on conflict prevention, mediation, transformation, and reconciliation in the curriculum, starting peace education around age 14.

Parents were seen as key in creating non-conflict environments. Advocacy centered on mandatory peace courses for fields like law, psychology, management, sociology, and education. While attitudes towards displaced persons, veterans, and war-disabled were generally understanding, challenges in interactions were noted.

Tailored communication strategies for vulnerable groups were emphasized. To promote peace education in Ukraine effectively, participants suggested integrating mandatory and elective courses across disciplines for comprehensive coverage and engagement.

PeaceEdu: Focus group 2 – Ukraine (by KKNU)

Date 17.05.2024

Organising Institution: V.N. Karazin Kharkiv National University (KKNU)

Format of the event: remote between institutions

Purpose of Activity: Conducting a focus group with students from the Chemistry Faculty of V.N. Karazin Kharkiv National University according to the developed guide to address substantive issues in project implementation.

Total Number of Participants: 8

Summary of FG discussion

Participants discussed peace and peaceful life in Ukraine, linking it primarily to the absence of war while also emphasizing tolerance and confidence in the future. Key values for peacebuilding included safety, tolerance towards all individuals, and treating people as individuals rather than stereotypes.

Proposed education on peacebuilding should include three stages: theoretical study of conflict types and causes, practical skills for conflict prevention, and



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GÖRÜŞMEYİ VE DİYALOGU İZLENİLENDİRMEK İÇİN PEACEEDU PROJESİ

role-playing games and consultations. The goal of studying various educational components on peacebuilding includes forming basic theoretical and practical skills in conflict resolution, effective communication, awareness of the need for transparency in teachers' and administration's work, in communication between all stakeholders, acquiring skills in cultural interaction for administrators, teachers, and children with parents, raising awareness about non-violent forms of communication, overall communication culture in achieving their goals, and psychological education



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CORPORATE RESPONSIBILITY FOR PROMOTING EDUCATION FOR PEACE, NON-VIOLENCE, DEMOCRACY AND HUMAN RIGHTS

Results obtained during the focus group – teachers

Program content (topics, modules)	Form of training (online, offline, video, methodology, training...)	Number of hours	Expected results (skills, knowledge, abilities...)	Target audience
Theoretical block. General concepts	Training. Group work, game	For 2 hours 5 times For 2 hours 5 times	Basic theoretical knowledge	Administration, teachers, students, parents
Rules of peaceful existence	Role play	For 3 hours 5 times	Understand the behavior of each target audience	Representatives of all target groups
The nature of conflicts	Video, discussion, modeling situations	For 3 hours 5 times	Recognizing conflicts	Representatives of all target groups
Psychology of conflicts	Questions and answers. Trainings, role-playing games, workshops	For 3 hours 5 times	Acquiring conflict resolution skills	Representatives of all target groups
Features of communication with vulnerable categories	Training	For 2 hours 5 times	Acquiring skills of effective communication with vulnerable groups	Representatives of all target groups



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Results obtained during the focus group – representatives of school administrations

Program content (topics, modules)	Form of training (online, offline, video, training...)	Number of hours	Expected results (skills, knowledge, abilities...)	Target audience
Theoretical foundations of academic integrity	Online meetings	4 hours	Awareness of the need to ensure transparency in the work of teachers and administrators, in communication between all target groups (parents, teachers, psychologists, social workers, etc.)	All participants in the educational process
Normative framework on peacebuilding issues	Practical trainings	2 hours	Legal awareness of regulatory requirements for conflict management in educational institutions	Administration, teachers
Establishing mechanisms for addressing and responding to conflicts	Workshop, master class (online)	2 hours	Mastering a clear action plan and interaction algorithm	All participants in the educational process
Creating conditions for interpersonal culture	Trainings, talks, consultations	4 hours	Acquiring skills of cultural interaction between all participants of the educational process	All participants in the educational process
Work with parents	Lecture, training	8 hours	Acquiring skills of cultural interaction between administration, teachers, children and parents	All participants in the educational process



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Results obtained during the focus group – psychologists, social workers

Program content (topics, modules)	Form of training (online, offline, video, training...)	Number of hours	Expected results (skills, knowledge, abilities...)	Target audience
Basics of nonviolent communication	A series of webinars (with interactive forms of work)	3 classes of 1.5 hours each	Raising awareness of non-violent forms of communication, the general culture of communication in achieving their goals	All participants in the educational process
Strategies of behavior in a conflict situation	Workshop, training	2 classes of 1.5 hours each	Psychological education: the ability to define one's own boundaries, the acquisition of skills of ecological communication and ecological expression of one's own emotions (self-messages)	All participants in the educational process
Development of soft skills	Workshop, training	5 classes of 1.5 hours each	Development of harmonious communication and interaction skills. General improvement of communication skills	All participants in the educational process



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CONVULSION TO PROMOTE EDUCATION FOR PEACE IN URAINE

PeaceEdu: Focus groups 4&5 – Ukraine (by TSNUK)

Organising Institution: Taras Shevchenko National University of Kyiv (TSNUK)

Purpose of Activity: to explore educators' opinions on the current state and necessity of integrating peace education topics into the educational process.

