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 **PEACEEDU**
CONTRIBUTING TO PEACE EDUCATION IN EUROPE, ASIA AND AFRICA

Cross-Regional Peace Education: Peace as a Plural Phenomenon in Theory and Practice

30 September 2026 – 02 December 2026

(Taught online)

30 September 2026 at 16:00 EEST – 17:00 EEST

**Introductory Module: Framing Peace as a Plural and Cross-Regional
Learning Field**

Name of the speaker: Marko Lehti

Name of facilitators of discussion: Anush Petrosyan and Katja Seidel

Bio of the speaker: Marko Lehti is the Research Director of Tampere Peace Research Institute (TAPRI) and an Academic Director of master's programme in Peace, Mediation and Conflict Research (PEACE) both at Tampere University, Finland. Lehti's current research focuses on peace mediation, peace(building), multilateralism and changing global order. Furthermore, his research has dealt question of peace, transnational encounters and identifications in the Nordic, Baltic countries, the South Caucasus, Ukraine, and the Balkans. His latest books are "Nordic Peace in Question. A Region of and for Peace" (Routledge 2024), "The Era of Private Peacemakers. A New Dialogic Approach to Mediation" (Palgrave 2019) and "Contestations of Liberal Order. The West in Crisis?" (Palgrave 2020).

Short abstract of the session: Peace as a Practical and Philosophical Perspective on Social Relationships

This introductory session discusses on how to approach "peace" from various perspectives. Peace is a powerful and empowering concept, essential to all human communities and understood in diverse ways through the experiences and practices of individuals, communities, and institutions. It encompasses everyday interactions, global mediation practices, and the many forms of social life between them. Peace is fundamentally social and relational, but also deeply political: it concerns communal relations as well as the control and management of power. It is culturally, spatially, and historically situated, while also shaped by themes that cut across time and place. This introductory session explores how to approach peace in plural.

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07 October 2026 at 16:00 EEST – 17:00 EEST

Module 1: Everyday Peace for You, for Me, for Everyone

Name of the speaker - Nino Kobakhidze

Name of facilitator of discussion – Eliko Bendeliani

Bio of the speaker: Nino Kobakhidze is a Programme Development Consultant at the Institute for the Study of Nationalism and Conflicts (ISNC) and a Key Expert in the Erasmus+ Capacity Building in Higher Education project PeaceEdu. Her work focuses on peacebuilding, conflict transformation, peace education, and youth empowerment in the South Caucasus region.

Since 2019, she has been actively engaged in developing peace education approaches in Georgia, working with policymakers, civil society organizations, educators, teachers, students, and religious leaders. Her work includes designing capacity-building programs, supporting university curriculum development, and creating practical educational resources. She is the author of Self-study Guide on Peace Education for General Education Specialists (Tbilisi, 2021) and Practical Guide for Peace Education with Youth in South Caucasus (Aalen, 2024). She has contributed to projects supported by international organizations and donors, including the Konrad Adenauer Foundation (KAS) and previously worked at the Parliament of Georgia. Since 2023, she has served as an invited lecturer at Business and Technology University, teaching Contemporary Society and a Citizen.

Short abstract of the session

The session focuses on Everyday Peace: Building Peaceful Societies Through Human Agency and Relationships. Peace is often imagined as a large-scale political achievement connected to agreements, institutions, or the absence of war. This session shifts attention toward the concept of everyday peace, exploring what makes societies peaceful and how peace is created, sustained, or disrupted through everyday practices, relationships, and interactions. The session examines the essential components that shape peaceful societies, such as trust, inclusion, justice, belonging, participation, recognition, and respect for diversity. Moving beyond approaches that see peace only as the responsibility of governments or formal institutions, the session highlights the role of people as active contributors who shape the environments around them through their choices, relationships, and actions.

Intended outcomes: Participants will (1) critically reflect on the meaning and components of a peaceful society; (2) understand everyday peace as a process shaped not only by institutions, but also by human agency and social relationships; (3) recognize their own role in contributing to peaceful communities and societies.

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14 October 2026 at 16:00 EEST – 17:00 EEST

Module 1: Everyday Peace for You, for Me, for Everyone

Name of the speakers - Sofiko Lobzhanidze, Tamar Shinjiashvili

Name of facilitators of discussion - Lika Tvildiani, Levan Kvaratskhelia

Bio of the speakers

Dr. Sofiko Lobzhanidze is a Professor of Education Sciences School of Education at Ilia State University, Georgia. With over three decades of experience in teaching, research, and academic leadership, she specializes in teacher education, curriculum development, and educational policy. Dr. Lobzhanidze has coordinated numerous international and national projects focusing on professional development, digital citizenship, democratic and peace education. A prolific researcher and author of multiple monographs and peer-reviewed articles, she has represented Georgia in global conferences and expert boards. Her leadership fosters international collaboration and innovation in education, contributing to policy dialogue and capacity building across diverse educational contexts. Her scholarly work promotes inclusive, values-based, and transformative learning as foundations for quality education and democratic culture.

