

**INTERNATIONAL
YEARBOOK**

FACULTY OF SECURITY

2022/1

Publisher: FACULTY OF SECURITY – Skopje

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UDK: 37.035:172.4

374.7:172.4(497.7)

DOI: 10.20544/IYFS.42.1.22.P02

CONTEMPORARY METHODS OF ADULT PEACE EDUCATION IN SECURITY

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Abstract

The paper focuses on theorizing approaches and experiences in adult peace education referring to security, analysing different target institutions such as higher education institutions, security services, civil society organizations as well as some other relevant stakeholders related to adult peace education. The findings presented in this paper resulted from the Erasmus Plus project “Dialogue in Adult Education (DIA)”, implemented in the period 2019-2022. As a project partner, St. Kliment Ohridski University (Macedonia) was represented by the team from its unit – the Faculty of Security-Skopje with the acronym UKLO.

The authors of the paper systematized the results of the projects covering the methods of adult peace education in security that were collected and evaluated between the partners of the project from seven European countries. In this brief overview, they present and discuss the methodology used for the methods of adult peace education in four areas, namely conflict management, peacebuilding, community building and social inclusion.

The methods included a variety of methodological approaches in adult peace education, ranging from more individual-oriented to group-oriented approaches, designed according to the compatibility of methodology for each specific method topic. The methodology used in this paper could be very helpful for teachers and learners in adult peace education in security in a way to improve their work and raise the quality of their education process. Additionally, the paper could also be useful for practitioners in security services, civil society organizations and other relevant stakeholders in improving their knowledge and skills in adult peace education.

Keywords: *adult peace education, methodology, security*

1. INTRODUCTION

Peace education for adults has become a current topic in the field of formal and informal education in recent decades. Numerous social conflicts, weakening of the integrative function of communities, increase in threats towards peace and social exclusion are among the most important issues encompassed by peace education in general, and especially in peace education for adults. Extensive scientific and professional research has been carried out in peace education for adults and many research and applicative projects have been implemented or are ongoing.

The need for such education was imposed by the fact that we live in a world surrounded by numerous and increasingly harmful risks, threats, and encroachments. Peace education for adults has special importance for security and security studies, while security institutions and educational institutions that educate and profile staff in the field of security have tendencies to introduce peace education curricula in their study programs. In recent years, special attention has been paid to the development of teaching methodology in the field of adult peace education, both in formal and informal education. In general, innovative, prevention-oriented and participation-oriented methodological approaches are preferred in order to tackle and handle the ever-increasing peace and security risks that flood nowadays societies. Rapid societal changes create new risks, threats and encroachments that could be understood and addressed properly only if adult peace education methodology constantly changes and innovates.

The idea behind adult peace education is to have innovative and up-to-date teaching processes and methodology that could ensure better understanding and research of the fast and growing changes in vulnerable and insecure societies. “Adult peace education can significantly contribute to determining the risk factors, by offering preventive and other creative solutions that could ensure peacekeeping, societal stability and developing the so-called ‘culture of peace’, i.e. ‘learning to live together peacefully and harmoniously in the multicultural and diverse world’” (Beidoğlu, 2017: 30; Sakade, 2009: 3; de Rivera, 2009: 1-2). “Peace education is crucial in building a lasting and sustainable culture of peace” (Bar-Tal, 2011: 221). In this regard, adult peace education is also indispensable in building and maintaining a culture of peace. Moreover, adult peace education is essential since it implies keeping pace with new developments regarding peace and security after the completion of formal education. In this sense, “adult peace education must be understood as a lifelong process of learning about peace and security needed in a very complex and fast-changing environment” (Despotović, 2016: 15). The most important aim of this process is to heighten the knowledge and skills in adult peace education of the parties involved in this form of education, i.e. educators and learners.

In the sections that follow the authors will elaborate on the most significant issues related to adult peace education in terms of some best experiences regarding adult peace education methodology and acquaint the

readers with the results from a recently carried out Erasmus + project in this field.

2. ON ADULT PEACE EDUCATION METHODOLOGY IN GENERAL

In tracing the recent development of peace education, “it is fundamental to take into consideration the fact that in the past it had always been an integral part of education and in all cultures, taking into account that every culture treats peace as a noble ideal or value that has to be attained. However, with the advent of Western secularism at the beginning of the 20th century through the guise of a positivist scientific outlook to education, moral and human values including peace were slowly discouraged away from education curricula. Under the ideal of value-free positivist and reductionist knowledge the whole education was viewed narrowly as teaching facts on various subjects. However, despite such materialistic views, the thinking of such humanists like Rousseau, Henry Thoreau, Tolstoy and Maria Montessori kept the sense of education alive. With the witness of the horrors of the First and Second World Wars there was a reawakening to the need of developing the humanistic side of education” (UNESCO, 2001: 3).