Participants: participants were selected by inviting educators who had completed a survey on tolerance and peaceful coexistence and voluntarily agreed to participate in further surveys. Educators from various regions of Ukraine, totaling 6 participants per meeting, attended the sessions.

Summary of FG discussions

Understanding peace in Ukraine is abstract due to ongoing threats caused by war, displacement, loss of social ties, and disruption of normal life. Informants view peace as a return to normalcy, the ability to rest, travel, and regain feelings of safety and security. Most emphasize peace as a necessary condition for ending the war, stressing that everyone should strive for it and take small necessary steps.

Educational activists in the meetings noted their efforts to foster critical thinking in students during and outside of school hours. This critical thinking helps students objectively assess the country's situation, develop mutual aid, support, and responsibility skills.

Key values identified by participants as essential for peacebuilding include mutual respect, support, understanding, empathy, acceptance, tolerance, and respect. Educators consider these values crucial social virtues in modern society and integrate them into interactions with students, parents, and colleagues.

Participants discussed the ongoing need to integrate peace education into the curriculum. Conflict resolution, peaceful coexistence, and assistance are constant themes in lessons and extracurricular activities. Various charitable events, fairs, and volunteering also indirectly contribute to peacebuilding skills.

Teachers' experience in conflict resolution is notable, given the frequent conflicts among students arising from social and economic differences, interpersonal conflicts, and leadership struggles. Interestingly, relocated students physically on occupied territories have fewer conflicts, possibly due to reduced interaction space during online learning and the complexities of relocation.



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Despite challenges like bullying from migrant students, Ukrainian teachers are adept at addressing conflict situations and providing assistance. This highlights their role in promoting peace education and resolving conflicts effectively within the educational environment.



4. INTERPRETATION/ANALYSIS

Surveying students and teachers involves various groups of questions that include information about age, gender, main activities, and background of the survey participants, in order to create a profile of the respondent. Based on the survey results, we can see that most of **the teachers** who participated in the survey are aged 40 years and older. The largest proportion is over 50 years old. Such data indicate that the survey participants are quite in teaching in schools, collaborating with parents, children, students, other colleagues, and educators. Additionally, this confirms their experience in conflict resolution, as over many years of working in schools, they inevitably encounter a large number of conflicts and misunderstandings daily. Furthermore, schools may face issues of discrimination, bullying, as well as communication problems with various age groups, including between teachers and students.

This, in turn, is confirmed by the data on teachers' work experience. Most of them have been working for 20 to 30 years. There are also participants who have been working in schools for over 40 years. A significant portion of the survey participants have been working in schools for up to 20 years. Consequently, the respondents have considerable experience collaborating with various stakeholders in conflict situations. One of the most common types of conflicts, according to their opinion, is conflicts between students (according to 76% of the survey participants). Therefore, the most prevalent type of conflict in the school environment is conflicts between students, or person-to-person conflicts. These are usually resolved with the help of the class teacher or a psychologist. Parents of the participants and sometimes independent observers or external parties are also involved in conflict resolution. There are very few conflicts that cannot be resolved, less than 1% according to the survey data.

Additionally, almost half of the participants have encountered conflicts with students, i.e., teacher-student conflicts. The survey results indicate that this figure is approximately 50%. Thus, 50% had such conflicts in their practice, while 50% have not. These conflicts were resolved with the involvement of students' parents, as well as the school administration, including the principal or the head of studies, which accounts for about 60% of such conflicts. Other teachers, the class teacher, and to a lesser extent, other students or a psychologist, were also involved in resolving these conflicts.



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Despite the significant number of conflicts in their work, teachers rate their conflict resolution skills at around a four or a three on a five-point scale. Approximately 50% of the respondents rate their conflict resolution skills at this level. Additionally, more than 35% of the respondents are willing to participate in disseminating knowledge and skills related to conflict resolution and to pass these skills on to students.

More than 67% of the respondents plan to develop their skills and knowledge in conflict resolution and conflict management in the near future. However, about 20% believe they have sufficient knowledge in conflict resolution. Regarding participation in online courses for professional development in conflict resolution, 30% of respondents are ready to participate in such a course, and 40% are inclined to participate. Thus, less than 30% of respondents are not interested in participating in such a course. Therefore, the development of a course on conflict management, peacebuilding, and peace studies is of interest to school teachers. They are willing to participate in this program and continue to pass on knowledge to their students, parents, colleagues, and others.

According to teachers' assessments, the conflict resolution system in secondary schools is quite developed. Approximately 36-38% rate the system at 3-4 points on a five-point scale. Only 12% of respondents believe that the conflict management system in schools is very well developed, rating it a five. In turn, more than 50% of the respondents believe that a conflict management system in secondary schools is essential for the comfortable learning and working environment of the participants in the educational process.

The next block is the **survey of students**. In terms of gender structure, approximately 75% of respondents were female and 25% were male. The average age of the respondents is approximately 17-21 years old. The largest group consists of participants aged 18, comprising over 250 individuals. Most survey participants graduated from high school in 2023. Additionally, participants who graduated after 2020 were also included, predominantly. Other graduation years were less represented.