Tamar Shinjiashvili is Professor and Dean of the Faculty of Education Sciences at Sokhumi State University. Her expertise includes sociology of education, children's rights, demography, teacher education, differentiated instruction, and curriculum development. Teach Bachelor's and master's courses and leads education degree programs. Participated in numerous national and international projects as a researcher, coordinator, and manager in EU- and USAID-supported initiatives. She has contributed to teacher training across Georgia and completed professional training in primary and early childhood education with UNICEF support. She is an author of publications on education of sociology, teacher education, and peace education. Co-author of Peace Education Readers and author of research studies and publications on peace education.

Short abstract of the session

The Session Focuses on Everyday Peace in Practice: Identity, Emotions and Transforming Human Relationships. If everyday peace is created through people's actions and relationships, an important question emerges: what shapes the way we relate to ourselves and others? This session explores how our identities, perceptions, and emotions shape the way we relate to ourselves and others in everyday life. It looks at how misunderstandings, stereotypes, and unmet needs can lead to tension and conflict, even in simple interactions. At the same time, the session focuses on practical ways to build more positive and respectful relationships through self-awareness, empathy, and conscious communication. Participants will reflect on their own experiences and practice simple tools, such as elements of nonviolent communication, to better understand others and respond more constructively in challenging situations. The session approaches peace as a daily practice - reflected in how we

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listen, express ourselves, and relate to differences in our personal and professional environments.

Intended outcomes: Participants will: (1) Understand how perceptions, emotions, and communication influence everyday interactions; (2) Critically reflect on the role of othering, stereotypes, and recognition in human relationships; (3) Practice simple strategies for empathy, dialogue, and constructive communication

21 October 2026 at 16:00 EEST – 17:00 EEST

Module 2: Conflicts and Ways to Resolve Them. Mediation

Name of the speaker: Artemiy Deineka

Name of facilitator of discussion: Mykola Sydorov

Bio of the speaker: Artemiy Deineka holds a PhD (Candidate of Sociological Sciences) and is Deputy Dean for Research and International Relations at the Faculty of Sociology, Taras Shevchenko National University of Kyiv (KNU). He teaches at the Department of Theory and History of Sociology, including courses in Social Anthropology, Theory and History of Sociology, and Methodology of Sociological Research. His research interests include contemporary sociological theory, the history of sociology, science and technology studies (STS), actor-network theory, and theories of social action, with a current focus on cultural resistance, decolonization, and national resilience. He has also worked as a translator and editor of contemporary social theory in Ukrainian.

Short abstract of the session

This session offers a sociological perspective on conflict – what it is, how it arises, and how it can be analysed and addressed – providing the conceptual foundation for the module before the subsequent session turns to mediation as applied practice. Moving beyond an everyday understanding of conflict as mere confrontation, it presents conflict as a structured social relationship situated within positions, interests, and needs, and shaped by structural and

symbolic dimensions that are not always visible to the parties involved. Drawing on sociological conflict theory and Galtung's distinction between direct, structural, and cultural violence, the session considers how conflicts emerge, escalate, and can be transformed, with particular attention to societies experiencing war, displacement, and social polarisation. Participants are invited to reflect critically on conflicts in their own educational and community settings.

Intended outcomes: Participants will (1) distinguish everyday and sociological understandings of conflict; (2) analyse the structural and cultural dimensions underlying visible confrontation; (3) understand conflict transformation as a process and situate approaches to resolving conflict – Including mediation, addressed in the following session – within a broader sociological framework of peacebuilding and social cohesion.

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04 November 2026 at 16:00 EEST – 17:00 EEST

Module 2: Conflicts and Ways to Resolve Them. Mediation

Name of the speaker: Olena Parkhomenko

Name of facilitator of discussion: Yuliia Kvitka

Bio of the speaker: Olena Parkhomenko - Associate Professor at the Department of Management and Administration, Karazin Business School, V.N. Karazin Kharkiv National University (Ukraine). Trainer, and expert in peacebuilding, mediation, community development and education, International Mediation Consultant. For more than five years, she has been actively working on the implementation of mediation, dialogue and peace education practices in higher education institutions, communities and the social sphere of Ukraine. Participant and expert in a number of international peacebuilding and mediation projects: Erasmus+ "Mediation: Training and Society Transformation (MEDIATS)", "Mediation Skills in the Social and Health Sphere", Erasmus+ "Art of Negotiation and Conflict Resolution (Mediation) / ArtNoConflict", UNICEF project on the implementation of a pilot trauma-oriented approach to mental health, psychological support and mediation. As part of the projects, she trains specialists in the use of mediation practices in working with children, youth, educators, and communities affected by the consequences of the war.

