



óμιλος ιστορικού διαλόγου
και έρευνας **association**
for historical dialogue
and research tarihsel
diyalog ve arařtırma derneđi



Education for Sustainable Peace in Cyprus

POLICY PAPER



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Building peace since 2003

AHDR's history in a nutshell

We're celebrating our 20th anniversary this year...

Bringing people together

Via trainings, workshops, conferences, city walks...

Imagine and the Home for Cooperation, amongst our most noteworthy projects

Producing educational materials

We created 22 supplementary materials for educators.

Always produced by intercommunal teams, trilingual, free, available online

Changing the narrative

Building a bridge between bottom-up and top-down efforts
Culture of peace
Policy papers
Board Members and staff of the AHDR are engaged actively in the peacebuilding process

The Project Team

MEET OUR CONSULTANT AND AUTHORS



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Author



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Our point of departure



How far have we come in education over the past 10 years?

How can education promote sustainable peace in Cyprus?

How can we build on and sustain achievements in education?

Procedure



3-STAGE CONSULTATION PROCESS THE STEPS FOLLOWED FOR THE PRODUCTION OF THE POLICY PAPER

One-to-one interviews

Online meetings. One-to-one, in pairs, or submissions in written

Consultation meetings

One in each community and an online meeting with international experts

Focus group and external review

Final discussion to refine the ideas. Reviews by experts.



35

interviews

100+

total number of stakeholders
engaged in the process

Structure

POLICY PAPER: EDUCATION FOR SUSTAINABLE PEACE IN CYPRUS

- 1 Challenges and opportunities
- 2 Vision and principles
- 3 Stakeholders
- 4 Focus areas and recommendations

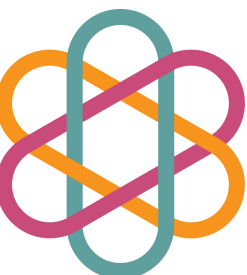
Vision



The Association for Historical Dialogue and Research (AHDR) envisions an education that creates the conditions for children, youth, and teachers to respond effectively to the challenges Cyprus is facing in relation to the existing culture of violence. This should be done by equipping individuals with the relevant knowledge, skills, and attitudes for creating a culture of peace, and rethinking our relationship with the Earth and with each other.



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Principles



Evidence-informed education

Education is evidence-informed to address the pressing challenges related to a culture of violence, and to promote a culture of sustainable peace. We envision to continue basing our work on scientific research that is informed by the latest trends in the fields of history education, peace and anti-racist education and related fields.

Accessible learning spaces and networks

Accessible, dynamic, decentralised learning spaces and networks are created to allow for collaborative learning and research to flourish. We acknowledge the role that physical, virtual, affective, and intellectual spaces and networks play in building relations, sharing expertise, and co-learning and co-creating resources.

Youth as active agents of social change

Education promotes not only a critical and democratic mindset, but also active citizenship and civil courage to take action against discrimination, xenophobia, racism, extremism, violence, climate change and environmental degradation, and for intercultural respect and solidarity.


Inclusive and participatory approach

There is an inclusive and participatory approach that deals creatively and constructively with the past to revisit issues that have been considered controversial or sensitive. We envision an education that respects individuals' multiple identities and avoids monolithic and essentialist representations of the past.

Collaboration

Education follows a strategic approach when dealing with sensitive issues to ensure smooth and widespread implementation as well as sustainability of initiatives. We propose that relevant educational stakeholders, in both formal and non-formal education, join forces and collaborate, designing interventions with all communities in mind, leaving no-one behind.

Stakeholder Ecosystem



Who should take action?



Who should support the sustainability of actions?



Who should be consulted?

RATIONALE

Educational stakeholders hold intersecting, and sometimes overlapping, responsibilities and opportunities for promoting change in regard to the aforementioned vision, priorities and recommendations.

We outlined the stakeholder ecosystem and the stakeholders' envisioned roles and areas of collaboration according to envisioned engagement with the AHDR for implementation of recommendations that are outlined in the policy paper.

Priority areas

FOR SUSTAINABLE PEACE THROUGH EDUCATION

- 1 Curricula and educational materials
- 2 Ethos of learning and pedagogical approaches
- 3 Networks and spaces for collaboration and engagement
- 4 Education policy and practice



NEXT STEPS

● 2023-2024

Prioritise actions
Facilitate sharing of ideas
Establish alliances
Identify areas of collaboration
Seek funding

● 2024-2028

Bring select recommendations
into life
Evaluate impact
Re-assess education in relation to
peace in Cyprus

World Café

Recommendation 1.7

Policymakers, NGOs, the research community, and trade unions should develop state-of-the-art and culturally and contextually appropriate educational materials, based on commonly accepted international frameworks and standards, that foster critical thinking, multiperspectivity, problem solving, cooperation, mediation and negotiation skills, self-reflection, compassion, and promote **critical and active empathy**, solidarity and peaceful coexistence. Materials should be disseminated widely and strategically via the use of both non-traditional and mainstream media.