Respondents indicated that about 78% experienced conflicts during their school education. In resolving these conflicts, the initiators were predominantly the conflict participants themselves, as reported by about 73% of respondents. Other initiators included teachers (around 60%), parents, class leaders, and other students. However, conflict resolution was predominantly initiated by the conflict participants themselves.



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Furthermore, respondents noted experiencing conflicts between students and teachers, reported by approximately 65% of the surveyed individuals. Therefore, conflicts between students and teachers are quite common, requiring further study and development of conflict management mechanisms in such situations. These conflicts were mainly resolved at the initiative of the conflict participants, as reported by 37% of respondents. Other initiators of conflict resolution included teachers and parents of the conflict participants.

Regarding cases of harassment of students or teachers in school, approximately 65% of respondents reported such incidents, raising questions about the comfort and safety of educational environments for both students and teachers. Most students consider this phenomenon quite negative and have attempted to help those affected by such behavior. Specifically, 46% responded negatively and actively tried to help, while 39% were passive participants.

Students believe that school administrators, psychologists, and regular teachers currently conducting classes were the most involved in resolving conflicts in schools. However, about 20% of respondents believe that no one participated in conflict resolution from school administration or they were unaware of any involvement. Additionally, approximately 55% of respondents think that conflict participants did not seek help from school staff or other students to resolve conflicts. They only sought help themselves after advice or if school representatives intervened in the conflict.

Nevertheless, the majority of respondents, around 90%, believe that in case of a conflict, they would likely turn to their class teacher, parents, other students, or a psychologist. According to students, the trusted person responsible for conflict resolution in schools should be a psychologist.

Moreover, over 50% of students feel that their school does not provide education or training on conflict prevention or resolution. Conversely, 47% of respondents noted that such activities exist in their schools. In schools where these activities are present, psychologists conduct them in the majority of cases, as noted by over 70% of respondents, or class teachers, as noted by 60%. Approximately 50% of respondents mentioned that their school does not offer educational courses on peacebuilding. However, 85% of respondents believe that such courses are extremely necessary in our time.

Similarly, in 50% of cases, higher education institutions do not offer specific courses on peacebuilding. It's worth noting that peacebuilding topics are included in educational courses but with a different focus. Students at higher education



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institutions believe that studying disciplines related to peacebuilding and conflict resolution is essential during their higher education.

Additionally, approximately 77% of respondents expressed their willingness to participate in student groups focused on conflict prevention and resolution.

Also within the survey of teachers and students, an assessment of participant **distress** was conducted. This was done determining their readiness to answer openly on complex emotional or sensitive questions. This is necessary for dealing with challenging topics such as trauma, mental health, personal experiences, discrimination, conflicts, or complex life situations, which are relevant to our survey.

Regarding the assessment of distress levels among students, it is higher than among teachers. However, it can be assessed as low or average, confirming the reliability of students' responses.

General conclusion on survey results:

Survey findings among students and teachers highlight various demographic aspects like age and gender, indicating a majority of older teachers. Conflict resolution experiences reveal teachers often handle conflicts among students. Students perceive psychologists and teachers as key in resolving conflicts, yet some feel insufficient school support. Most would turn to teachers, parents, or psychologists for conflict resolution. Many students lack education on conflict prevention, though there's strong belief in the importance of peacebuilding courses. Students are eager to engage in conflict resolution groups and value learning about peacebuilding in higher education.

General conclusion on FG discussions:

Per analyzed questions regarding the creation of a peacebuilding discipline, all meeting participants emphasized the importance of such a discipline within the educational process. However, it was noted that competencies acquired by students in secondary schools should be deepened and expanded in higher education institutions (HEIs). The primary thematic focus in schools is the resolution of conflict situations.

The following aspects were evaluated as follows: the relevance of experiences from other countries was debated, as not all peacebuilding experiences are universally applicable. Some conflicts are still ongoing or have not concluded with sustained peace. It is crucial for educators themselves to understand the emphasis placement



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in this regard. In school education, almost exclusive attention is given to methods for resolving specific conflicts through practical exercises and tasks aimed at developing resilient skills.

Emotional management in conflict is highly critical, considering the emotional state induced by war and adolescence. Educators themselves are interested in learning about this aspect. Methods for teaching peace to different age groups did not receive a clear response, grounded in the fatigue and stress caused by war in Ukraine, which fosters pessimistic moods and misunderstandings of neighboring countries' aggressive actions.

Educators noted limited knowledge in conflict resolution, which is either gained through experience or self-education, motivating them to learn more about it. Desirable skills to acquire during training: communication with conflicting students, parents, and colleagues emerged as crucial, especially in educational settings. There was interest in delving deeper into the psychological aspects of communication and managing emotions, beneficial not only for teachers but also for anyone engaging with others. Skills in reasoned communication are important given the teacher's role as a tutor and facilitator.