Short abstract of the session

This interactive session introduces mediation as a practical peacebuilding tool for addressing conflicts in educational institutions and communities. Building on contemporary understandings of conflict and social cohesion, the session explores mediation as a voluntary, confidential, and structured process that helps transform confrontation into constructive dialogue. Particular attention is given to the role of mediation in societies experiencing war, displacement, social polarisation, and post-conflict recovery.

Following a brief theoretical introduction to the principles and stages of mediation, participants will engage in an interactive simulation based on a real-life conflict scenario

involving students from different backgrounds. Through role-play and guided reflection, learners will practice active listening, identifying underlying interests, and generating mutually acceptable solutions.

Intended learning outcomes:

- understand the basic principles and stages of mediation;
- distinguish positions from underlying interests in conflict situations;
- recognise the contribution of mediation to peacebuilding, social cohesion, and inclusive communities;
- apply basic mediation communication skills, including active listening and reframing;

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- reflect on the potential of dialogue-based approaches for addressing conflicts in educational and community settings.

11 November 2026 at 16:00 EEST – 17:00 EEST

Module 3: Negotiation as a Tool for Building Sustainable Peace

Name of the speakers: Sergiu Musteața, Svetlana Burea

Name of facilitator of discussion: Markus Heide

Bio of the speakers

Doctor Habilitatus, Associate Professor, **Sergiu Musteața** is a historian from the Republic of Moldova and a professor at the „Ion Creanga” Pedagogical State University of Chisinau and University „Valahia” Târgoviște, Romania. He holds his Ph.D. in the History Faculty of „Al.I. Cuza” University, Iași, Romania (1999) and habilitation thesis at the „Ion Creanga” Pedagogical State University of Chisinau (2021). He is a former research fellow of various scholarships in the USA, Hungary, Sweden, and Poland, including DAAD and Humboldt Foundation at Bonn, Freiburg, and Braunschweig universities, Fulbright Scholar at the University of Maryland, University of California Berkeley, and Stanford University. He is the author of 11 monographs, more than 350 scientific publications, editor of over 30 books, and editor of two scientific journals. His major academic interests are History of Eastern Europe, Cultural Heritage Preservation, and History textbook analysis. ORCID ID: 0000-0003-2206-9298

Dr. Associate Professor, **Svetlana Burea** is an associate professor and PhD in Educational Sciences at the State Pedagogical University “Ion Creangă” of Chișinău, Moldova. With over 25 years of experience in education, she specializes in multilingual communication, intercultural competence, language pedagogy, and peace education. Dr. Burea is actively involved in the Erasmus+ PeaceEdu project, which promotes curriculum reform for peace education in Moldova, Ukraine, and Georgia. Also, she is a member of the institutional research project “Training Teachers for Multilingual Communication in an Intercultural Context”, which explores how multilingual and intercultural competences can strengthen social cohesion and mutual understanding in diverse societies. Her academic work focuses on developing communication, collaboration, and conflict-management skills through education. She has participated in numerous international training programs, research projects, and academic mobility initiatives across Europe.

Short abstract of the session

The session explores negotiation as a key tool for building sustainable peace in diverse and multicultural societies. Participants will examine negotiation not only as a practical conflict-resolution technique but also as a long-term process that connects personal, community, and political dimensions of peacebuilding. The session addresses the nature of conflicts, their underlying causes, and a range of strategies for managing and transforming them through dialogue, cooperation, and mutual understanding. Particular attention will be given to the

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challenges faced by multiethnic societies in Eastern Europe, including contexts affected by protracted and frozen conflicts. Discussions highlighted the importance of minority inclusion, multilingualism, and intercultural communication in fostering trust and constructive dialogue. The session also emphasizes the role of education in developing negotiation and communication skills from an early age through formal and non-formal learning.

Intended outcomes: Participants will (1) understand negotiation as a tool for conflict transformation and sustainable peace; (2) explore strategies for constructive dialogue in multiethnic and multilingual societies; (3) recognize the role of inclusion, intercultural communication, and education in peacebuilding; (4) reflect on challenges and opportunities for peaceful coexistence in Eastern European contexts.