Recommendation 2.5

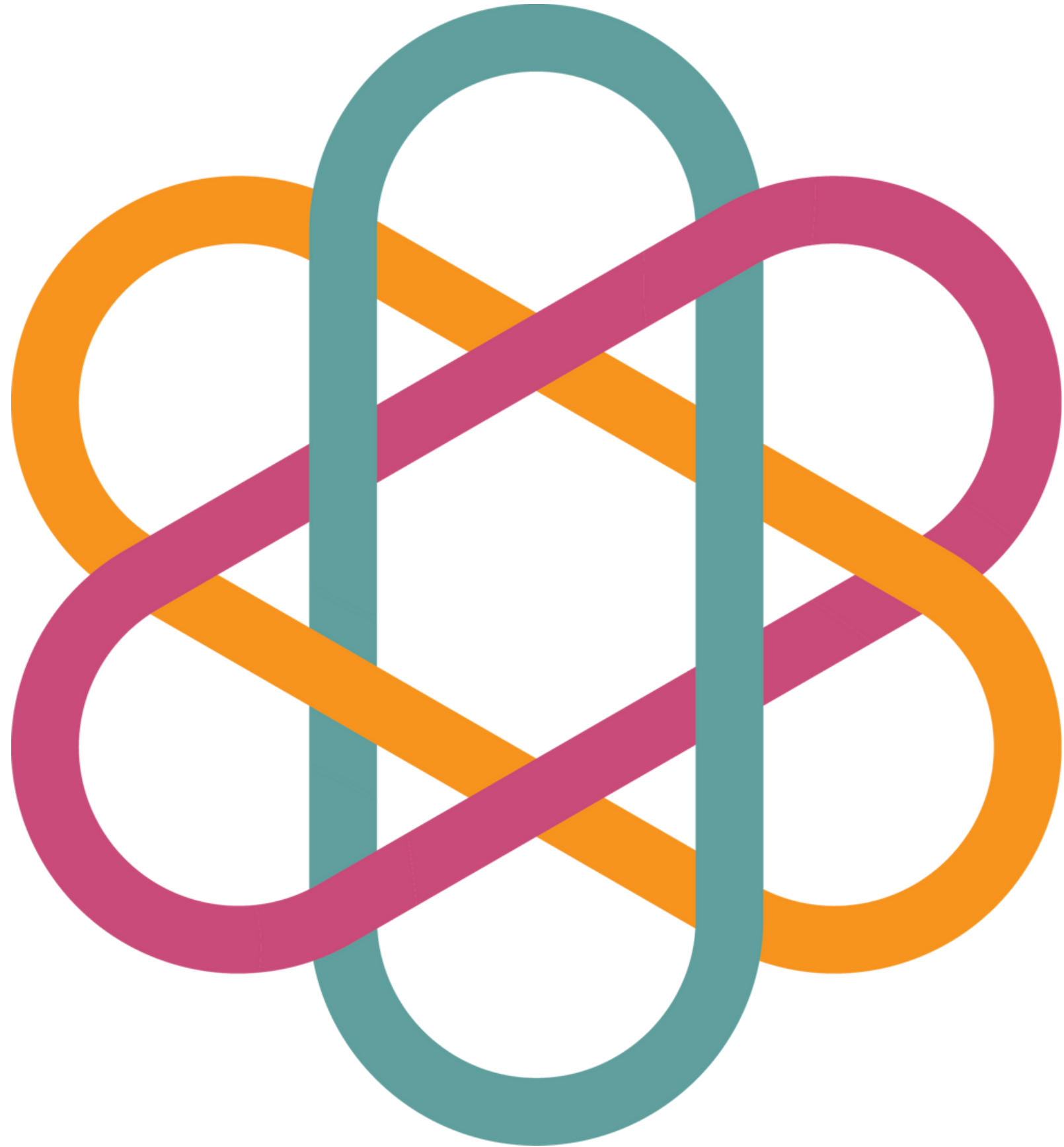
Policymakers, NGOs, teachers, and youth organisations should develop learners' political awareness (democratic rights and values), sense of participation and agency, and strengthen their **civil courage**. Civil courage enables cultivating individual agency and accountability, and empowers individuals.

Recommendation 3.8

NGOs, youth organisations, teachers, trade unions, and school leaders should develop a working relationship with authorities and decision makers and secure their collaboration, in order to safeguard the smooth implementation of peace education-related projects and activities and cultivate **ownership** among educational stakeholders as well as build trust towards civil society.

Recommendation 4.8

Policymakers, NGOs, youth organisations, teachers, trade unions, school leaders, and local administrations should stress the role of increasing meaningful contact for humanising the historical 'others' and being open to newly arrived populations and vulnerable groups.



Got ideas?

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