According to participants, the aspect of conflict mediation deserves the most attention, involving specific case studies and practical exercises. Participants also noted that peace education should begin in preschools and continue through secondary and higher education institutions, where conflict management skills are cultivated and tailored to the needs of different student groups.

The opportunity to participate in a certification program on peacebuilding generated interest among respondents, while involvement in focus groups prompted a reconsideration of their actions and efforts in this direction.



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5. DISCUSSION HOW TO ADDRESS

To address the revealed issues in the context of peacebuilding and development of peace education in Ukraine, we can consider the following strategies:

1. **Curriculum Development**: to develop a comprehensive curriculum tailored to the Ukrainian context that integrates peacebuilding principles across all educational levels. This should include modules on conflict prevention, mediation, reconciliation, and emotional management, beginning from preschool through higher education. Emphasize the unique aspects of the ongoing conflict in Ukraine, focusing on practical conflict resolution strategies relevant to the Ukrainian experience.
2. **Teacher Training**: to provide specialized training programs for Ukrainian educators to enhance their skills in conflict resolution, emotional intelligence, and facilitating discussions on sensitive topics like war and aggression. This training should incorporate real-life case studies from Ukraine, emphasizing practical exercises that reflect the local context.
3. **Resource Allocation**: to allocate resources to support the implementation of peacebuilding education, including funding for curriculum development, teacher training workshops, and educational materials specific to Ukraine. Ensure that schools and universities have access to up-to-date resources and methodologies that address the current realities of the Ukrainian conflict.
4. **Integration of Experiences**: to integrate diverse international experiences in peacebuilding into the Ukrainian curriculum (via study visits to EU partners, experience exchange) while critically evaluating their applicability to the local context. Highlight successful peacebuilding initiatives from other countries while ensuring that the unique aspects of the Ukrainian situation are adequately addressed.
5. **Community Engagement**: foster partnerships with local Ukrainian communities to promote peacebuilding initiatives beyond the classroom. This could involve collaborative projects, guest lectures, and workshops that involve community members in conflict resolution efforts, helping to bridge the gap between educational institutions and the broader society.
6. **Evaluation and Feedback**: to implement regular evaluation mechanisms to assess the effectiveness of peacebuilding education in Ukraine. Gather feedback from



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students, educators, and stakeholders to continuously refine and improve the curriculum and training programs.

7. **Certification Programs**: to offer certification programs in peacebuilding for educators and students in Ukraine interested in specializing in conflict resolution. These programs could provide advanced training and recognition for participants committed to promoting peace within the unique Ukrainian context.

By implementing these strategies, educational institutions in Ukraine can effectively address the identified issues in peacebuilding education. This holistic approach ensures that Ukrainian teachers and students receive comprehensive training in conflict resolution and peacebuilding skills, preparing them to contribute positively to society and navigate the complex challenges posed by the ongoing conflict. It also empowers educators to be effective facilitators of peace, fostering a culture of understanding, empathy, and resilience in the face of adversity.



6. ANALYSIS OF FEASIBILITY

Curriculum Development

Creating a peacebuilding curriculum for schools and universities is essential. This is possible to implement during the project implementation while training of educational experts and preparation of materials. Timeframe of 1-2 years. Challenges include aligning the curriculum with existing standards and ensuring relevance to the Ukrainian context.

Teacher Training

Training educators on conflict resolution and peacebuilding is crucial. This also could be implemented in the project timeframe – organization of workshops and training materials, with an initial training period of 6 months to 1 year. Ensuring widespread participation and ongoing support will be challenging but feasible with proper planning.

Integration of International Experiences

Incorporating relevant international peacebuilding experiences into the curriculum is feasible with dedicated research and collaboration. This effort will take 6 months to 1 year.

Community Engagement

Engaging communities through projects and events is feasible with low to moderate costs and can begin within 6 months. Effective coordination and sustained long-term engagement are key challenges.

Evaluation and Feedback

Implementing robust evaluation and feedback mechanisms will ensure the program's effectiveness. Can be implemented in a year-long evaluation cycle with low/moderate costs.

Certification Programs

Developing certification programs for peacebuilding requires moderate to high investment (included in project) and a development period of 1-2 years. Establishing recognized certification standards is a primary challenge.



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Overall, these strategies are feasible with careful planning, adequate funding, and collaboration among educational stakeholders, government bodies, and international partners. Prioritizing initiatives based on cost-effectiveness and impact will ensure gradual and steady progress in enhancing peacebuilding education in Ukraine.



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ANNEXES



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PEACEEDU
CURRICULUM REFORM TO PROMOTE EDUCATION FOR PEACE IN UKRAINE, GEORGIA, AND MOLDOVA

ERASMUS+ Student Survey

Dear students!

Taras Shevchenko National University of Kyiv, V.N. Karazin Kharkiv National University and the NGO "Public Diplomacy Platform" are conducting a survey on conflict-free coexistence within the framework of the ERASMUS+ project "Curriculum Reform to Promote Education for Peace in Ukraine, Georgia, and Moldova / PeaceEdu". The survey is **completely anonymous** and will take you about 10 minutes. Thank you for your cooperation, your answers are very important to us.