18 November 2026 at 16:00 EEST – 17:00 EEST

Module 3: Negotiation as a Tool for Building Sustainable Peace

Name of the speaker Natalia Djandjgava

Name of facilitator of discussion: Valentina Teosa

Bio of the speaker: Natalia Djandjgava is the Country Manager at CMI-Martti Ahtisaari Peace Foundation, Finland. She has over twenty years of progressive professional experience in international organizations, such as the EU and UN, having worked in the sensitive political environment of the Transnistrian settlement process and Gagauzia Autonomy in Moldova from the political perspective, development angle and mediation and conflict prevention approach. Natalia is an experienced mediator and facilitator of dialogue processes within sensitive settings. Natalia is currently pursuing her doctoral degree at the Moldovan State University, at the Doctoral School of Social Science, specialization theory and methodology of international relations and diplomacy. Her research focuses on good governance, social peace and conflict prevention. Natalia is the listener of the course of advanced studies on Mediation in Peace Processes, ETH Zurich, Switzerland (2025-2027), fellow of Geneva Center for Security Policy (2021), Robert Bosch Goerdeler-Kolleg fellow (2019), John Smith Trust fellow (2018).

Short abstract of the session: The Contribution of International Organizations to Sustainable Peace through Negotiation and Frozen Conflict Context:

This workshop examines the role of international organizations (UN, EU, OSCE, etc.) in facilitating negotiations within protracted and frozen conflict contexts. A frozen conflict is understood as a situation in which active hostilities have ceased, but no durable political settlement has been reached, leaving structural tensions and issues of contested sovereignty unresolved. Moldova's Transnistrian issue and the case of Gagauzia dialogue serve as regional reference points through which students explore how international actors—including intergovernmental organizations, diplomatic frameworks, and multilateral mechanisms—engage with conflicts that resist conventional resolution.

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Students examine the conditions under which international organizations may advance or constrain prospects for sustainable peace, including questions of neutrality, legitimacy, leverage, and confidence-building. The workshop encourages reflection on the gap between the cessation of hostilities and the achievement of positive peace, as well as on the possibilities and limitations of externally facilitated negotiations. It connects the international dimension of peace with community and societal levels, situating institutional peacebuilding within the broader multilevel framework of the course.

25 November 2026 at 16:00 EEST – 17:00 EEST

Module 4: Critical Hope as Orientation in Peace Education

Name of the speaker: Rina M. Alluri

Name of facilitators of discussion: Viola Georgi / Valentyna Solovyova

Bio of the speaker: Rina M. Alluri is Assistant Professor and UNESCO Chairholder for Peace Studies at the University of Innsbruck. Her research focuses on understanding how decoloniality, intersectionality and pluriversality can contribute to our understandings of peace and conflict studies and critical peace education.

Short abstract of the session

Nigerian educator Bayo Akomolafe argues that the concept of ‘hope’ has been manufactured through coloniality, religious institutions and oppressive institutions in order to offer a sense of falsehood for people who are being discriminated against. However, ‘critical hope’ shifts away from a utopian or idealistic perspective of hope and towards a more tangible, practical engagement and framework that takes risks, challenges and hierarchies into account. This requires moving away from escapism approaches towards creating new spaces of power. It offers insights into decoloniality as a lens to reflect on the power of ‘critical hope’ and the ways in which scholars, activists and educationalists can use it for community building and pedagogical approaches that challenge the status quo.

02 December 2026 at 16:00 EEST – 17:00 EEST

Module 4: Critical Hope as Orientation in Peace Education

Name of the speaker: Andreas Oberprantacher,

Name of facilitator of discussion: Anush Petrosyan

Bio of the speaker: Andreas Oberprantacher is Professor of Practical Philosophy at the University of Innsbruck, where he heads the Unit for Peace and Conflict Studies and serves as Academic Director of the MA Programme in Peace and Conflict Studies. His research spans political theory, philosophy of technology, and postcolonial thought, with sustained interests in algorithmic governance, predictive warfare, migration, and Human-Animal Studies.

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Short abstract of the session

In an era of overlapping crises - ecological breakdown, democratic erosion, colonial violence, and the algorithmic acceleration of warfare - peace education faces a pressing challenge: how to sustain orientation toward peace without succumbing to paralysis or naïve optimism. This session takes "critical hope" as its central concept, departing from Jonathan Lear's *Radical Hope* (2006), which proposes a form of hope that endures precisely when the coordinates of meaning have collapsed, and placing it in dialogue with Paulo Freire's hope as political imperative. A central concern is the critique of "manufactured" or "false" hope in peace and conflict contexts. The session examines how hope can remain a serious orientation without becoming a tool of pacification. The concept of polycrisis - the causal entanglement of crises across multiple global systems - serves as the backdrop against which critical hope must prove its worth: neither denying devastation nor abandoning the possibility of transformation. Intended outcomes: Participants will (1) distinguish between naïve, manufactured, and critical forms of hope; (2) engage Lear's radical hope as a resource for peace-educational practice under conditions of crisis; (3) develop conceptual tools for integrating critical hope into their own teaching and scholarly orientation.

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