Adult peace education is a lifelong learning process. This means that the process of peace education never ends and can be constantly improved and upgraded. Educators (teachers) and adult learners are the two parties in this process. As far as educators are concerned, their goal is not only to transfer knowledge but also to urge the learners to search for knowledge itself. “A further goal of the educators is to encourage the learners and facilitate the learning procedure” (Giannoukos, Besas, Galiropoulos & Hioctour, 2015: 46). However, it is of utmost salience here to underline that peace education in general and adult peace education in particular, are not and must not always be a one-way process where only the learners learn, and the educators educate. The truth is that it is a contemporary concept where both educators and learners can constantly learn something new in those learning processes. In fact, “peace education stresses this mutual learning aspect” (Mushakoji, 1974: 10). This must be kept in mind when designing curricula for adult peace education.

“A contemporary adult peace education curriculum should comprise a kind of ‘participatory learning strategy’, where educators and learners are active parties in search for solutions, that could resolve or help resolve real problems related with peace and security” (Nwakaire & Kobani, 2022: 57269). In the interactive learning environment, the educator adopts the role of the facilitator, encouraging learners to participate and share their views and opinions and supporting them to take responsibility for their own learning. “Being ‘learners-centred, collaborative, participative, and self-reflective’, active learning motivates learners ‘in doing things and thinking about the things they are doing’” (Goldberg, Sánchez, Jankevičienė, Arenas & Kragić, 2019: 29). “Cooperative and interactive learning methods promote values and behaviours that are conducive to peace” (Fountain, 1999: 30).

Also, when talking about the adult peace education methodology, “not only is the very learning important as learning, as well as the acquired knowledge, although they are welcomed, but rather the practical implementation of non-violent communication, peacebuilding, cooperation, mutual respect and so on” (Пирковска-Змијанац и Битољану, 2018: 9). “Studying, educating, training and researching the contents from adult peace education, inter alia, enables the learners to become aware of the existing and possible risks and threats of natural and social nature, to be trained in the procedures in case of modern threats, to act safely and constructively in given situations, to acquire certain knowledge, attitudes and develop a culture of protection, peace and tolerance” (Коцева, 2018: 35).

Considering the importance of adult peace education methodology, oftentimes 'how to teach is more important than what to teach'. There are a variety of methods used in the adult peace education process, but the ones most frequently used are the following: cooperative learning, group discussion, peer teaching, brainstorming, role-play, energizers, story-telling, service learning, experimental teaching, inquiry-based learning and teaching, dialogues, individual work and reflection, pair work, team-work, learning through visualization, creative writing and drawing and so on (Mondal, & Ghanta, 2018: 1846; Ekvalis, 2015: 16-18; Нансен Дијалог Центар Скопје, 2018: 38; Нансен Дијалог Центар Скопје, 2016; Parente, 2019).

3. CONTEMPORARY METHODS OF ADULT PEACE EDUCATION IN SECURITY: ANALYSIS OF DIA PROJECT EXPERIENCES

The findings presented here are results of the three-year Erasmus + project that were carried out from 1 October 2019 until 30 June 2022. Initially, the project was foreseen to end in January 2022 but was prolonged for six months due to the COVID-19 pandemic. The project was named DIA (Dialogue in Adult Education - Dialogue, Peacebuilding and Conflict Resolution Methods for Adult Learners) and fell within the Erasmus + Key Action 2, Cooperation for innovation and the exchange of good practices, KA204 - Strategic Partnerships for adult education, financed by the EU. Eight partners from seven countries took part in the implementation of the project (Germany, Denmark, Poland, Ukraine, Croatia, Cyprus and Macedonia). It included six NGO's and two Universities, out of which UKLO was a partner. The project team from UKLO, Faculty of Security, Skopje, consisted of four members: Saše Gerasimoski, Rade Rajkovčevski, Vesna Trajkovska and Marjan Arsovski, all of them professors at the Faculty of Security - Skopje.

DIA was a cross-sectoral interdisciplinary project which addressed the intersection of the key competences of lifelong learning through its methodology and partnership. By exploring the diversity of approaches of peace education in peacebuilding, active citizenship, structured dialogue, conflict resolution, community building, social inclusion etc. the project idea was to collect practices/methods in different community and local contexts. The project idea was somehow connected to pre-defined expectations (within

the application process) in contributing to the development of educational methods, as well as to teaching models that involve obtaining new skills and lead to social innovation.