2 I agree to the collection and processing of my personal data in a generalized form

Please select **only one** of the following:

- Yes (*start the survey*)
- No (*finish the survey*)

3 Please indicate your gender:

Please select **only one** of the following:

- Female
- Male

4 Enter your age:

Please write your answer here:

- full years

5 Indicate the year you graduated from a pre-university educational institution (high school / lyceum, etc.):



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Please write your answer here:

-

6 Indicate the region of Ukraine where your educational institution is currently located:

Please select **only one** of the following:

- Crimea
- Vinnytsia
- Volyn
- Dnipropetrovsk
- Donetsk
- Zhytomyr
- Zakarpattia
- Zaporizhzhya
- Ivano-Frankivsk
- Kyiv (except for Kyiv City)
- Kyrovohrad
- Luhansk
- Lviv
- Mykolaiv
- Odesa
- Poltava
- Rivne
- Sumy
- Ternopil
- Kharkiv
- Kherson
- Khmelnytskyi
- Cherkasy
- Chernivtsi
- Chernihiv
- Kyiv City

7 Indicate the year of your studies:



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Please select **only one** of the following:

- 1st year of bachelor's degree
- 2nd year of bachelor's degree
- 3rd year of bachelor's degree
- 4th year of bachelor's degree
- 1st year of master's degree
- 2nd year of master's degree
- Other

8 Were there any conflicts between students in your school?

Please select **only one** of the following:

- Yes.
- No.

9 On whose initiative were such conflicts resolved?

Only answer the question if the following conditions are met:

The answer was 'Yes' to the question (Were there conflicts between students in your school?).

Please select **all** that apply:

- The parties to the conflict themselves
- Other students
- Class teacher
- Another teacher (other than the class teacher)
- Deputy head teacher / Head teacher
- Psychologist
- Parents of conflict participants
- Other:

There are several options to choose from

10 Were there any student-teacher conflicts in your school?



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Please select **only one** of the following:

- Yes.
- No.

11 On whose initiative were such conflicts resolved?

Only answer the question if the following conditions are met:

The answer was 'Yes' to the question (Were there any student-teacher conflicts in your school?).

Please select **all** that apply:

- The parties to the conflict themselves
- Other students
- Class teacher
- Another teacher (other than the class teacher)
- Deputy head teacher / Head teacher
- Psychologist
- Parents of a student who was a party to the conflict
- Other:

There are several options to choose from

12 Have there been any cases of harassment (bullying) of students and/or teachers in your school?

Please select **only one** of the following:

- Yes.
- No.



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13 How did you personally feel about this?

Only answer the question if the following conditions are met:

The answer was 'Yes' to the question " (Have there been any cases of harassment (bullying) of students and/or teachers in your school?)

Please select **only one** of the following:

- Negative and passive
- Negatively and actively, we tried to help
- I don't care (it's none of my business)
- Positives.
- Other

14 Whether you studied together with me:

Please select

	Yes.	No.	I don't know.
Children with disabilities			
Internally displaced persons			
Orphans			
Children of veterans and combatants			

15 Whether special attention was paid to...

Only answer the question if the following conditions are met:

The answer was 'Yes' to the question (Did the following children study with you: (Children with disabilities))



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or

The answer was 'Yes' to the question (Did you study with you: (IDPs))

or

The answer was 'Yes' to the question (Did you study with you: (Orphans))

or

The answer was 'Yes' to the question (Did you study with you: (Children of veterans and combatants))

Please select

	On the part of the students		On the part of teachers	
	Yes.	No.	Yes.	No.
Children with disabilities				
Internally displaced persons				
Orphans				
Children of veterans and combatants				

16 Did your school have a person(s) who resolved conflicts?

Please select **all** that apply:

- Psychologist
- Deputy head teacher
- Class teacher
- Student self-government body for conflict resolution
- There was no
- I don't know
- Other:

There are several options to choose from

17 The psychologist resolved the conflict in the presence of the person:

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Only answer the question if the following conditions are met:

The answer was in the question (Did your school have a person(s) who resolved conflict situations?)

Please select **only one** of the following:

- Only parties to the conflict (no witnesses)
- Conflict participants, students and/or teachers
- Participants in the conflict and their parents

18 To what extent did the psychologist's actions contribute to conflict resolution?

Only answer the question if the following conditions are met:

The answer was 'Psychologist' to the question (Did your school have a person(s) who resolved conflict situations?)

Please select

	1 - Did not contribute at all	2	3	4	5 - Fully contributed to
To what extent did the psychologist's actions contribute to conflict resolution?					

19 The class teacher / deputy head teacher resolved the conflict in the presence of the student:

Only answer the question if the following conditions are met:

The answer was 'Class teacher' or 'Deputy Head teacher' to the question (Did your school have a person(s) who resolved conflict situations?)

Please select **only one** of the following:



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COUNSELLING AND CONFLICT RESOLUTION IN SCHOOLS

- Only parties to the conflict (no witnesses)
- Conflict participants, students and/or teachers
- Participants in the conflict and their parents

20 To what extent did the actions of the class teacher / head teacher contribute to the resolution of the conflict?

Only answer the question if the following conditions are met:

The answer was 'Class teacher' or 'Head teacher' to the question (Did your school have a person(s) who resolved conflict situations?)

Please select

	1 - Did not contribute at all	2	3	4	5 - Fully contributed to
To what extent did the psychologist's actions contribute to conflict resolution?					

21 The student self-government body for conflict resolution resolved the conflict in the presence of the student:

Only answer the question if the following conditions are met:

The answer was in the question (Did your school have a person(s) who resolved conflict situations?)

Please select **only one** of the following:

- Only parties to the conflict (no witnesses)
- Conflict participants, students and/or teachers
- Participants in the conflict and their parents

22 To what extent did the actions of student self-government bodies contribute to conflict resolution?



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Only answer the question if the following conditions are met:

The answer was in the question ' ' (Did your school have a person(s) who resolved conflict situations?)

Please select

	1 - Did not contribute at all	2	3	4	5 - Fully contributed to
To what extent did the psychologist's actions contribute to conflict resolution?					



23 To what extent were the parents of the parties to the conflict informed about the conflict?

Please select

	1 - Not informed at all	2	3	4	5 - Fully informed
To what extent were parents informed about the conflict?					

24 Did the teacher record the conflict in the diary?

Please select **only one** of the following:

- Yes.
- No.
- I don't know.

25 In the event of a conflict, did the parties to the conflict independently seek help from school staff/students to resolve it?

Please select **only one** of the following:

- Yes.
- No.

26 From whom?

Only answer the question if the following conditions are met:

The answer was 'Yes' to the question (In the event of a conflict, did the participants independently seek help from school staff/students to resolve it?)



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Please select **all** that apply:

- Other students
- Parents
- Class teacher
- Psychologist
- Student self-government body for conflict resolution
- Other:

There are several options to choose from

27 Why did you not approach school staff/students to resolve the conflict?

Only answer the question if the following conditions are met:

The answer was 'No' to the question (In the event of a conflict, did the participants independently seek help from school staff/students to resolve it?)

Please select **only one** of the following:

- They didn't know who to turn to
- They were afraid to apply
- They did not want to apply because of distrust
- Hard to say / Don't know

Choose one answer

28 Who, in your opinion, should be responsible for resolving conflict situations at school?

Please select **only one** of the following:

- Psychologist
- Class teacher
- Deputy head teacher
- Student government body for conflict resolution
- Other

Choose one answer



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29 Would you participate in a special student group on conflict resolution if you had the opportunity?

Please select **only one** of the following:

- Yes.
- No.

30 Did your school conduct educational activities, master classes on conflict avoidance and resolution?

Please select **only one** of the following:

- Yes.
- No.

31 Who conducted them?

Only answer the question if the following conditions are met:

The answer was 'Yes' to the question (Has your school conducted educational work, workshops on conflict avoidance and resolution?)

Please select **all** that apply:

- Psychologist
- Class teacher
- Deputy head teacher
- Student self-government body for conflict resolution
- Other:

There are several options to choose from

32 What kind of conflict resolution and avoidance activities were carried out in your school?

Only answer the question if the following conditions are met:

The answer was 'Yes' to the question " (Has your school conducted educational work, workshops on conflict avoidance and resolution?)



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Please write your answer here:

33 Did your school teach any courses that were devoted to or contained topics on the art of conducting a discussion in an ethical manner, conflict avoidance, conflict resolution, peaceful coexistence and non-violent communication?

Please select **only one** of the following:

- Yes.
- No.

34 In your opinion, should the following disciplines be taught at school?

Please select **only one** of the following:

- Yes.
- No.
- Hard to answer

35 At what grade should such disciplines be introduced?

Only answer the question if the following conditions are met:

The answer was 'Yes' to the question (In your opinion, should such disciplines be taught at school?).

Please select **only one** of the following:

- From the 1st grade
- From the 5th grade



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CONVULSIONS TO PROMOTE EDUCATION FOR PEACE IN URBAN AREAS

- In high school (grades 9-11)

39 Does your HEI have SOME disciplines aimed at teaching skills of peaceful coexistence, tolerance, the art of conducting a discussion in accordance with ethical standards, conflict avoidance and resolution?

Please select **only one** of the following:

- Yes.
- No.

40 In the disciplines taught to you, are there any topics related to peaceful coexistence, tolerance, the art of conducting a discussion in accordance with ethical standards, conflict avoidance and resolution?

Please select **only one** of the following:

- Yes.
- No.

41 Do you consider it necessary to teach such disciplines in higher education institutions?

Please select **only one** of the following:

- Yes.
- No.

42 Would you like these subjects to be taught?



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CORRELATION OF PEACE EDUCATION IN HIGHER EDUCATION

Only answer the question if the following conditions are met:

The answer was 'Yes' to the question " (Do you think it is necessary to teach such disciplines in higher education institutions?)