“The project was targeted on trainer, teacher and learner in all education sectors, staff and learners within the partnership, stakeholders and associated partners. The indirect target groups were the usual groups, the partners worked with: adult learner and educators, refugees and migrants, refugee women, socially excluded children and young people, internally displaced persons, youth leaders, students, women, NGOs, journalists, local authorities, students, relevant ministries and agencies. The overall aim of DIA was to identify the main areas where peace education could contribute to help adult education institutions mitigate conflicts, to support efforts in community building, to foster mutual understanding and social dialogue by turning citizens into bridge builders in their communities, and to gather and discuss smart practices and methods reflecting each of these areas”. (Erasmus +, 2019: 3-4).

At the end of the project, two main products of the projects were delivered. The first (intellectual) project output is “A European eBook on peace education for adults (European Peacebuilder: Dialogue in Adult Education Handbook)”. This was the main dissemination product of the project. It encompassed 32 relevant smart methods/practices¹, recommendations and inputs. All smart methods that were included fell within some of the four pre-defined key areas covered by the project idea and application (peacebuilding, community building, conflict management and social dialog/inclusion). The second main product of the project was the interactive map of European Peacebuilders, designed as a database and methods toolkit showing the methods in a more visible way.

To achieve these results seven transnational meetings were held (mostly in person, a few of them held online, due to COVID-19 pandemic travel restrictions) within the project implementation period. The last transnational meeting, hosted by UKLO/Faculty of Security-Skopje, was held in Skopje, Macedonia. In addition, two pieces of training in Dubrovnik (Croatia) and Nicosia (Cyprus) were held, where the methods were discussed, tested and evaluated. An additional editorial meeting was held in Berlin after sharing the first draft of “European Peacebuilder” among project partners.

According to the rules and aims of the project, each partner had to include at least three associated partners (companies and/or organizations), with whom they were supposed to develop, test and evaluate the smart methods (practices) in adult peace education. In this aspect, UKLO established cooperation based on a Memorandum of Understanding with three associated partners: the NGO “Evrotink”, the NGO “Forum Civilen Miroven Servis” and the private security agency “OSA Obezbeduvanje”, all from

¹ Four methods by each eight partners were adapted to template for collecting such methods. Some criteria were pre-defined in partners meetings before start of this activity.

Skopje. Communication with the associated partners within the DIA project was done regularly, via personal or online meetings about the activities that were to be done and the expectations, as well as via short briefings. We could single out the full and timely cooperation, the joint design and implementation of the smart methods (practices) from the project, as well as the participation in other activities within the project such as the training. There was a large input from associated partners in designing the methods and in their implementation, as well as in participation in other activities within the project, such as training. Considering possible future improvements, it is expected that the knowledge and skills acquired in this project could serve all involved actors as a sound basis for upgrading the smart methods (practices) in terms of improving the methodology, teaching and evaluation process and inclusion of other interested partners and stakeholders.

The participants in the project found this project inclusive, creative and useful in terms of re-evaluating and improving their teaching skills and methodology in peace education. As a common outcome it was stated that the project had certain impact at local, regional and national levels. This is reflected in the fact that three associated partners were included in this project, as well as in their will to use the project products in their work at different levels and to share them with similar organizations. All in all, within this project, in the design and implementation of 12 smart methods (practices) in peace education for adults by UKLO, 98 students were included as learners, as well as 20 participants from the three associated partners and 10 participants from the local sports fan group “Chkembari” from Bitola, all of them included as learners. In addition, 3 educators from the three associated partners of the project and 4 educators from the UKLO project team took part in the project as educators. Briefly summarized, in total, 128 participants were included as learners and 7 participants were included as educators. Within the framework of the project, 12 methods were designed and implemented by the UKLO team. In the table below, there is an overview of the topics related to the methods and the key project areas they belong to.