Please select

	At the moment			In peacetime		
	Ye s.	N o.	Hard to answer	Ye s.	N o.	Hard to answer
As mandatory						
How to select						

43 Who in the HEI or faculty where you study should act as a mediator (person who resolves conflicts)?

Please select **only one** of the following:

- Deputy Dean (Dean) / Deputy Director (Director)
- Student self-government bodies
- Curator (if any)
- Head of the academic group
- Such a person (body) is not required
- Other

Choose one answer

44 Would you take part in the work of a student government group on reconciliation, conflict avoidance and resolution?

Please select **only one** of the following:



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CORRELLATION OF THE PEACE EDUCATION IN THE BALTIC STATES AND POLAND

- Yes.
- No.

45 What do you understand by the term "peacebuilding"?

Please write your answer here:

49 If you have any suggestions for building a conflict-free existence, please express your thoughts here.

Please write your answer here:

Thank you for participating in the survey!



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CURRICULUM TO PROMOTE EDUCATION FOR PEACE IN UKRAINE, GEORGIA, MOLDOVA

Survey of teachers – ERASMUS+

Dear teachers!

Taras Shevchenko National University of Kyiv, V.N. Karazin Kharkiv National University and the NGO "Public Diplomacy Platform" are conducting a survey on conflict-free coexistence within the framework of the ERASMUS+ project "Curriculum reform to promote education for peace in Ukraine, Georgia and Moldova / PeaceEdu". The survey is **completely anonymous** and will take you about 10 minutes. Thank you for your cooperation, your answers are very important to us.

1 I agree to the collection and processing of my personal data in a generalized form

Please select **only one** of the following:

- Yes.
- No.

This is the text of the question help.

2 Please indicate your gender:

Please select **only one** of the following:

- Female
- Male

3 Specify your age

Please write your answer here:

- full years.

4 Indicate your length of service as a teacher

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Please write your answer here:

- full years

5 Indicate the region of Ukraine where your educational institution is currently located:

Please select **only one** of the following:

- Crimea
- Vinnytsia
- Volyn
- Dnipropetrovsk
- Donetsk
- Zhytomyr
- Zakarpattia
- Zaporizhzhya
- Ivano-Frankivsk
- Kyiv (except for Kyiv City)
- Kyrovohrad
- Luhansk
- Lviv
- Mykolaiv
- Odesa
- Poltava
- Rivne
- Sumy
- Ternopil
- Kharkiv
- Kherson
- Khmelnytskyi
- Cherkasy
- Chernivtsi
- Chernihiv
- Kyiv City



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CIBİRELLERİN HAYATTA KULLANILAN ÇÖZÜMLERİNİ İZLENİMİNİ VE BİLİMİNİ İZLENİMİNİ

•

6 You are an ex officio:

Please select **all** that apply:

- Teacher
- Administrative officer
- Psychologist
- Other:

7 Has the school where you work experienced any student-student conflicts?

Please select **only one** of the following:

- Yes.
- No.

8 How were student-student conflicts resolved at the school where you work?

Only answer the question if the following conditions are met:

The answer was 'Yes' to the question (Have there been any conflicts at the student-student level in the school where you work?)

Please select **all** that apply:

- by the parties to the conflict themselves
- with the participation of other students
- with the participation of the class teacher
- with the participation of a psychologist
- with the participation of the deputy head teacher / head teacher
- with the participation of parents of the parties to the conflict
- were not resolved in any way
- Other:

You can choose several answers



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PEACEEDU
CEREBELLENHILFE FÜR PROJEKTE ZUSAMMENHANGENDE FÜR DIE ERASMUS+ ERASMUS+ ERASMUS+

9 Have you experienced any student-teacher conflicts at the school where you work?

Please select **only one** of the following:

- Yes.
- No.

10 How were student-teacher conflicts resolved at the school where you work?

Only answer the question if the following conditions are met:

The answer was 'Yes' to the question (Have there been any conflicts at the student-teacher level in the school where you work?)

Please select **all** that apply:

- with the participation of the student
- with the participation of the teacher
- with the participation of the class teacher
- with the participation of the psychologist
- with the participation of the deputy head teacher / head teacher
- with the participation of the student's parents
- Other:

You can choose several answers

11 Have you experienced any teacher-teacher conflicts at the school where you work?

Please select **only one** of the following:

- Yes.
- No.

12 How were teacher-teacher conflicts resolved in the school where you work?

Only answer the question if the following conditions are met:

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CIBİLELİNE HAYATLI OLMAYI ÖĞRETMELERİN VE ÖĞRENCİLERİNİN BİRLİKTE ÇALIŞTIĞI PROJESİDİR

The answer was 'Yes' to the question (Have there been any conflicts at the teacher-teacher level in the school where you work?)

Please select **all** that apply:

- By teachers on their own
- With the participation of the psychologist
- With the participation of the deputy head teacher / head teacher
- With the participation of the Labor Union members
- Other:

You can choose several answers

13 Which persons or bodies are responsible for conflict resolution in the school where you work?

Please select **all** that apply:

- Psychologist
- Deputy head teacher
- Class teacher
- A special student group for conflict resolution (student self-government body)
- There is no such person / body
- Other:

You can choose several answers

14 Has the school where you work ever experienced bullying of students or teachers?

Please select **only one** of the following:

- Yes.
- No.
- I don't know.

15 How did you feel about this?

Only answer the question if the following conditions are met:



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The answer was 'Yes' to the question (Has the school where you work ever had cases of bullying of students or teachers?)

Please select **only one** of the following:

- Negatively and did not bother to help
- Negatively and actively, trying to help.
- I don't care (it's not my business)
- Positively
- Other

16 What role have you most often played in resolving school conflicts?

Please select **only one** of the following:

- Mediator
- Adviser
- I try to avoid participation in conflict resolution
- Other

17 If you are a party to the conflict, what style of behavior is most typical for you:

Please select **only one** of the following:

- Striving to reach a compromise – partial satisfaction of the interests of both parties
- Willing for cooperation (consensus) - you are trying to find a solution together with the other party to the conflict that would satisfy each of you
- Trying to satisfy your interests at the expense of the other party, "defend your rights" because you are convinced that your opinion is correct
- Trying not to deal with the conflict (pretend that nothing has happened)
- Other

18 In your opinion, how effective is conflict resolution in your institution?



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Please select

	0	1	2	3	4	5	6	7	8	9	10
the effectiveness of conflict resolution in your institution											

a scale from 0 to 10, where

0 – all conflicts remain unresolved, the parties remain dissatisfied;

10 – all conflicts are resolved and the parties are satisfied

19 What is the place in your professional activity (in accordance with your job responsibilities) of implementing initiatives and measures to prevent and resolve conflicts among staff?

Please select **only one** of the following:

- Basic
- One of the main
- Minor
- I am not responsible for this area at all

20 Are you familiar with the concept of mediation in internal organizational conflicts?

Please select **only one** of the following:

- Yes.
- No.

21 Are you ready to entrust the conflict resolution to an external specialist in conflict management – a mediator?

Please select **only one** of the following:



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- Yes
- More likely yes than no
- More likely no than yes
- No
- Hard to answer

22 What types of conflicts would you entrust to an external mediator?

Only answer the question if the following conditions are met:

The answer was equal to or less than 'rather no than yes' to the question (Are you ready to entrust the conflict resolution to an external conflict management specialist – mediator?)

Please select **all** that apply:

- Operational (related to the performance of duties, promotion, transfer to another position, etc.)
- Financial (salaries, bonuses, etc.)
- Psychological (relationships between colleagues, professional burnout)
- Physical (working conditions, ergonomics of the room, condition of the workplace, etc.)
- Dismissal of employees as a result of the conflict
- Other:

23 If you consider a conflict management specialist as a full-time employee, which option would be more appropriate for your institution?

Please select **only one** of the following:

- A separate staff unit is a mediator who is directly subordinate to the director
- An HR specialist with the appropriate skills/education who, in addition to his/her main duties, performs mediation functions
- Involvement of external specialists who would act as mediators in conflict resolution
- Our institution already has a specialist whose functional responsibilities include conflict resolution
- Other



24 Please rate your level of conflict resolution skills

Please select

	0	1	2	3	4	5
the level of your skills in conflict resolution						

From 0 to 5, where 0 – I do not have such skills, 5 – I am an expert in conflict management

25 To what extent are you ready to be involved in disseminating knowledge on conflict resolution to your students?

Please select

	0	1	2	3	4	5
Ready to engage in knowledge dissemination						

From 0 to 5, where 0 is not ready at all, 5 is completely ready

26 Do you plan to develop your knowledge and skills in conflict management in the near future?

Please select **only one** of the following:

- Yes.
- No, my knowledge is enough
- No, such knowledge is not important to me
- Other



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CIBIRLILIK VE HAYATLI SUKUTU OLAKI KULLANILAN BIR UYUM VE SUKUT PROJESIDIR

27 Would you like to receive additional information on conflict management, including the results of this survey?

Please select **only one** of the following:

- Yes.
- No.

28 Would you agree to take a distance course on conflict resolution (advanced training) if such an opportunity arose?

Please select **only one** of the following:

- Yes
- More likely yes than no
- More likely no than yes
- No
- Hard to answer

29 In your opinion, how long should this course be (in ECTS credits)?

Only answer the question if the following conditions are met:

The answer was equal to or less than 'rather no than 'Yes' to the question (Would you agree to take a distance learning course in conflict resolution (advanced training) if the opportunity arose?)

Please select

	1	2	3	4

30 How well developed is the system of conflict resolution in secondary schools?

Please select



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	0	1	2	3	4	5
Conflict resolution system in secondary school						

from 0 to 5, where 0 – not worked out at all, 5 – fully worked out

31 To what extent is a conflict resolution system needed in secondary schools?

Please select

	0	1	2	3	4	5
Conflict resolution system in secondary school						

from 0 to 5, where 0 – not needed at all, 5 – very much needed

37 If you have any suggestions for building a conflict-free existence, please express your thoughts here.

Please write your answer here:

Thank you for participating in the survey!