Table 1: List of smart methods (practices) and their respective areas designed and implemented by the UKLO(Faculty of Security) team within the DIA (Dialogue in Adult Education) Erasmus + project

No.	Name of the method (practice)	Area
1.	Managing conflicts on bust stops in Skopje	Conflict management
2.	Overcoming Societal Exclusion of Drug Addicts	Social dialogue
3.	Recognizing and reacting to conflict security situations when securing an object	Conflict management
4.	Strengthening the community affiliation through an affirmation of security culture	Community building
5.	Recognizing and responding to conflict security situations during sports events	Conflict management

6.	Improving the inclusion of vulnerable groups in the social environment	Social dialogue
7.	Dealing with conflicts when securing a parking lot	Conflict management
8.	Conflict prevention while maintaining order in a bank and strengthening community security during COVID-19 pandemic – “Prevent Through Empathy”	Conflict management
9.	Overcoming social divisions and getting involved in environmental decision-making process	Community building
10.	Social integration of Roma affected by vagrancy – “Think to Create”	Social dialogue
11.	Resolving domestic violence during COVID-19 pandemic	Peacebuilding
12.	Overcoming conflict situations while securing the transport of money and valuables	Conflict management

Four out of twelve methods developed and applied in adult peace education by the UKLO team were included in the Handbook on Peace Education for Adults. The selection was made in such a way that it included one method from each of the four areas of the project. The methods covered in the Handbook are the following (Comparative Research Network, 2022):

- Strengthening the community affiliation through an affirmation of security culture (community building).
- Conflict prevention while maintaining order in a bank and strengthening community security during the COVID-19 pandemic - “Prevent Through Empathy” (conflict management).
- Social integration of Roma affected by vagrancy – “Think to Create” (social dialogue).
- Resolving domestic violence during Covid-19 pandemic (peace-building).

Regarding the structure of the methods, all of them consisted of method goals, elaboration on a specific situation where learners had to answer questions related to the situation, and summary where the learners, together with the educators, jointly summarized the answers, tried to categorize them and find out the most appropriate ways of dealing with the problems analysed in the situations. The methods were designed and structured in such a way that at first, they required learners to understand the situation properly, figure out the main factors (especially risk factors), determine the possible ways of reaction to the specific situations, and find out preventive and creative ways of reaction aimed at resolving the problems described in the situations. The learners were especially stimulated to think freely and outside the box and to find out solutions to the problems explained in the situations that would be as creative and preventive as possible. The time allotted for the implementation

of each method was 45 minutes, which equals the time for a standard class. As far as the methodology is concerned, a variety of methodologies were used, ranging from more individually oriented methodologies, such as individual work and reflection or brainstorming, up to more group-oriented methodologies, such as role-playing, debating and teamwork. Most of the methods were implemented online, due to the COVID-19 restrictions that affected a significant time period within the duration of the project, while some of the methods were implemented in person, i.e., with physical attendance. For the methods that were implemented online, the Padlet interactive software was used, and the Google Meet video conferencing tool.

All the activities were disseminated via the UKLO and the Faculty of Security WebPages and social media (in Macedonian and English), presented in a way that would attract a large audience and would make project activities and achievements more visible. However, considering the audience at a local, regional and national level, to whom the project could be addressed, it is possible for the project results to continue to be interesting and implemented by a variety of stakeholders regarding adult education (students, NGO activists, local authorities, security institutions, etc.) in the future. Also, the associated partners of the project were free to disseminate the results to their respective audiences, potentially interested persons and organizations. Regarding the feedback received, the project idea, the activities and the results were considered positive, mainly on the part of its usefulness for the teaching process in adult education, the adult education methodology and its practical implementation (especially by security organizations and NGO organizations). They also positively evaluated the creative and preventive aspects of adult education methodology.

The Macedonian DIA project team will put all its efforts in the future to disseminate the project results to a wider national and international audience as much as possible and will also include activities related to the preparation of scientific and professional articles, through which the academic and professional community regarding adult peace education will be informed and could consider their further implementation in the teaching process. As a follow-up of the project, the project team will do its best to inform as many stakeholders as possible about the project results, at different levels (local, regional national) and potentially interested users (students, NGO activists, local and national authorities, security institutions and higher education institutions). The focus will be put on the implementation, upgrade and improvement of the smart methods (practices) in the adult education process.

4. CONCLUSION

Peace education for adults has become an important topic in the field of formal and informal education in recent decades. Within the trends of transferring the responsibility in dealing with security issues to a community level, it is more important to involve as many actors as possible in dealing with security risks and threats.

Consequently, peace education has a special value for security theorists and practitioners in various relevant institutions and organizations. The idea behind adult peace education is to have innovative and up-to-date teaching process and methodology that could ensure better understanding and research of the rapid changes in insecure societies.

With the potential to include more creativity and replicate certain experiences, adult peace education methodology plays a vital part in the successful process of teaching and learning. In that way, the presented experiences can be very useful for selecting the best practices in an international and interdisciplinary context by organizations and institutions dealing with security topics.

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